

**TEACHER VOICES USING COMMUNICATIVE LANGUAGE
TEACHING (CLT) IN SPEAKING ABILITY THROUGH KURIKULUM
MERDEKA AT MTSN 7 MALANG: IMPACT & CHALLENGES**

THESIS

BY

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MALANG**

2025

TITLE PAGE

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*To Compile Thesis in Undergraduate Program English Education Department
Faculty of Education and Teacher Training Maulana Malik Ibrahim Islamic
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APPROVAL SHEET

**TEACHER VOICES USING COMMUNICATIVE LANGUAGE
TEACHING (CLT) IN SPEAKING ABILITY THROUGH KURIKULUM
MERDEKA AT MTSN 7 MALANG: IMPACT & CHALLENGES**

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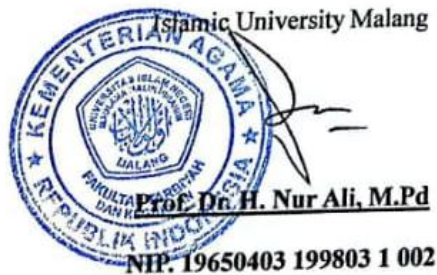
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Assalamu 'alaikum Wr. Wb

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MOTTO

“Education is the most powerful weapon which you can use to change the world.”

DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful, I express my deepest gratitude to Him, the Owner of all knowledge and wisdom, for granting me strength, perseverance, and good health throughout the preparation of this thesis. It is only by His grace and permission that I was able to overcome every challenge, trial, and obstacle in this academic journey. May this work be of benefit and accepted as a small contribution in the pursuit of knowledge.

I dedicate this thesis to:

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The researcher fully acknowledges that this thesis is not without its shortcomings and imperfections, as it reflects the limitations of his expertise. The researcher sincerely apologizes for any errors or inadequacies found within this work. Despite its limitations, he genuinely hopes that this thesis can be beneficial to all readers and can contribute to a deeper understanding of authentic assessment.

Malang June 16 2025

The Researcher

Nadira Azzahra

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ABSTRACT

Azzahra.N.2025 *Teacher Voices of Using Communicative Language Teaching (CLT) In Speaking Ability Through Kurikulum Merdeka at MTSN 7 Malang: Impact & Challenges*, Thesis, English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. Hj. Like Raskova Octaberlina M.Ed.

Keyword: Communicative Language Teaching, Speaking Ability, Teacher Voices

The aims of this research are to identify and describe the impacts and challenges of using Communicative Language Teaching (CLT) in enhancing students' speaking ability through the Merdeka Curriculum and to explore teachers' voices regarding its implementation. The research employed a qualitative approach to gain data on teachers' experiences and perceptions through interviews and observations. The research subjects were two English teachers at MTsN 7 Malang during the 2024/2025 academic year. The findings showed that the implementation of CLT has a positive impact on students' speaking ability, such as increasing their confidence and fluency, promoting active participation, and creating an engaging learning environment. However, the research also revealed several challenges, including limited time for implementing communicative activities, students' mixed proficiency levels, and insufficient learning facilities. The study suggests that teachers should adapt CLT to suit the classroom context, apply more flexible strategies to accommodate students' diverse needs, and ensure that the school supports CLT implementation with adequate resources and time allocation.

ABSTRAK

Azzahra, N. 2025. *Suara Guru dalam Penggunaan Communicative Language Teaching (CLT) pada Kemampuan Berbicara melalui Kurikulum Merdeka di MTsN 7 Malang: Dampak dan Tantangan*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keyword: *Communicative Language Teaching*, Kemampuan Berbicara, Pendapat Guru

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan dampak serta tantangan penggunaan metode Communicative Language Teaching (CLT) dalam meningkatkan kemampuan berbicara siswa melalui Kurikulum Merdeka, serta menggali suara guru mengenai implementasinya. Penelitian ini menggunakan pendekatan kualitatif untuk memperoleh data melalui wawancara dan observasi terhadap pengalaman serta persepsi guru. Subjek penelitian ini adalah dua orang guru bahasa Inggris di MTsN 7 Malang pada tahun ajaran 2024/2025. Hasil penelitian menunjukkan bahwa penerapan CLT berdampak positif terhadap kemampuan berbicara siswa, seperti meningkatnya kepercayaan diri dan kefasihan, partisipasi aktif siswa, serta terciptanya suasana belajar yang menarik. Namun, penelitian ini juga mengungkap beberapa tantangan, antara lain keterbatasan waktu untuk melaksanakan kegiatan komunikatif, beragamnya tingkat kemampuan siswa, dan kurangnya fasilitas pendukung pembelajaran. Penelitian ini menyarankan agar guru menyesuaikan penggunaan CLT sesuai dengan konteks kelas, menerapkan strategi yang lebih fleksibel untuk mengakomodasi kebutuhan siswa yang beragam, dan memastikan adanya dukungan dari sekolah berupa penyediaan sarana yang memadai serta alokasi waktu yang cukup untuk penerapan CLT.

مخلص البحث

أزهر، ن. ٢٠٢٥. آراء المعلمين في استخدام تدريس اللغة التواصلية (CLT) على مهارات التحدث من خلال المنهج المستقل في المدرسة المتوسطة الإسلامية الحكومية ٧ مالانج: الآثار والتحديات. أطروحة. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرف: الأستاذ الدكتور حاجي لايك راسكوف أوكتابيرلينا، ماجستير في التربية.

الكلمات المفتاحية: تدريس اللغة التواصلية، القدرة على التحدث، آراء المعلمين

تهدف هذه الدراسة إلى تحديد ووصف آثار وتحديات استخدام أسلوب تدريس اللغة التواصلية (CLT) في تحسين مهارات التحدث لدى الطلاب من خلال منهج مرديكا، بالإضافة إلى استكشاف آراء المعلمين فيما يتعلق بتطبيقه. تستخدم هذه الدراسة نهجًا نوعيًا للحصول على البيانات من خلال المقابلات وملاحظات تجارب المعلمين وتصوراتهم. كان موضوع هذه الدراسة معلمين للغة الإنجليزية في MTsN 7 مالانج في العام الدراسي 2025/2024. تشير نتائج الدراسة إلى أن تطبيق CLT له تأثير إيجابي على مهارات التحدث لدى الطلاب، مثل زيادة الثقة بالنفس والطلاقة والمشاركة النشطة للطلاب وخلق جو تعليمي مثير للاهتمام. ومع ذلك، كشفت هذه الدراسة أيضًا عن العديد من التحديات، بما في ذلك الوقت المحدود للقيام بالأنشطة التواصلية، ومستويات مختلفة من قدرة الطلاب، ونقص مرافق التعلم الداعمة. توصي هذه الدراسة بأن يقوم المعلمون بتعديل استخدام CLT وفقًا لسياق الفصل الدراسي، وتطبيق استراتيجيات أكثر مرونة لاستيعاب الاحتياجات المتنوعة للطلاب، وضمان الدعم من المدرسة في شكل توفير المرافق المناسبة وتخصيص الوقت الكافي لتنفيذ CLT.

ARABIC- LATIN TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

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	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

او = aw

اي = ay

ؤ = ŭ

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to explain background study, research problem, research purpose, scope and limitations, significance of the research, and definition of key terms.

1.1 Background of the Research

Learning and teaching are closely related activities. Education can only function well with good educators. An educator must also possess noble character and compassion, as mentioned in the Hadiths of Muslims.

كُونُوا رَبَّانِيِّينَ حُلَمَاءَ فَهَّاءَ عُلَمَاءَ وَيُقَالُ الرَّبَّانِيُّ الَّذِي يُرَبِّي النَّاسَ بِصَغَارٍ أَلْ عِلٍّ مِّ قَبْلَ
كِبَارٍ ة

"Be a compassionate educator, a scholar of jurisprudence, and a learned person. One is called an educator when they teach others by imparting knowledge little by little, which eventually accumulates greatly." (HR. Bukhari).

The hadith above discusses the importance of being a polite teacher, an expert in jurisprudence, and someone who can impart knowledge to others. From this hadith, it can be understood that an educator or what is commonly referred to as a teacher is critical to have a good character and share knowledge with others. For a teacher, having politeness in speech is very important, as it ultimately affect how the teacher delivers the material to be taught in the classroom. Being a good teacher involves being polite, and politeness can be found in many aspects, such as how one speaks.

Speaking is one of the four skills in English that students and teachers must have. According to (Aristy et al., 2019), Speaking conveys or discusses knowledge

that enhances interaction between people. Speaking is expected to allow students to communicate their ideas and opinions. It is hoped that students can use this to present and speak in class, and teachers are expected to provide opportunities for students to improve their speaking skills. Students can also learn by talking, not just by listening to the teacher but also by talking to their classmates.

Speaking is needed by many people, especially by students and teachers in education. According to Nggawu & Thao (2023) skills that play an essential role are speaking in the context of global communication. Speaking skills also play a vital role in education, especially in the world of communication, so that students can convey their ideas or feelings well during learning. As time passes and the existing curriculum is developed, many teachers seek or develop increasingly varied media or language teaching strategies to improve students' speaking ability.

The application of speaking in the classroom is currently done in various ways and using multiple methods. Most teachers use presentation methods or discussions between peers. Different learning strategies aim to find the correct teaching and learning process formulation to improve students' speaking ability. According to the teacher's strategy is also necessary in learning skills, such as language skills (Muhammad et al., n.d.). The right strategy is expected to enhance students' speaking skills.

Many English language teaching strategies, such as the Grammar Translation Method, The Direct Method, and Communicative Language, can be utilized. Teaching (CLT), Total Physical Response (TPR), Contextual Teaching and Learning (CTL), Cooperative Learning, Bilingual Method, (Jeremy Harmer, 2007). Among the many learning strategies available, Communicative Language

Teaching (CLT) has proven to enhance students' speaking ability. According to Haliwanda (2021), when teachers teach speaking using the CLT approach, the students can talk actively and improve their fluency, accuracy, and clarity. The CLT Learning strategy emphasizes the student's ability to participate actively in class. This method focuses on enhancing students' speaking skills. The right learning strategy only work well if it is accompanied by developing a curriculum that can deliver on that learning strategy itself. The curriculum may acquire a learning system to ensure that speaking skills function well. According to Undang et al. Indonesia Nomor 20 Tahun (2003), The curriculum is a set of plans and arrangements regarding the objectives, content, and materials of lessons, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals. The curriculum is a benchmark and a reference for the education system's success.

Over time, Indonesia has undergone several curriculum changes as a reference for education. Since Indonesia's independence, the curriculum used and developed in Indonesia has changed 10 times (Dewa et al., 2022). The latest curriculum currently in use is the Merdeka curriculum, which focuses on the development of students morally and in their understanding of specific fields of knowledge, as well as training them to grow and compete according to the needs of human resources in the 21st century. The Merdeka Curriculum was developed to complement several components lacking in the previous curriculum.

Although the renewed curriculum and the opinion that CLT strategies improve students' speaking skills have improved, many teachers still need help to implement CLT strategies properly Yasin et al (2017) They argue that many

teachers have yet to be able to apply the CLT strategy by using the CLT strategy learning procedure. It can be concluded that there are problems with how the teacher applies the CLT strategy to the theory.

Based on the problem above, this research aims to solve these problems. The solution that would be done in this research is to investigate teachers' opinions. Since the curriculum currently used is about curriculum Merdeka, we know very well that curriculum Merdeka emphasizes one of the learning methods: CLT. CLT is a learning method that focuses on the communicative approach and emphasizes student-centered learning. It is characterized by using materials based on authentic or real-life situations. This research would like to determine CLT's impact on solving Speaking. This research would like to determine whether using CLT to increase students' speaking ability in the Merdeka Curriculum is still beneficial. Suppose it is found to be helpful in this study. In that case, a better application of CLT can improve students' speaking ability more significantly with the support of the existing curriculum reform. Meanwhile, suppose it is found that the use of CLT for speaking ability in the Merdeka Curriculum is not beneficial. In that case, the researcher would hopefully be able to see the reason why the implementation of CLT is not practical in increasing students' speaking ability in the Merdeka Curriculum.

Several studies have discussed how CLT can improve students' speaking ability. In order of two research studies conducted in 2023 and 2024 argued that CLT can improve students speaking ability. The first research conducted by Nggawu & Thao (2023) clearly shows that using the Communicative Language Teaching (CLT) approach positively affects introverted students' speaking abilities. The

second research by Mislawiyadi (2023) shown that CLT more focus on honest communication and can improve the speaking ability of students at Ibrahim University. The Last research by Nurikhsan Ridwan & Samanhudi (2024) shown that CLT can improve students speaking skill ability in border areas especially in Sebatik Island. It can be concluded that CLT can significantly improve students' speaking ability.

Based on the results of several studies above, the researcher is interested in examining the impact and challenges of using CLT. The difference between this research and previous research is in curriculum and the chosen target. The researcher choose 2 English teachers who use the Curriculum Merdeka in the classroom. The researcher chose English teachers at MTSN 7 Malang because the researcher found that when conducting Teaching Assistance, English teachers at MTSN 7 Malang had begun implementing CLT in the Curriculum Merdeka. Therefore, the researcher conduct research titled” Teacher Voices of Using Communicative Language Teaching in Speaking Ability Through Kurikulum Merdeka: Impact & Challenges.”

1.2 Research Questions

Based on the results of the description above, the research question in this study is: What are the voices of teachers regarding the impact and challenges of using CLT in teaching speaking through the Kurikulum Merdeka?

1.3 Research Objectives

Based on the research question above, the objectives of this study are:

1. To explore the voices of teachers regarding the impact of using Communicative Language Teaching (CLT) in teaching speaking through the Kurikulum Merdeka.
2. To identify the challenges faced by teachers when using Communicative Language Teaching (CLT) in teaching speaking through the Kurikulum Merdeka.

1.4 Significance of the Research

This research provides significant objectives for both theorists and practitioners:

1.4.1 Theoretically

From a theoretical perspective, this study aims to serve as a foundational resource for future researchers, assisting them in understanding teachers' opinions on implementing the CLT method, particularly regarding students' speaking skills in the Merdeka Curriculum. In addition, this research aims to contribute to the scientific understanding of applying the CLT method from the teachers' perspective in the new curriculum in Indonesia.

1.4.2 Practically

In practical terms, this research provides valuable insights into the influence of teachers' opinions on using the CLT method in speaking instruction, especially with the new Merdeka curriculum. With this research, the impacts and challenges faced by teachers in implementing the CLT method for speaking skills in the

Merdeka curriculum can be addressed through a more appropriate application of the CLT approach during learning.

1.5 Scope and Limitations

The scope of the research aims to determine the impact and challenges of using CLT in speaking ability in the Merdeka Curriculum for 2 teachers at MTsN 7 Malang.

1.6 Definition of Key Terms

In this study, there are several important terms that the reader should understand; here are the definitions of each key term:

- **Communicative Language Teaching**

A language learning method that focuses on developing students' oral communication skills.

- **Speaking Skill**

The student's ability to express opinions and use the target language orally.

- **Merdeka Curriculum**

An educational curriculum that refers to the development of students by the needs of the 21st century focuses on developing students' soft and hard skills.

- **Teacher Perception**

The teacher's understanding of the CLT method, how they implement that strategy, and how they use CLT to optimize students' speaking skills.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provide some relevant literature, discuss theories related to the variables present in the topic, and offer a deeper theoretical review of each variable.

2.1 Speaking Skill

In this section, the researcher discuss the definition of speaking, the purpose of speaking, the elements of speaking, the definition of speaking ability, speaking difficulties, and answering speaking difficulties of using CLT.

2.1.1. Definition of Speaking

Many studies and experts have revealed various aspects of the meaning of speaking. Speaking can be defined as students' ability to communicate and express ideas or opinions orally. According to Bayu Saputra (2015) Speaking is one of the skills that must be mastered and is vital among the other three. Therefore, speaking is one of the essential skills that must be mastered in English language teaching, alongside reading, writing, and listening.

Speaking focuses on oral ability, one of the necessary abilities to have alongside the other three. According to Brown Douglas H (2007) speaking is a talent in English related to oral proficiency. Oral communication focuses on pronunciation and students' ability to express themselves verbally. Oral communication focuses on pronunciation and students' ability to express themselves verbally.

Besides being regarded as one of the skills focused on oral abilities, speaking can also be interpreted as the ability to convey information (Thornbury, 2005).

Speaking serves a transactional function to communicate information and facilitate the exchange of services. Conveying information and exchanging ideas orally can also be referred to as speaking. Speaking is also one of the practical oral communication abilities that is sought. To impart knowledge or viewpoints. Information distribution occurs more quickly when someone speaks appropriately in the target language.

Speaking can also be understood as communicating ideas through gestures and spoken words accompanied by body language. According to Chaney (1997), using nonverbal and verbal symbols and speaking may serve as a way to share meaning in several conditions. Speaking ability can also convey the meaning of a context in various ways. The meaning expressed verbally and nonverbally effectively when someone can apply speaking skills well.

It can be concluded that speaking is one of the most important and complex skills among other English language skills. Speaking can also be defined as the ability of students to convey information or ideas orally. With good speaking skills, students can communicate meaning or information accurately and effectively. Additionally, students can understand the target language well when implementing their ideas in spoken form. Therefore, talking is one of the essential skills in English language teaching, focusing on students' oral abilities to express the ideas or information they have to other English language learners.

2.1.2. Purpose of Speaking

Speaking has a purpose in its application in education, especially in English Language Learning, as proposed by Azzahra et al (2019) one essential ability students use to communicate is speaking. Speaking helps them develop

relationships by enabling them to express their thoughts, feelings, and knowledge. Speaking with others in casual or professional contexts allows students to establish connections and have productive interactions. Speaking is a crucial component of assessing students' language proficiency. It is frequently regarded as one of the most critical abilities for figuring out language competency. Speaking a language fluently often indicates that a learner has a solid grasp of it and can utilize it with assurance in various contexts.

Speaking is also essential for students to communicate their ideas and emotions. It enables people to talk with others face-to-face, exchange ideas, pose questions, and provide answers. Students can have meaningful conversations and communicate their experiences understandably and directly by speaking. Speaking, though, is a struggle for many students. Some people need help with a small vocabulary, poor grammar knowledge, or low self-esteem. Due to these difficulties, they may need help to speak up or express their opinions. For this reason, it is critical to employ strategies that assist students in overcoming these obstacles, such as impromptu speeches, which inspire them to speak confidently and freely.

Speaking skills development is critical for student self-expression, language competency, and communication. Students can enhance their speaking skills and develop the self-assurance required to communicate successfully in any setting through targeted strategies and problem-solving techniques.

2.1.3. Elements of Speaking

Speaking also has several key indicators that support the development of good speaking skills, as argued by (Harris, 1974):

- **Phonology (Sound System):** Mastery of pronunciation, stress, intonation, and

rhythm. Precise and accurate phonology is crucial for effective speaking, ensuring the listener understands the speaker.

- **Grammar:** Proper use of sentence structures, verb forms, and tenses is essential for constructing meaningful and grammatically correct sentences.
- **Vocabulary:** The range of words a speaker knows and can use. A rich vocabulary allows for more precise expression of thoughts, emotions, and ideas.
- **Fluency:** The ability to speak smoothly without unnecessary pauses. Fluency demonstrates a speaker's comfort with the language and ensures effective communication.
- **Comprehension** refers to the speaker's ability to understand and process spoken language. It is essential for responding accurately in conversations.

2.1.4. Strategy in Teaching Speaking

In learning Speaking, especially in English language teaching classes, there are several different techniques and learning strategies. Each learning strategy has its own technique. According to some experts, speaking learning strategies are generally divided into as below:

2.1.4.1 Communicative Language Teaching (CLT)

CLT prioritizes communication as the main goal of language learning. Instead of focusing solely on grammatical accuracy, this approach encourages learners to engage in meaningful interactions. According to Brown Douglas H (2007) Teachers create opportunities for students to practice speaking through various interactive activities such as role-plays, simulations, and discussions. The aim is to enable students to communicate effectively in real-life situations. CLT also

promotes a student-centered approach, allowing learners to express their thoughts and ideas, which builds their confidence and fluency.

2.1.4.2 Task-Based Language Teaching (TBLT)

TBLT revolves around the use of tasks as the primary means of language teaching and learning. According to Thi Thanh Hao (2017) Tasks are defined as activities that require learners to use language to achieve a specific goal or outcome. For example, students might work in pairs to plan a holiday itinerary and then present their plans to the class. This method promotes authentic language use and helps students connect language learning with practical situations. The focus is on fluency, allowing students to experiment with the language while performing tasks that are relevant and meaningful.

2.1.4.3 Role-Playing

Role-playing is a dynamic technique where students assume specific roles and act out scenarios relevant to their lives or topics being studied (Feei Ma, 2020). This method allows learners to practice speaking in various contexts, develop empathy for different viewpoints, and enhance their conversational skills. For instance, students might role-play a visit to a doctor or a job interview. Such activities can be pre-prepared or spontaneous, providing an engaging way for learners to practice communication in a fun and supportive environment.

2.1.4.4 Discussion Techniques

Group discussions are highly effective for developing speaking skills as they require students to express their opinions, support them with arguments, and listen to others (Dávila Rubio, 2017). Techniques such as “think-pair-share” help foster dialogue among learners, where they first think about a question independently,

discuss it with a partner, and then share their insights with the larger group. This not only increases participation but also develops critical thinking and articulation skills.

2.1.4.5 Debates

Debates are structured arguments on various topics that encourage students to engage in critical thinking, research, and articulate their viewpoints (Dávila Rubio, 2017). Debating forces students to use persuasive language and develop arguments based on evidence. Moreover, they learn to think on their feet and respond to counterarguments, making this technique particularly useful for advanced learners. The act of defending a position can significantly enhance their language fluency and confidence.

2.1.4.6 Interviews

Conducting interviews, whether in pairs or larger groups, develops both speaking and listening skills (Brown Douglas H., 2007). Students can prepare questions in advance and practice formulating responses, which builds their ability to navigate real-world conversations. This method creates a less intimidating environment for learners to practice speaking, often leading to more natural spoken interactions. The representation of "face-to-face" communication also mirrors real-life situations they might encounter outside the classroom.

2.1.4.7 Impromptu Speaking Activities

Impromptu speaking involves tasks where students must express ideas spontaneously without prior preparation (Chaney, 1997). Activities can include giving short presentations on unexpected topics or participating in "pop-up" debates where students must defend a viewpoint on the spot. These experiences help

develop quick thinking and articulation, boosting students' confidence in their ability to communicate under pressure and enhancing their fluency.

2.1.4.8 Using Authentic Materials

Integrating authentic materials—such as news articles, interviews, movies, and podcasts—into lessons helps create a real-world context for learning (VIAN JR., 1999). Engaging with materials designed for native speakers can expose students to natural language use, idioms, and cultural nuances. Authentic materials make speaking activities more relevant and interesting, allowing students to practice language in contexts they encounter in their everyday lives.

2.1.4.9 Pronunciation Practice

Teaching pronunciation is crucial for effective communication (Gerald Kelly, 2020). Regular pronunciation practices, such as minimal pairs or words that differ by only one sound, can help students become more aware of the phonetic subtleties of English. Utilizing tongue twisters, phonetic drills, and listening practices can also enhance students' articulation and clarity, leading to more confident speaking.

2.1.4.10 Peer Teaching

Peer teaching encourages students to take an active role in their learning process by teaching each other. This strategy can be especially effective in speaking practice, where learners can collaborate, share feedback, and support each other. By presenting to their peers, students build confidence and enhance their speaking abilities while also fostering teamwork and communication skills.

2.1.5. Speaking Ability

The ability to speak clearly and understandably with people through spoken words is known as speaking ability. It entails organizing and communicating ideas clearly so the audience understands the message. Speaking ability is a crucial component of everyday communication since it refers to an individual's capacity for expressing their thoughts and emotions aloud.

Speaking ability can be defined as a person's ability to convey messages or information orally and clearly. Speaking ability is a skill in producing a flow of articulated sound systems to convey will, needs, feelings, and desires to others (Parmawati & Inayah, n.d.). One way to achieve clear articulation in speaking ability is by paying attention to accuracy and fluency. Since speaking ability influences the knowledge that will be communicated to others, speaking ability is one of the most significant components of a student's skill set.

Speaking plays a significant role in transmitting knowledge, and it is one of the most critical abilities students can acquire. Speaking fluently enables students to communicate their ideas, feelings, and thoughts in a way that is understandable to others, which is essential for success in both the classroom and in personal relationships. Students with good speaking abilities can better share their information effectively regarding group projects, presentations, and classroom discussions.

2.1.6. Speaking Difficulties

Students who struggle with public speaking may find it challenging to speak bravely and confidently in front of other students. According to Ur (1996), a few different things affect students' ability to become fluent speaking. Many students

show surprising limitations when speaking in a second language. This is evidenced by the lack of courage to step forward in class or speak English with other friends. The leading cause is that students feel pressured to perform perfectly when conversing in English. This affects the students' need for more confidence when interacting in English.

Students often feel they have nothing important to say when participating in speaking exercises. Sometimes, this is seen when asked to give their opinion; they choose to remain silent or only comment briefly. This is caused by the students' limited vocabulary acquisition or inability to express their speaking skills in English. This impacts students when allowed to speak; some need help to express their views, opinions, and thoughts.

One of the difficulties students face in speaking ability is the low level of student participation in class. Teachers must provide equal opportunities for every student to talk in class actively. This opportunity often could be better because some students tend to be more active in speaking activities due to having a more extensive vocabulary than their peers who do not participate because of their limited vocabulary for speaking ability. This results in an imbalance in students' opportunities to express themselves freely in class because some feel afraid and remain silent due to their lack of speaking ability.

Students primarily use their mother tongue, which is more dominant. Often, students will revert to using their mother tongue when feeling difficulty or lacking confidence in their speaking ability. This is due to their discomfort with using English for speaking and their tendency to doubt their ability to communicate in

English. Students feel safer and are not afraid of making mistakes when they use their mother tongue for speaking ability in class.

2.1.7. Answering Speaking Difficulties Using CLT

Among the many aspects causing speaking difficulties experienced by students, the impact of teachers' selection of inappropriate teaching methods for language learning is significant. Choosing the proper teaching methods, especially for students' speaking abilities, is crucial. One of the effective methods for improving students' speaking ability is the method that focuses on applying students' more dominant speaking skills. The process that focuses more on students' speaking skills is Communicative Language Teaching.

CLT aims to help students use language appropriately in authentic circumstances. According to Savignon J Sandra,(2002) Communicative Language Teaching (CLT) varies from traditional language education methods that focus on formal comprehension. CLT is one of the methods that focuses on students'

ability to communicate orally. CLT is one of the methods that can address the issues present in speaking. The problems that occur in speaking can be addressed by using a method that focuses on the student's ability to communicate confidently without worrying about pressure or their limited vocabulary skills.

2.2 Communicative Language Teaching (CLT)

In this section, the researcher discuss the definition of communicative language teaching (CLT), its purpose, principles, characteristics, Procedures, and advantages and disadvantages.

2.2.1. Definition of CLT

The method of teaching languages, called Communicative Language Teaching (CLT), strongly emphasizes communication as the main objective of language acquisition. This method was created in reaction to previous approaches, which were criticized for placing too much emphasis on grammar and structure at the expense of language use in real-world situations. It was developed in the late 1960s and early 1970s. By involving students in meaningful dialogue and practical language usage, CLT seeks to support learners in improving their communicative ability. According to Mustapha & Yahaya (2013) CLT's main objective is to increase learners' capacity for successful communication in the target language by utilizing CLT for daily tasks.

The limitations of traditional language education approaches, which frequently prioritized grammar and rote memorization over real-world language use, gave rise to the approach known as Communicative Language education (CLT). According to Savignon J Sandra (2002), CLT aims to provide students with the tools to communicate clearly and meaningfully in everyday contexts. Developing communicative competence the capacity to use language appropriately in various social contexts— is the main objective of CLT. This method sees language as a tool for interaction rather than just a collection of rules, with meaning over form.

2.2.2. Purposes of CLT

The communicative language teaching (CLT) method emphasizes communication as the primary goal of language acquisition. According to J. C. . Richards & Rodgers (2010), CLT aims to provide students with the tools to

communicate effectively and meaningfully in everyday contexts. This method approaches the requirement that students acquire communicative competence, which involves the ability to use language correctly in various situations and the understanding of linguistic rules. According to Firiady (2018), CLT has diverse student goals, especially in improving learning motivation. Communicative language teaching, or CLT, aims to enhance students' ability to communicate in the language they are studying. It seeks to improve their proficiency in speaking and writing the language and their comprehension. Encouraging students to utilize the language outside of the classroom is the fundamental objective of CLT. This means that to prepare for communication in the actual world, individuals practice using the language in discussions, problem-solving, and other everyday activities.

Meaningful communication is one of the fundamental principles of CLT. Instead of concentrating just on vocabulary or grammar rules, students are placed in scenarios where they must utilize the language for communication. This can involve conversations, role-plays, or tasks requiring them to pose and respond to questions. Even with imperfect grammar, the main goal is to quickly speak and understand the language. The theory goes that students become more fluent in the language the more they practice speaking informally.

Functional and social interaction activities are also part of CLT. These exercises are intended to imitate real-world scenarios that students may encounter. For example, students could practice asking for information, directing others, or conversing in various social situations. This helps students comprehend how to use the language in multiple contexts, such as conversations with friends, teachers, or others in a formal environment. Students boost their confidence in speaking

effectively by putting these real-life events into practice. Task-based learning, in which students complete assignments that demand that they use the language meaningfully, is a significant component of CLT. These activities reflect things kids would do in real life, such as organizing a trip, offering guidance, or collaborating with classmates on a project. The goal is to teach students how to use the language meaningfully and practically. They get to practice speaking the language in authentic contexts rather than only memorizing vocabulary or grammar principles.

Integrating language abilities is a crucial component of CLT. This means classes incorporate speaking, listening, reading, and writing into a single task. For instance, after listening to a discussion, students could practice talking about it and then write a summary or statement of opinion. Students understand more comprehensively how language functions in authentic communication by integrating all language abilities.

An additional important component of CLT is student interaction. Students practice speaking and listening to each other in pairs or groups rather than just listening to the teacher. This helps educate children to actual interactions, in which they must think on the spot and react to what is being said. Collaborating enhances the enjoyment of learning and facilitates the transfer of knowledge from failures and achievements.

Lastly, a learner-centered methodology is used in CLT. This indicates that students, not the teacher, are the main emphasis. Students can choose topics that interest them or how they wish to finish a task, giving them more control over their education. The teacher's job is more like a guide, assisting students as needed while

letting them assume more accountability for their education. Students benefit from this by growing more independent and confident in their language skills.

2.2.3. The Principles of CLT

According to the Oxford Dictionary, the principle is intangible and a strong belief that can influence others. According to Larsen-Freeman et al (2011), The principles foundation of CLT is creating a classroom environment that prioritizes practical language use and communicative competence. The main goal of Communicative Language Teaching (CLT) is to help students become improved communicators by emphasizing meaningful discussions over rigid grammatical rules. To prepare students for communication in the real world, the primary goal is to assist them in understanding and expressing themselves in natural environments. CLT encourages students to participate in real-world, actual communication rather than memorizing isolated grammar, making their education more applicable and valuable.

Students who participate in CLT are exposed to natural language that they might come upon in daily life. Instead of just depending on textbook dialogue, they practice speaking the language in everyday contexts. Furthermore, CLT combines all four primary language skills into a single lesson: speaking, listening, reading, and writing. Students gain a more comprehensive and valuable understanding of the language by integrating these abilities, which gives their practice greater significance.

Through the learner-centered approach, students actively participate in their education, with the instructor as a facilitator. To assist students in interacting with the material in ways that relate to their everyday communication needs, the teacher

sets up projects and activities based on their needs and interests. To maintain the focus on student communication, the teacher facilitates student exchanges, offers comments, modifies discussions, and imparts knowledge.

Putting a focus on fluency rather than accuracy, CLT lets students talk freely and make mistakes without having to correct them constantly. Their confidence grows as a result, and more casual interaction is encouraged. In CLT, group and pair work are particularly crucial since they give students additional chances to practice conversing with one another. Since teachers accept that mistakes are inevitable during the learning process, they concentrate on assisting students in communicating meaning rather than halting them to fix every error. Feedback is provided afterward to maintain the flow of the discussion and give students greater confidence to speak.

2.2.4. The Characteristics of CLT

Characteristics can be defined as something unique or distinctive possessed by someone, just as CLT has its specific characteristics. In line with C Farrell & Jacobs (2010), The Characteristics of CLT align with CLT's primary objective, which is to provide students with the ability to use the target language successfully in various communicative contexts. In CLT, the students become the main focus, not the teacher. Students practice the language in authentic contexts while working in groups or couples rather than under the teacher's guidance. This creates a sense of responsibility in students to take charge of their education and advance responsibly. Students who actively participate in these activities develop their language proficiency.

Additionally, rather than teaching each language ability independently, CLT integrates speaking, listening, reading, and writing. Students simultaneously improve their accuracy and fluency during tasks. With this method, students are guaranteed to acquire the language more organically, enhancing their general communication abilities.

Teachers employ natural materials, such as audio recordings, movies, and newspapers, to make learning more realistic. By exposing students to the language in ordinary contexts, these materials assist in their understanding of how the language functions in authentic settings. Additionally, this gives students a more engaging and relevant learning experience. Grammar correctness is crucial, but CLT places more emphasis on flexibility. Even if mistakes are inevitable, the aim is for students to express their thoughts clearly and naturally. Students are encouraged to keep speaking and improve with practice, acknowledging that mistakes are a natural part of learning.

Student interaction is at the basis of CLT. Students get many chances to practice the language through role-plays, problem-solving exercises, group discussions, and pair compositions. Through this participation, they can utilize the language in a collaborative and encouraging setting, increasing their fluency and confidence.

Simply put, CLT encourages active engagement, combines a variety of abilities, and uses real-world resources to create an engaging learning environment. It promotes student interaction to improve language practice and emphasizes fluency over perfection. This method assists students in developing their communication skills and self-confidence.

2.2.5. Procedures of CLT

The procedure can be defined as the stages or sequence of performing something in a detailed, orderly, and correct manner. In the world of education, procedures are essential for teachers. CLT uses a balancing approach. The model allows learners to concentrate on language form and its practical application by allowing for a combination of correctness and fluency. According to J. C. . Richards & Rodgers (2010), the implementation of CLT is divided into four stages of CLT procedures that teachers in the classroom can carry out, each with different objectives.

The first procedure in a class that uses CLT to teach speaking ability is for students to acquire new vocabulary. Activities related to the first procedure include the teacher providing texts based on activities in the surrounding environment and explaining new meanings and uses of the acquired vocabulary. The impact is that students can develop some vocabulary and understand the meaning of the new vocabulary they receive. In addition to creating new vocabulary, students also gain a conceptual understanding of the meaning of the vocabulary and its pronunciation.

The second stage in implementing CLT in the classroom is for the teacher to provide students with an understanding of authentic and meaningful material. These stages can be implemented using conversations or materials contextual or close to the student's environment. The impact of this implementation can facilitate students' understanding because the materials used come from authentic aspects of the student's lives. Students' knowledge of the material becomes more accessible because they can find the original form of the material presented by the teacher in their daily lives.

The third stage, implementing CLT in the classroom, integrates several English skills. The application of activities that can combine speaking, listening, and reading is through role play or group conversation. The impact of integrating English skills is that students can learn all four English skills indirectly in one moment without having to study them individually. The combination of these English skills will also have a positive impact on students in the form of improved speaking abilities, as well as better listening, reading, and grammar skills.

The final stage in implementing CLT in the classroom is for the teacher to allow students trial and error. Classroom application can involve when a student tries to answer but is wrong; the teacher still gives appreciation and provides an example of correct pronunciation if the problem lies in fluency and gives the correct answer if the problem lies in the accuracy of the student's answer. Giving appreciation is also very important for students because they will feel more valued and confident in the future. The impact is that students feel valued even when they make mistakes, maintaining their enthusiasm to continue learning and allowing them not to be afraid of making mistakes in class.

2.2.6. Advantages & Disadvantages

One could say that CLT has a beneficial effect on learning. Although CLT is thought to facilitate teachers' efforts to help students become more proficient speakers, it may have disadvantages. According to Rousse-Malpat et al (2022) the advantages of using CLT for speaking are enhanced students' speaking ability. By emphasizing practical communication, CLT motivates students to employ the language significantly. Students' speaking becomes more fluid and natural as they work on assignments that simulate regular conversations; this gradually improves

their fluency. An additional benefit is an increase in student involvement. Through interactive exercises like role-plays and group discussions, CLT gives students a more enjoyable and engaging learning experience. By encouraging students to take an active role in their education, these activities raise everyone's level of engagement and enjoyment.

Additionally, CLT emphasizes the importance of meaningful language use, prioritizing communication more than precise grammatical precision. With less emphasis on making minor errors and more on conveying ideas and thoughts, this method encourages students to feel more at ease while using the language in everyday contexts. Besides enhancing fluency and engagement, CLT facilitates the growth of communicative skills. This implies that in addition to learning syntax and vocabulary, students also learn how to employ the language correctly in various situations. They better select the appropriate phrases and expressions for different social and professional contexts, improving their communication skills.

Finally, by promoting group and pair activities, CLT encourages collaborative learning. By working together on these assignments, students can practice speaking confidently in front of others in an appropriate environment. Students improve their communication abilities and gain confidence speaking in front of others by working with their peers.

In addition to its advantages, CLT has several disadvantages for English language learners. Grammar omission is one of the difficulties with Communicative Language Teaching (CLT). Grammar structures could not receive sufficient consideration in CLT since fluency is prioritized over accuracy. This may result in

errors that eventually go uncorrected, impairing their language use's overall accuracy.

Another area for improvement is that newcomers may find CLT challenging. It might be easier for beginners to communicate successfully with a solid foundation in grammar and vocabulary. Students who believe they cannot speak clearly may become frustrated by this, particularly at the beginning of their education. Additionally, the teacher's role in CLT is more complex. Unlike traditional instructors, teachers serve more as guides and managing activities effectively requires good facilitation abilities. Maintaining the flow of interactive tasks and providing individual attention can be particularly difficult in more extensive courses.

CLT might take much time compared to more structured teaching techniques. Communication-focused activities may take longer to prepare for and sometimes feel like they move more slowly. It may take longer for students to detect an apparent gain in accuracy and structured learning because the focus is on fluency and interaction.

Lastly, CLT may encounter challenges due to situational and cultural constraints. CLT might need to adequately prepare students for examinations in some educational environments where a strong grammatical component is present. Exams that emphasize proper grammar usage may differ from the emphasis on communicating in everyday situations.

2.3 Using CLT for English Language Teaching

CLT, as one of the approaches, focuses on giving students the freedom to dare to speak up. According to Muthmainnah (2017), CLT is a method that brings a new change to language teaching because it gives students the freedom to practice speaking. CLT focuses on the classroom during language learning activities and can also be developed when students are in the classroom. It must be accepted that CLT implementation is most effective in the school. Here is an explanation of several activity classes for enhancing speaking using CLT and specific activity classes for enhancing speaking ability using CLT.

2.3.1. Kind of CLT Activities in Class

CLT might be the most successful strategy for raising students' speaking proficiency. There exist multiple variations in the application of CLT in the classroom. According to Muthmainnah (2017) The techniques used in the method known as communicative language teaching, or CLT, can have an impact and an effect on teaching and learning English, especially speaking skills, in all activities, such as role-playing, information gap activities, group work activities, interview activities, opinion sharing activities, and scavenger hunt activities. Additionally, a variety of CLT strategies might improve student's speaking abilities. The following are CLT techniques that can be used in conjunction to improve speaking ability:

2.3.1.1 Role Play

Role-playing is one of the more fascinating approaches utilized in the CLT approach since it allows students to communicate in diverse settings or social situations. Role-playing appears to be an organized activity, and when the teacher and students converse, they are in the same place under the same circumstances and conditions. Role-playing can be an effective and meaningful way to collaborate

with CLT while learning English (Cheng jun Wang, n.d.). Role-playing is an oral activity often organized in couples or groups, which aims to improve students' communicative abilities in a specific context and environment.

2.3.1.2 Information Gap

The term "information gap" refers to the sequence of events in which students employ or use existing language, vocabulary, and communication techniques to finish a task. When they are unsure about the answers to the questions in these activities, some students will question each other about them. According to J. C. . Richards & Rodgers (2010) believes that a crucial component of communication in CLT is the information gap. Furthermore, there is an information gap when one party to an exchange knows something that the other party does not.

2.3.1.3 Interview

An interview is one of the activities that might improve speaking abilities when teaching English. The students conducted the interviews to motivate the other speaking activities for learning English. In summary, the students are regarded as the interviewees and their classmates as the interviewers; this type of relationship is referred to as "face-to-face conversation with each other." Put another way, the interviewer probes for details, information, and justifications regarding the speaking skills issues that students are having. Through the interview activities, the other can learn more from their friend to evaluate their ability to speak English more fluently and help the teacher address the issue as soon as feasible.

2.3.1.4 Group Work

A new technique employed in this study was group work, which increased students' motivation to learn English, mainly speaking, while also making them

more engaged, polite, and persuasive. For instance, it provides more chances for language exchange and speaking in CLT. Group work is one of the CLT techniques (Brumfit C.J, n.d.). Therefore, group work incorporates collaborative exercises into the classroom to enhance students' fluency, precision, and clarity when speaking English.

2.3.1.5 Opinion Sharing

Opinion sharing is an exercise designed to practice students' speaking or to focus on fundamental competency. According to J. Richards (2006) activities that compare values, opinions, or views among students, including scoring a list of six attributes they could consider while selecting a partner or date. In this technique, the focus is more on student activities than on the teacher. The teacher's job as a facilitator during opinion-sharing exercises is to prepare the students to speak English fluently.

2.3.1.6 Jigsaw activities

The Jigsaw technique is a productive cooperative learning approach to studying the course material. According to Ubaedillah (2019) The jigsaw method gives each group member a crucial role in the academic task, promoting listening, participation, and empathy. Students belong to two groups: the expert group and the home group. Each kid in the diverse home group is given a distinct topic to work on. After choosing a topic, students depart from their home group and form new groups with their allocated topics. Before going back to their home group, students in the new group study the material together. Upon returning to their home group, every student is responsible for instructing on the specified topic.

2.3.2. CLT Activity Class for Enhancing Speaking

The CLT approach is a broad umbrella in language teaching, encompassing many techniques. According to J. Richards (2006), Language teaching using CLT is divided into Functional communication and Social interaction. The division of the two techniques above aims to ensure that the implementation of CLT aligns with what teachers need. The division of two specific techniques in using CLT can make it easier for teachers to adjust which technique to use for which terms with students.

Functional Communication is a technique that focuses more on the application of theory than on practice. According to Hadi (2017), some activity classes that can be used in the classroom are task-based activities, following directions, and solving problems from shared clues. The activity above focuses more on students' understanding from the theoretical perspective that has been taught. The second technique that can be used is Social Interaction, which focuses more on students practicing with their friends or the teacher. This technique uses classroom activities: dialogue, role play, simulation, brainstorming, discussion, debate, storytelling, and information gap.

Among functional communication and social interaction techniques, the most suitable technique to improve students' speaking ability is the social interaction technique because social techniques can meet the needs of students to interact orally and contextually while learning actively. According to Hadi (2017) argued that Role Play and Information Gap are suitable for improving students' speaking ability. It is not impossible that other activities such as dialogue, debate, simulation, brainstorming, and storytelling can enhance students' speaking skills. In

the above activity, the teacher's role is very much needed in the classroom, even though the target of CLT is student-centered learning.

2.4 Teacher

The world of education will only run well with teachers. Teachers have a vital role. Learning will only run well with teachers. The following explain the definition of a teacher, the role of a teacher, and what a teacher's voice is.

2.4.1. Teacher Definition

The teacher teaches subjects and plays an integral part in shaping students' total learning experiences. According to Muchamad Toif Chasani (2022) teachers strive to provide the most excellent possible learning environment, ensuring that students grasp the topic and feel supported throughout their learning journey. They are in charge of assisting students in reaching their academic and personal goals.

Teachers must also adapt to new ideas and educational trends. This implies constantly adapting their teaching methods and practices to align with current educational trends and policies. A Skilled teacher does not adhere to one teaching method; instead, they modify their approach to fit the changing requirements of their students and the changing demands of the education system. Finally, the perfect instructor does more than merely provide courses.

They are role models who motivate their students. A teacher with excellent topic knowledge, creativity, and the capacity to interact with students individually contributes to a positive and productive learning environment. This guarantees that kids learn and develop the skills required for future success.

2.4.2. Role of Teacher in English Classroom Interactions

Teachers play the role of knowledge providers and manage their class activities. According to J. C. . Richards & Rodgers (2010) The teacher's role is to bring the material to students to be taught socially and interpersonally. A good teacher must be able to convey the knowledge given and also fulfill their role as a teacher in classroom activities. The role of the teacher in the English class, according to Brown Douglas H (2007), can be divided into several:

2.4.2.1 Teacher as Controller

Teachers are responsible for managing the entire class and supervising all activities throughout the lesson. They are frequently in front of the class, delivering instructions, directing students' actions, and organizing various drills or exercises to aid learning. Whether reading aloud to the class or organizing group activities, they ensure that everything runs smoothly and that students follow along with the lesson. Teachers guide the class through each step, ensuring everyone understands what to do and stays on task throughout the activity.

2.4.2.2 Teacher as Prompter

The teacher encourages students to participate in the lesson and offers advice on proceeding with an activity. They guide the students by suggesting ways to approach things, but they only step in to assist when necessary. The teacher's role is to assist students in their learning without taking control, enabling them to experiment and figure things out for themselves first. This encourages students to build independence and confidence while knowing that the teacher is available to aid them if they get stuck or require additional assistance.

2.4.2.3 Teacher as Participant

The teacher sometimes needs to participate in the activities during the teaching and learning process. At this point, the teacher is expected to participate in classroom activities rather than observe them actively. By participating in the activities, the teacher can engage with students directly, making the learning experience more interactive and collaborative. This involvement enables the teacher to understand the student's progress better, provide immediate feedback, and foster a more supportive and active learning environment. The teacher's participation makes students feel more connected and interested in their activities.

2.4.2.4 Teacher as Resource

At this stage, the teacher is one of the most essential sources of information during the teaching and learning process. They are there to offer students the information they may require to complete their assignments or better understand the course. In other words, the instructor is a dependable resource for students, particularly when they face challenges or have questions. When students are unwilling or need extra help, they can turn to the instructor for guidance and support, knowing that the teacher has the knowledge and expertise they need to move forward. This role makes the instructor a vital element of the learning process since students rely on them to clarify concepts and offer correct information.

2.4.2.5 Teacher as Tutor

When acting as a tutor, the teacher combines the roles of both a prompter and a resource during the teaching and learning process. In this capacity, the teacher works closely with students individually or in small groups, especially when involved in more challenging learning programs. The teacher provides guidance

and support, helping students stay on track and offering necessary information and resources to help them overcome difficulties. By working directly with students in this way, the teacher can give more personalized attention, ensuring that each student receives the help they need to succeed in more complex tasks. This combination of encouragement and resourcefulness makes the teacher an essential support system for students working through difficult or advanced materials.

2.4.2.6 Teacher as Assessor

Provides students with feedback regarding their performance and grades them in distinct ways. The teacher as assessor means giving an evaluation of how well students are performing or how well they performed. In addition, many things should be done by teacher, such as assessing their students, giving corrections, extending success or failure, solving problem content, focusing on linguistic performance, recording errors

2.4.2.7 Teacher as Organizer

One of the most challenging and important roles a teacher has to fulfill is being well-organized and effectively managing classroom activities. The teacher's ability to organize activities is crucial in ensuring that lessons run smoothly. A lot of the success of classroom activities depends on how well the teacher gives instructions and leads the class. When students know exactly what they need to do, they are more likely to engage successfully with the task. Good organization is essential, not just for setting up activities but also for providing clear instructions that help guide students through the lesson. This includes explaining the goals of the activity, the steps involved, and any expectations for behavior or participation.

When the teacher manages these aspects effectively, students can follow along more easily, making the learning experience more productive and enjoyable.

2.4.2.8 Teacher as Corrector

The teacher provides students with corrections for their linguistic errors while assessing their language-learning competence. As part of this role, the teacher carefully listens to how students use the language and identifies areas where they may be making mistakes, whether in grammar, pronunciation, or vocabulary. By pointing out these errors and giving constructive feedback, the teacher helps students improve their language skills. At the same time, the teacher evaluates how well students are progressing in their language-learning journey, measuring their ability to apply what they have learned. This dual role of correcting mistakes and assessing competence ensures that students receive the guidance they need to develop greater accuracy and fluency in the language.

2.4.2.9 Teacher as Observer

The teacher observes students' performance closely in order to provide them with either individual or group feedback. The teacher can identify specific strengths and weaknesses in their understanding and skills by paying attention to how each student engages with the material and interacts with their peers. This observation allows the teacher to tailor feedback to each student's needs, whether addressing individual challenges or highlighting successful group dynamics. Offering personalized feedback is essential for helping students recognize areas where they can improve while reinforcing what they are doing well. Whether in a one-on-one setting or during group discussions, this feedback helps students understand their

progress and encourages them to continue working towards their language learning goals.

2.4.2.10 Teacher as Director

The teacher acts like a conductor in a drama, ensuring that the entire teaching and learning process runs smoothly and efficiently. Just as a conductor guides musician in an orchestra to create harmonious music, the teacher coordinates different aspects of the classroom to create a productive learning environment. They manage various elements, such as setting the pace of the lesson, directing student interactions, and ensuring that everyone understands their roles within the learning activities. This leadership is crucial because it helps maintain focus and engagement among students, allowing them to collaborate and participate actively. By effectively orchestrating the classroom dynamics, the teacher ensures that all students can contribute to and benefit from the learning experience, creating a seamless flow of knowledge and interaction that enhances understanding and retention.

2.4.3. Teacher Voices

A teacher shapes students' educational experience. Teachers are accountable for conveying knowledge and shaping their students' values, beliefs, and worldviews. They use their approaches to help students navigate society's intricacies and stimulate critical thinking. Teachers serve as guides, facilitators, and mentors, influencing the intellectual and moral compass of those they teach. "Voice" in this context encompasses more than just the ability to talk or communicate. It encompasses the ability to communicate one's thoughts, experiences, and identity. In education, the concept of voice refers to the ability of

individuals, both instructors and students, to explain their reality and change their surroundings. A teacher's voice is influenced by their cultural background, values, and social, political, and institutional influences surrounding them.

Teacher voice refers to the values, ideologies, and principles that shape a teacher's approach to education and their interaction with students. Various factors shape it, including political power dynamics, curriculum choices, and governmental policies. Teachers express their voices through their teaching methods, curricular decisions, and how they manage classroom power relations. According to Camargo Becerra Yolanda Claudia (2005) A teacher's voice can either empower or suppress student voices, depending on how it is used. The importance of teachers being aware of these influences to foster a more equitable and inclusive educational environment

2.5 Teacher Procedures of Using CLT for Enhancing Speaking Ability

Creating a communicative atmosphere where students actively participate in meaningful discussions is the primary goal of implementing Communicative Language Teaching (CLT) to improve speaking skills. Teachers' responsibility is to ensure that students are at the center of the learning process by facilitating rather than controlling the conversation (Cheng jun Wang, n.d.). The teacher's only duty is to ensure that the goal of CLT, which is student-centered learning, has been achieved. In its implementation in the classroom, there are several stages that teachers usually use when applying CLT in the classroom for students' speaking ability. According to Jeremy Harmer (2007) the stages in learning that use CLT are as follows:

1. During each meeting teachers discuss the topics they will cover with their students, ensuring that the curriculum is aligned with learning objectives and educational standards. They collaborate on lesson plans, share resources, and exchange ideas to enhance their teaching strategies, aiming to provide a comprehensive understanding of the subject matter. These discussions help teachers prepare effectively, addressing potential challenges and ensuring that the material is presented in a way that engages students and promotes active learning.
2. Teachers instruct students on how to express ideas clearly and effectively, guiding them through organizing their thoughts and presenting them in a structured manner. They provide strategies for articulating opinions, using appropriate language, and supporting arguments with evidence. These instructions help students develop communication skills and confidence in expressing their perspectives. Teachers employ many media, including photos, maps, videos, and films, to train students' speaking skills.
3. Teachers usually use pictures, maps, videos, films, and other media to train the ability to speak. These tools provide visual and contextual support, making understanding and engaging with the material more accessible. Teachers create opportunities to practice speaking in different contexts by incorporating various media, enhancing language skills and fluency.
4. Teachers show examples of expressing ideas by modeling clear communication and demonstrating structured thought processes. They guide through various ways to articulate opinions, form arguments, and present information

coherently, using real-life or academic scenarios. This helps illustrate the steps involved in effectively expressing ideas.

5. The need to describe and explain what has been learned in front of the classroom allows for developing communication skills and reinforces understanding. By presenting, individuals practice organizing their thoughts, articulating key points, and sharing knowledge with others, which helps solidify the material and build confidence in public speaking.
6. Teachers give tips and tricks to improve speaking ability, offering practical advice on pronunciation, fluency, and vocabulary. They provide strategies for organizing thoughts, engaging the audience, overcoming nervousness, and helping build confidence in communication. These tips support the development of more effective and polished speaking skills.
7. Teachers ask for a conclusion about what has been learned in each meeting, requesting that it be presented orally. This encourages reflection on the material covered and helps reinforce understanding. This process strengthens the ability to summarize key points and communicate them effectively.

Appropriate material selection and efficient classroom management are essential for a successful CLT implementation. To keep speaking exercises interesting, teachers select content that is interesting and relevant to their students' interests. In general, CLT gives students the confidence to speak in authentic settings by progressively improving their speaking ability through engagement and interaction.

2.6 Merdeka Curriculum

Merdeka Curriculum is an educational approach designed to improve the

quality of education in Indonesia by providing flexibility in the learning process. According to Dewa et al (2022) Merdeka curriculum emphasizes essential knowledge and the development of students' abilities according to their developmental phases, making learning simpler and deeper. The Merdeka Curriculum aims to catch up on literacy and numeracy, as well as to provide solutions for curriculum improvement that can be implemented gradually according to the readiness of each school. This curriculum is expected to be tailored to the needs and characteristics of the students, so they can learn without feeling burdened

In the implementation of the Merdeka Curriculum, the role of teachers as facilitators is very important. Teachers are expected to develop their teaching practices by utilizing the references provided in the Merdeka Mengajar Platform. This Platform assists teachers in conducting diagnostic analyses related to literacy and numeracy, and makes it easier for them to find inspiration and references to implement the curriculum more effectively. Thus, teachers are not only educators but also supporters and guides in the process of more independent and enjoyable learning for students.

2.6.1. Teacher Application of Using CLT Through Kurikulum Merdeka

2.6.1.1 Characteristics of the Merdeka Curriculum in CLT

The Merdeka Curriculum is designed to provide flexibility in the learning process, aligning closely with the principles of Communicative Language Teaching (CLT). According to Sujinem (2023) One of the key characteristics of the Merdeka Curriculum is its student-centered approach, which encourages active participation from learners. This is similar to CLT's emphasis on engaging students in meaningful communication. Additionally, the curriculum promotes the use of authentic

materials that are relevant to students' lives, which is a fundamental aspect of CLT aimed at enhancing speaking skills. The integration of various language skills—speaking, listening, reading, and writing—within a single lesson is another hallmark of the Merdeka Curriculum, reflecting CLT's holistic approach to language learning.

2.6.1.2 Activities and Mechanisms in the Merdeka Curriculum Supporting CLT Implementation

The activities and mechanisms within the Merdeka Curriculum are specifically designed to support the implementation of CLT. Activities such as role plays and simulations allow students to practice speaking in realistic contexts, fostering authentic communication. Open discussions encourage students to express their opinions and engage in argumentation, which is a critical component of CLT. According to Nurikhsan Ridwan & Samanhudi (2024) Collaborative projects further enhance speaking and listening skills in social contexts. Additionally, the Merdeka Mengajar platform provides resources and references for teachers to design activities that align with CLT principles. Teacher training focused on CLT implementation also helps educators effectively apply these methods in their classrooms.

2.6.1.3 Relationship Between Activities in the Merdeka Curriculum and CLT

The activities outlined in the Merdeka Curriculum, according to Nggawu & Thao (2023) such as presentations and debates, are closely related to CLT activities that involve social interaction, such as conversations and group discussions. Both approaches emphasize the importance of effective communication and the use of real-life contexts in language learning. By integrating CLT-based activities within the Merdeka Curriculum, students can develop their speaking abilities more

effectively through engaging and relevant learning experiences. In conclusion, the Merdeka Curriculum and CLT share numerous similarities in their approaches to language learning, particularly in enhancing speaking skills, ultimately aiming to foster greater confidence and competence in student communication.

2.6.2. Teacher Application of Using CLT in Speaking Ability Through

Kurikulum Merdeka

One of the platforms for implementing various approaches to English language teaching is the curriculum developed by the government as a reference for the education system in Indonesia. According to Undang et al. Indonesia Nomor 20 Tahun (2003), The curriculum is a set of plans and arrangements regarding the objectives, content, and materials of lessons, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals. The curriculum serves as a benchmark and a reference for the education system's success. According to the Sujinem (2023) explanation, the application of CLT for speaking ability by teachers in the Curriculum Merdeka are:

- Learner-centered technique

Kurikulum Merdeka focuses instruction around the student as the focal point of the learning process. Teachers encourage students to participate actively in their language learning by acting as facilitators. This is consistent with CLT's emphasis on honest communication, in which students can participate in meaningful exchanges while teachers offer guidance and set up communicative tasks. Engaging in activities like debates, role-plays, and conversations enables students to practice speaking in authentic settings, enhancing their fluency and confidence.

- Integrating Communication and Skill Integration

Kurikulum Merdeka integrates speaking, listening, reading, writing, and other communication skills into one lesson. This integrated skills approach reflects how people naturally transition between abilities in real-world communication.

- Utilizing Real Materials and Assignments

Teachers using the Kurikulum Merdeka framework use authentic materials and assignments to demonstrate how English is used in everyday situations. These exercises, which call for critical thinking and genuine responses from the kids, include role plays, jigsaw puzzles, and open-ended debates. Teachers make language learning relevant and exciting by including texts, movies, or scenarios from real-world situations. This encourages students to utilize English as they do in daily interactions.

By concentrating on these components, teachers at Kurikulum Merdeka can effectively adopt CLT to improve speaking skills. This will make classes more engaging, student-focused, and reflective of language use in real-world situations.

2.7 Previous Research

These papers discuss the use of CLT to improve speaking ability. Several summaries of earlier research are provided, which researchers can utilize to inform their investigations on the subject and clarify any differences between the current work and earlier studies. First, Nggawu & Thao (2023) conducted research entitled “The impact of Communicative Language Teaching (CLT) Approach on Students’ Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups.”

The main goal of this study is to investigate how using the communicative language teaching (CLT) method affects students' speaking skills. The study

specifically focuses on students who fall into two categories: introverted and extroverted. The study examines personality factors as a determinant in language learning outcomes and aims to ascertain how CLT affects their speaking skills. Applying an experimental design, this goal was realized. Using a questionnaire, 46 students were selected for the study and classified as introverts or extroverts. The data collection process also used speaking ability tests and quantitative approaches. This study's results indicate that using the CLT model improves extroverted and introverted students' speaking abilities.

The second Mislawiyadi (2023) research is titled "Using a Communicative Approach to Teaching Speaking Skills at Ibrahim University." This research project investigates how the University of Ibrahim uses the Communicative Language Teaching (CLT) strategy to teach speaking skills. The study aims to understand better the advantages, difficulties, and results of employing CLT to improve speaking abilities. The study examines how CLT affects students' motivation, engagement, speaking ability, and the instructors' experiences and implementation strategy. The study uses qualitative research techniques, collecting information via observations in the classroom and interviews. Interviews are conducted with instructors and students to understand their perspectives and experiences related to CLT comprehensively. Observations of classrooms are made to see how the CLT technique is applied in the actual world. The findings demonstrate how a CLT strategy prioritizes honest communication, improves students' speaking abilities, and prepares them for college and the workplace. Furthermore, the study determines important methods of instruction and professional development programs that might help teachers improve their CLT techniques. The study also emphasizes how

practical cultural understanding and natural materials inspire students and enhance their participation in speaking activities. Third, research by Nurikhsan Ridwan & Samanhudi (2024) titled “The Implementation of Communicative Language Teaching (CLT) Approach in EFL Classes; A Case Study on The Border of Indonesia – Malaysia.” This study aims to describe in qualitative terms how English teachers on Sebatik Island, Indonesia, are using the Communicative Language Teaching (CLT) method and to identify the difficulties they encounter. In contrast to other parts of Indonesia, the study aims to investigate how Sebatik Island's distinct geographic location on the Malaysian border affects the use of CLT in the classroom. This paper combines a case study methodology with a descriptive qualitative research strategy. Focus Group Discussions (FGDs), observation, interviews, and triangulation are used to gather data. Four English teachers from different junior high schools on Sebatik Island are among the responders. The Miles and Huberman interactive analysis approach, which consists of three phases: data reduction, data presentation, and conclusion drawing, is then used to analyze the information collected. The results show that Sebatik Island's geographic location—directly borders Malaysia—improves students' communication abilities. Teachers on the island cannot fully apply CLT due to several difficulties. Among these difficulties are teachers who do not see the value of CLT, inadequate facilities, and scant backing from government education organizations and school principals. The study emphasizes how CLT might improve English language instruction in border locations.

Therefore, it can be concluded that the researcher provide new points that differ from some of the studies mentioned above. The difference in this research is

the research target and focus on using CLT for speaking ability in the Merdeka curriculum. This research use a qualitative approach to obtain data. This research also focus on English Teachers at MTsN 7 Malang who use the Merdeka Curriculum.

Based on the results of several studies below, the researcher is interested in examining the impact and challenges of using CLT. The difference between this research and previous research is in curriculum and the chosen target. From the several studies mentioned above, it can be seen that previous researchers focused more on personality or the geographical location of the school in the implementation of CLT. The novelty in this study lies in focusing on curriculum innovation and using the teacher's perspective as the object of study. Some other researchers also focused more on the students' perspective, but in this study, the researcher wants to delve deeper into the teachers' opinions on the use of CLT for students' speaking ability.

Table 2.1 Difference and Contribution of Previous Research

No	Researcher Name	Research Title	Research Result	Research Differences
1	La Ode Nggawu and Nguyen Thi Phuong Thao	The impact of Communicative Language Teaching (CLT) Approach to Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups	The results of this study indicate that the CLT model improves the speaking abilities of both extroverted and introverted students.	This research focuses on students' speaking ability when using CLT based on personality. Extroverted and Introverted. Meanwhile, this study focuses on using CLT in speaking ability in the Merdeka curriculum through
2	Mislawiyadi	Using a Communicative Approach to Teaching Speaking Skills at Ibrahimy University	The findings of this study advance knowledge about CLT's value in enhancing speaking abilities at Ibrahim University. At Ibrahim University, The CLT approach prioritizes honest communication and can provide students with powerful speaking skills for future academic and professional activities.	Mislawiyadi focuses on understanding the use of CLT at Ibrahim University. The research results indicate that CLT can effectively improve students' speaking skills in academic contexts and professional needs. Meanwhile, this research focuses on using CLT to improve the speaking ability of MTsN-level students in the context of speaking skills in education.

Lanjutan Table 2.1 Difference and Contribution of Previous Research

No	Researcher Name	Research Title	Research Result	Research Differences
3	Muhammad Nurikhsan Ridwan, Udi Samanhudi.	The Implementation of Communicative Language Teaching (CLT) The Approach in EFL Classes: A Case Study on The Border of Indonesia – Malaysia	The results show that Sebatik Island's geographic location, which borders Malaysia, directly enhances students' communication abilities. The study emphasizes how Communicative Language Teaching (CLT) can improve English language instruction in border locations.	This research focuses on how CLT can improve English proficiency for EFL classes in border areas. Sebatik Island. The difference with the research that the researcher conduct is that the implementation of CLT by teachers focuses on just one skill, namely the speaking ability of students at the MTsN level, using the Merdeka curriculum as a reference.

CHAPTER III

METHODOLOGY

This chapter focuses on research procedures that involve acquiring, collecting, and arranging data. This study employs a systematic approach to numerous approaches, including research design, research subjects, research instruments, data gathering, and analysis.

3.1 Research Design

This research uses a qualitative approach with a descriptive case study. This method is based on facts and also the respondents' experiences. This research aims to understand social reality from a teacher's perspective. According to Creswell W. John & Creswell David .J, (2018), Qualitative Descriptive Case Study research is conducted based on positivism; qualitative research is used to study objects naturally; the key to qualitative research is using instruments for the research; the techniques in data collection use combination and triangulation. The results of qualitative research focus on the meaning of respondents' answers.

Qualitative research focuses more on natural occurrences using methods based on the experiences obtained by the informants. The purpose of this research is to understand how perceptions, habits, motivations, and others. In this research, the researcher use observations and interviews related to teachers. Therefore, this research aims to describe teachers' opinions on using CLT for speaking ability through the Merdeka curriculum and to find out the impact and difficulties of using CLT for speaking ability in the Merdeka curriculum.

3.2 Subjects of the Research

The research was conducted at MTsN 7 Malang. Because the researcher wants to focus on teachers' opinions and the use of CLT in learning, the subjects of this study are two English teachers who use the Merdeka Curriculum in their teaching applications. The researcher chose this school because they had conducted Teaching Assistance for three months at MTsN 7 Malang. The researcher selected these two teacher subjects for this study because both teachers teach English with an independent curriculum.

3.3 Instruments of the Research

This research was conducted using a qualitative descriptive method, with data collection employing various techniques, including interviews and class observations. This method is very effective for deeply exploring information from participants and examining their experiences, perspectives, and habits related to the research title.

3.3.1. Interview

Interviews are usually used in qualitative data collection, which can gather information about opinions, beliefs, and experiences in more in-depth detail (Brazil et al., 2010). The interview is a meeting between two people to exchange ideas or information through a series of questions and answers on a specific topic Creswell W. John & Creswell David .J2018). Two people can conduct interviews to deeply explore data based on the experiences or perceptions of the research subjects' responses. In this research, the researcher ask the teacher several questions. During the interview, there is a possibility that the teacher has already applied CLT to students' speaking ability in the classroom.

Interview was one of the main instruments used in this research to obtain data regarding the teachers' experiences in implementing Communicative Language Teaching (CLT) in speaking instruction through the Kurikulum Merdeka. The interview question sheet consisted of structured and open-ended questions, allowing the participants to provide both specific and elaborative responses based on their teaching experiences.

The interview questions were adopted and modified from previous relevant studies, then validated by an expert lecturer as the research instrument validator to ensure that the questions were relevant, clear, and aligned with the research objectives. The interview sheet consisted of 10 questions, which were developed to explore two main aspects: the impact of using CLT and the challenges faced by teachers when using CLT in the speaking classroom. These questions were designed to be interconnected, so that the responses would reflect the teachers' voices more clearly and provide comprehensive insights into the implementation of CLT under the Kurikulum Merdeka at MTsN 7 Malang.

3.3.2. Class Observation

Observation is crucial for collecting qualitative data in educational research Brazil et al (2010). This technique enables researchers to record the actual activities of individuals in natural situations, which is very useful in classroom settings. The researcher actively engages in the studied environment, interacts with the individuals, and alters the dynamics. The observer remains more detached, observing the behaviors and interactions without participating. This can help keep objectivity. Researchers frequently take field notes to capture their observations, including descriptive facts about the place and events and reflecting comments

about their interpretations and impressions. Observation is especially beneficial for analyzing classroom interactions, as verbal and nonverbal communication between teachers and students can reveal insights into the teaching and learning process.

The researcher uses participatory observation. The researcher uses participatory observation because this activity can involve the researcher directly. Teachers and students should also be directly involved in this activity. They can refer to the existing data and see how the learning interaction between teachers and students is built in the classroom. According to Creswell W. John & Creswell David .J, (2018) researchers can obtain more complete concrete data and understand the meaning of behavior or perception more clearly. The researcher record how teachers use CLT to improve students' speaking ability in the independent curriculum.

Class observation was conducted to support the data gained from the interview and to directly observe how the teachers implemented CLT in speaking activities through the Kurikulum Merdeka. During the observation, the researcher used an observation instrument to assist in recording relevant teaching and learning activities.

The observation sheet consisted of 20 specific points related to the stages of teaching and learning using CLT for speaking skills in the classroom. This instrument helped the researcher to identify and note important aspects of how CLT was applied in real teaching contexts. Furthermore, the main function of the observation sheet was to clarify, support, and connect the data obtained from the interview session. By doing so, it ensured that the responses given by the teachers during the interview could be confirmed and enriched with real-time classroom evidence, making the data more valid and comprehensive.

3.4 Data Collection Techniques

The data collection technique stage is the most critical part of this research. The researcher must use the appropriate instruments that align with the chosen method. The researcher uses interviews and classroom observations for data collection techniques. According to Bogdan & Biklen (1998) Interviews are beneficial when combined with other approaches such as observation. While observation reveals participants' behavior or activities, interviews help contextualize these behaviors, indicating why people act in particular ways. Interviews allow researchers to elucidate the underlying causes behind observed behaviors, resulting in a more complete picture of the research topic.

The researcher's first step is to ask for permission from the relevant teachers to conduct interviews on effective days at the school regarding the teachers' opinions on using CLT for speaking ability in the Merdeka Curriculum. Data recording done using a mobile phone voice recorder and manual note-taking, and some documentation carried out during interviews with teachers.

After conducting interviews with the teacher researchers, the second stage continue with the Class observation stage. Class observation is an activity undertaken to provide an accurate picture of data and to help understand and evaluate several aspects of feedback that have already been measured accurately Creswell W. John & Creswell David .J, (2018). The researcher sit at the back while taking notes and recording several activities when the teacher implements CLT for speaking ability in the classroom. The researcher observe how students perform in the class when the teacher implements CLT for speaking. The researcher also note

the procedures carried out by the teacher and what happens during classroom learning.

3.5 Data Analysis

When the data collection technique uses interviews and class observation, the data processed using analysis and presented descriptively. According to Miles B. Matthew & Huberman Michael A (1994), some data analysis techniques are data analysis using data reduction, data presentation, and lastly, drawing conclusion/verification.

3.5.1. Data Reduction

The data reduction process is a research methodology that minimizes data volume without reducing essential data. The data obtained by researchers usually has a very complex subject explanation. Researchers need data reduction to make it easier to choose which data is necessary and facilitate the conclusion- making process. The data reduction results can help the writer provide a clear picture and make it easier for researchers to collect essential data. In this study, the researcher wants to know the teachers' opinions on using CLT to improve students' speaking ability through the independent curriculum at MTsN 7 Malang.

3.5.2. Data Display

The next stage after data reduction is data display. The data displayed in this research is illustrated as narrative text. The purpose of data display is to help the researcher organize and narrow down the obtained information to facilitate conclusions. The data displayed in this research also be elaborated in paragraph form to answer each question that has been provided.

3.5.3. Drawing Conclusion/Verification

The next step is to conclude. Conclusions are drawn after going through data reduction and display stages. Interpreting menstrual data results is a step in concluding. In conclusion, researchers must ensure that the conclusions are based on the research. The conclusion usually consists of new findings; the researcher also adds recommendations for future researchers. The conclusion is the final stage.

3.6 Triangulation

Triangulation is a method used to enhance the credibility and validity of findings by cross-checking through various sources, methods, or perspectives. According to Kane & Denzin (2017), This practice helps to reduce biases that can occur when relying on a single method or perspective. Researchers can overcome restrictions when only one approach or data source is used. It improves the validity of the study findings and provides a more comprehensive grasp of the examined subject. Triangulation aims to increase the credibility and validity of research findings by combining several views or methodologies that complement one another, resulting in a more profound and detailed knowledge of the study subject. In this study, the researchers used methodological triangulation. Methodological triangulation uses different research methods or approaches to investigate the same phenomenon. The use of methodological triangulation is expected to enrich and provide objective credibility to this research, even though it only explores information from teachers' opinions. The researchers used interviews and classroom observations to process data from teachers at MTsN 7 Malang. At the final stage, the researcher combine the results to conclude this study.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this section, the researcher presents findings and discuss the research results carried out in the field. This process involves several stages, such as interviews and observation.

4.1 Research Finding

In this session, the researcher describes the results of his research from the questions that have been mentioned. The result about The Implementation of CLT in Speaking Skills Through Merdeka Curriculum Impact and Challenge Teachers. The stages above were carried out to answer the questions in findings from this research. The data obtained from the lecturer's perspective regarding the use of CLT in Speaking Skills is explained in this section. The subject of this interview are Mr. Zainnudin, M. Pd, and Mrs. Sukmah Indah S. Pd On May 6 and 7 2025, an interview was held at the MTsN 7 Malang. The investigator posed multiple queries, which presented in the table below

Table 4.1 Variable Transcription Code

Variable Transcription Code	Correspondent
Research 1	Interviewer
R1	Respondent of Mrs. Indah
R2	Respondent of Mr. Zain
Total	3 (Three)

There are 10 questions that asked in this interview, the researcher show the questions and respondents' transcription below.

Table 4.2 Interview

NO	Question and Answer
1	How do you design speaking activities in your classroom using the CLT approach? Can you provide specific examples of activities you have implemented? R 1: The most common, if for example at MTS 7 is conversation, so role play, yes, the term is alternating, going forward so alternately, while carrying the LKS, while reading. Then for the groups, English is categorized as a difficult subject, usually math and then English, if alone it usually doesn't work so groups are formed, the groups are important to have conversations. R 2: For this CLT, what I often use when I first enter the class, it is usually one of linking the theme with the conditions of the children outside. In a minimal way, at least it forms a small group, one bench, at least like that. So that they can share between the experiences they get before entering the classroom room and the material that will be taught. With the small partner, we hope that they can share ideas between the experience they get with the material, associated with, equalized with the experience of this peer. Maybe then the next one, when the material has been conveyed and the students have begun to understand the material somewhat, so there is an opportunity that is certainly in accordance with the theme, we often use a little time for roleplay. Yes, although not all of the time we use for roleplay. Secondly, at least it trains children to be able to perform in class, not all children are brave like that. Yes, the risk of this roleplay is also that not all students can do it, sometimes only two, four, or what. So that's mostly not all, not always, but mostly like that.

This table shows the teacher's response regarding the use of CLT in designing speaking activities in the classroom. In the context of teaching based on the Communicative Language Teaching (CLT) approach, both respondents describe the implementation of speaking activities aimed at enhancing students' practical and interactive communication skills. The first respondent exemplifies the use of conversation activities such as role-playing, where students take turns playing roles while referring to worksheets (LKS), emphasizing the importance of group work to facilitate meaningful communication because students often find it difficult to learn English on their own.

Meanwhile, the second respondent begins the lesson by connecting the theme to students' personal experiences outside the classroom through small group discussions, serving to activate background knowledge and increase student engagement. After students understand the material, role-playing activities are employed to improve their speaking ability, confidence, and performance in real-life situations. Although not all students participate actively, both teachers utilize these activities as primary strategies to create a supportive learning environment that encourages communication in English, emphasizing the importance of group collaboration and practical activities like discussions and role-plays so that students can communicate effectively and naturally within real-world contexts.

Table 4.3 Interview

NO	Question and Answer
2	What challenges do you face when implementing CLT to improve students' speaking skills, and how do you address these challenges? R 1: English is different between writing and reading. Usually what makes them reluctant to pronounce it is their friends. As soon as they mispronounce it, they have to laugh. When someone laughs, their face becomes lazy. So, to prevent that, if there are mistakes, I let them go first. When it's finished, I correct it. If I correct them spontaneously, they'll be even more down. Especially those who don't understand English, understand English utterances, they will laugh incoherently. That often, what makes them lazy to pronounce it is because they are laughed at by their friends. R2: One of the challenges is that we cannot condition all students according to what we expect. So sometimes we also form small discussion groups, then make the roleplay sometimes take more time, take or spend a lot of time. The second is that we don't know the condition of the students other than in the madrasah. So, we can't continue to give the same assumptions, the starting point can't be. Sometimes there are children who, once appointed, can immediately be on, can adjust to what we want. But sometimes there are children who may have different conditions at home, so not all of them. That's why not all of them can be used like that, because we are in the condition. So that has been one of the challenges, maybe not

just me, maybe all teachers also have challenges like that.

This table provide the challenges faced by the teacher when applying CLT to improve students' speaking skills. It indicated according to teacher voices that challenge as noted by Respondent 1, is the students' reluctance to speak due to fear of being laughed at by their peers. When students mispronounce words and are ridiculed, they often lose motivation and become disengaged. To address this, the teacher adopts a more supportive approach by delaying corrective feedback until the student has finished speaking. This strategy helps maintain the student's confidence and reduces the emotional pressure associated with making mistakes in front of others.

Respondent 2 emphasizes the diverse backgrounds and emotional conditions of students, which affect their responsiveness to CLT methods. Not all students can adapt to communicative tasks in the same way, as their personal circumstances—especially those outside of school—vary significantly. Some students are quick to participate, while others may struggle due to factors beyond the classroom. To accommodate these differences, the teacher incorporates small group discussions and roleplays, although these activities are often time-consuming.

Nevertheless, such strategies allow for greater flexibility and inclusivity in addressing students' individual needs. Overall, the challenges of implementing CLT include managing students' emotional responses and adapting instruction to their varied backgrounds. Teachers respond to these challenges by creating a supportive environment and employing flexible teaching methods.

Table 4.4 Interview

NO	Question and Answer
3	How do you ensure that all students actively participate in CLT-based speaking activities? R 1: If for example imitating is included in CLT, so the teacher reads, the students imitate. That means the teacher is a facilitator. In the beginning, the teacher must give an example first. The second step is the role play. The main discussion of group assignments is discussion. But it has not yet reached the jigsaw for 2 years. It has never been applied again. More role play. But if it is a challenge approaching the exam, more how to understand the questions, speaking becomes the second number. Because there is no speaking in the exam. It's different from the high school level. In high school, the national exam has listening and speaking. At the junior high school level, there isn't. The passive ability is more dominant. So, the drill is mostly there understanding reading. R 2: Automatically, there must be rewards that we give. Rewards are of various kinds. Sometimes one day we can't give rewards, sometimes one day or days, every time we meet we use rewards. Sometimes if the children are in the mood at the right time, the mood in this sense, I consider the mood, if the theme has been discussed, the children have enjoyed the material, that's what I consider the mood. So, if it's like that, the reward is just given a thumbs up, it doesn't matter. But if it's the last hour, then the mood of the children is sometimes not quite right, so sometimes we also give what, candy and so on, sometimes like that too. So, I think we also need to pay attention to the reward.

This table presents the teacher's opinion about how students can actively participate in CLT Speaking activities during class. Promoting active engagement in CLT-oriented speaking tasks necessitates both teaching methods and motivational approaches. Respondent 1 highlights the significance of teacher modeling and support. In the classroom, the teacher starts by offering examples, like reading out loud for students to replicate, thus establishing the teacher as a guide. Next, role-playing and group discussions occur to foster opportunities for significant interaction.

Nevertheless, the respondent also observes that speaking activities are occasionally given less importance, particularly when exams are nearing, since the national assessments for junior high school emphasize more on passive skills such as reading and comprehension. This test-oriented environment restricts the incorporation of speaking-centered CLT methods. Respondent 2 emphasizes motivation through rewards to enhance student participation. Acknowledging that students' emotions and the timing of the classroom can influence engagement, the respondent modifies the type of rewards given. When students are positively involved, basic encouragement like a thumbs-up works well.

Nonetheless, in more challenging times—like the day's last stretch concrete rewards such as sweets are employed to maintain enthusiasm. The participant emphasizes the significance of addressing students' emotional conditions and fostering a supportive atmosphere that motivates students to engage. In general, the methods for promoting active involvement in CLT-speaking tasks consist of explicit demonstration of language application, engaging group collaboration, and the implementation of context-related incentives. These methods assist in tackling both educational and emotional hurdles that could obstruct student engagement.

Table 4.5 Interview

NO	Question and Answer
4	Can you describe a successful CLT-based speaking activity you have conducted? What made it effective? R 1: When he can do it, he can respond, it means his speaking is good. Suppose he is asked, he can respond, then he can also ask questions. His pronunciation is right, his fluency is good. Out of all of them, only some of them are good at roleplay. But if it's a line- up and an interview about introducing, students are usually brave and will respond well. R 2: One, we make the child feel that they are needed there. So let's say this, before, let's say we want, maybe yes, the theme is say greeting for

example. So, we model of course, one modeling first, then we use guiding expressions, the expressions that we use will be the most, the most, mostly used in greeting expressions. So that later if it's like that, we will later initiate the children to be able to practice according to that, the theme earlier, the role play earlier. Then the second, the approach must be done yes. So far, what I feel is that children who are close, every time they come out to greet me and so on, when I ask them to practice, sometimes they are not awkward, because they already feel emotionally closed. Emotionally closed, but with children who are a bit far away, it still needs to take more time, needs a lot more stimulus. That's why sometimes we tend to use mixed methods. The point is that the children are actively involved, it's a matter of results later. What is clear is that the process has been extraordinary, so that often the first time when entering, don't worry about being wrong, because being wrong is a very valuable lesson. Because the children's concern is that when they come forward, when they perform, they must be afraid of being wrong first. When they are afraid of being wrong first, it is also difficult to perform.

This table contains of teacher's insight on effective speaking activities that align with the CLT approach in the classroom. Both participants conveyed experiences of effective CLT-centered speaking tasks, emphasizing crucial components that enhanced their success—student involvement, demonstration, emotional ties, and encouraging classroom settings. Respondent 1 indicated that roleplay and interview exercises are especially impactful, particularly those that include personal introductions. Students demonstrated a higher readiness to engage when the speaking tasks were relevant and recognizable. The activity was deemed successful when students could respond suitably, pose questions, articulate words accurately, and communicate fluently. Nonetheless, students did not all exhibit the same level of confidence during roleplay, indicating that the type of task and students' comfort significantly influence their participation and performance.

Respondent 2 highlighted the significance of fostering a feeling of belonging and emotional security in the classroom. Prior to performing speaking activities—like a roleplay on greetings—the teacher demonstrates the desired expressions and

offers supportive language to assist students. The emotional bond between teacher and student played a crucial role in achieving success. Students who felt a strong emotional bond with the teacher were more self-assured and less worried about errors. For students who are more reserved, extra motivation and different strategies were needed to encourage their involvement. The participant saw errors not as setbacks, but as important chances for learning, promoting a growth-focused environment.

Table 4.6 Interview

NO	Question and Answer
5	How do you integrate the accuracy and fluency skill in CLT-based speaking activities? R 1: Repeatedly. So, when giving examples, repeated many times. Those who like English will definitely follow with enthusiasm, but those who don't really like it, they have to be forced by observing where they are lacking. For children who are mentally strong, it's not a problem right away. However, children who are not mentally good, when immediately getting down. So, it must be held first, not immediately cut. I also got it from a lecturer at UM. So, don't cut it right away, then the mentality will be even more down. But this case looks at the mental state of the students first. It cannot be evenly distributed. But when we delay, we as teachers also forget which part of the correction. What is spontaneous is good for students so at that time they are also told, but for students whose mentality is still not good when they are immediately getting down, tomorrow when they are going to say it, they hesitate because they are afraid of being wrong again. Because the more often the teacher is reprimanded, his friends will often mock him wrongly. R 2: whatever they do, there is a reward. Wrong right there is a reward. So when the children are wrong, you are extraordinary, daring to enter is extraordinary. So far, what is still our mainstay, the reward is to give appreciation to the children, respect to the children, so that there are no words that when the child answers it continues to feel down from so on.

This table presents the teacher's challenge in balancing fluency and accuracy in CLT speaking lessons. Integrating fluency and accuracy into CLT-based speaking activities requires a sensitive and strategic approach, particularly in

response to students' varying levels of confidence and motivation. Respondent 1 emphasizes the use of repetition and modeling to support skill integration. Speaking tasks are often introduced through repeated examples, allowing students to listen, imitate, and gradually engage in productive use of the language. However, the respondent acknowledges the emotional challenges faced by some learners, especially those who are mentally less confident. For these students, immediate correction can be discouraging and reduce their willingness to speak in future activities. Therefore, the teacher adapts feedback strategies based on each student's emotional readiness—providing delayed or gentle correction to maintain their confidence while still supporting skill development. This approach also encourages the integration of listening and speaking, as students must process and replicate input meaningfully.

Respondent 2 highlights the importance of positive reinforcement in integrating skills during speaking tasks. Regardless of accuracy, students are given encouragement and appreciation for their participation. This motivational strategy helps foster a classroom environment where students feel safe to take risks, even when their responses are incorrect. By valuing effort over perfection, students are more likely to stay engaged and continue developing all four language skills through active participation in communicative tasks. In conclusion, the integration of accuracy and fluency into CLT-based speaking activities is most effective when teachers combine structured input, emotional sensitivity, and positive reinforcement. These elements ensure that all students, regardless of ability or confidence, are supported in developing their language competence holistically.

Table 4.7 Interview

NO	Question and Answer
6	What role do authentic materials play in your CLT-based speaking lessons? Can you provide examples of materials you use such as Video or News Article? R 1: It's more in- introducing. In grade 7, it's in semester 1. In semester 2, we get procedures and descriptive. In the introduction, we are required to be able to actively speak, if in the introduction material I often take the evaluation score, it is not in writing, but orally. Such as the practice of direct acquaintance interacting with friends. R 2: So, if yesterday's theme was simple present, simple present is what most children know, their daily activities, they also do that. So we just click, click we relate to what their daily activities are. So it's just like that. Because the material is yes, the material is now simple present. But if I explain about the rules, grammatical rules, they are confused. But when we relate it to their daily activities, they will make mistakes. But I'm sure we learn from those mistakes, I'm sure.

This table presents the teacher's opinion on the use of authentic materials to support speaking lessons through CLT. The responses one indicated that while the use of authentic materials in CLT-based speaking lessons is not yet fully integrated, the teachers strive to create real-life contexts for communication by using familiar and relevant topics to the students' lives. Respondent 1 explains that during the "Introduction" topic, students are evaluated through oral interactions, such as practicing introductions with classmates. While specific use of authentic materials such as videos or news articles was not mentioned, the respondent highlights that the emphasis is on real interpersonal communication, particularly during the first semester of Grade 7. This approach reflects the spirit of authenticity, even if not through external resources, by focusing on functional speaking practice in realistic contexts.

Respondent 2 supports the communicative approach by relating grammatical topics, such as the simple present tense, to students' daily routines. Rather than focusing on formal grammatical rules, the teacher encourages students to describe their real-life activities, making the language input personally meaningful. Although authentic materials like media texts are not explicitly mentioned, the method aims to simulate authentic language use by connecting classroom content to everyday experiences.

In conclusion, while traditional authentic materials e.g., videos or articles are not explicitly utilized, both respondents emphasize personal relevance and real-life application of language, which aligns with the core principles of communicative language teaching (CLT). The use of student-centred themes and spoken interaction serves as an alternative means of embedding authenticity into the speaking classroom.

Table 4.8 Interview

NO	Question and Answer
7	What impact has the implementation of CLT had on students' speaking abilities in the Merdeka Curriculum? R 1: Because CLT is a strategy, because there are many derivative methods. Indeed, if the demands are speaking, then use CLT. For me, I mostly used Role Play, then the other thing was that students lined up and students became more active even though there were mistakes, at least students were brave and active in responding. R 2: Yes, some yes. We judge whether it is significant or not, yes when we apply it to our needs. For example, when we MC at the graduation ceremony, then when there is an event, there is an event. Yes, when there will be several children, maybe only that one can come forward. But at least we can be proud that, yes, we consider it one of the effective forms when we use it in our needs. So, it is like that. Yes, when later when there is something trivial, yes. For example, thank you by using thank you very much, there is already good morning and so on. That is already one thing that I think is different. Children meet good morning, how are you today is already. Although not all of them. So, we don't what, not too grandiose

and then all the children's material. No, because the most important thing is the application. Then the next thing is when we participate in competitions and so on. It turns out that it also doesn't take too long to polish the children so that they can come forward. That's like that.

This table highlights the teacher's view on the impact of using CLT on students speaking abilities. The Implementation of Communicative Language Teaching (CLT) within the Merdeka Curriculum has had a positive, though varied, impact on students' speaking abilities, as observed by both respondents. Respondent 1 notes that CLT, particularly through role plays and structured speaking tasks such as student line-up activities, has encouraged students to become more active and confident in responding verbally, even if their speech includes errors. The focus is on building students' willingness to communicate, highlighting that student participation and bravery in speaking are valuable outcomes of CLT practices.

Respondent 2 observes that while not all students show immediate or significant improvement, there is noticeable progress when students are given opportunities to apply their speaking skills in real-life contexts, such as acting as MCs during school events or participating in competitions. Simple expressions like greetings ("good morning," "how are you?") have become more naturally used by students in everyday school interactions.

The respondent emphasizes that success is not measured by the quantity of students performing at high levels, but by the quality and authenticity of their language use, even in basic communication. In conclusion, CLT has contributed to enhancing students' practical speaking abilities and communicative confidence under the Merdeka Curriculum. While not all students exhibit advanced proficiency,

the increased use of English in real- life contexts and students' readiness to participate are seen as meaningful indicators of progress.

Table 4.9 Interview

NO	Question and Answer
8	How do you handle students correctness in CLT-based speaking activities? Do you correct them immediately, or do you focus on fluency. accuracy and phonology? R 1: For children who are mentally strong, it's not a problem right away. But children who are not mentally good, when they are immediately getting down. So, it must be held first, not immediately cut. That I also got from a lecturer at UM. So, don't cut it right away, then the mentality will be even more down. But this case looks at the mental state of the students first. It cannot be evenly distributed. But when we delay, we as teachers also forget which part of the correction. What is spontaneous is good for students so at that time they are also told, but for students whose mentality is still not good when they are immediately getting down, tomorrow when they are going to say it, they hesitate because they are afraid of being wrong again. Because the more often the teacher is reprimanded, his friends will often mock him wrongly. R 2: It depends on the condition of the children. I mean this, depending on sometimes the children are reminded once. Especially the KBC class, there are those who when they are reminded for the first time, are immediately reminded that they have dropped. So I tend to look at the condition. If the child is already mentally okay, then no problem. Correct it immediately. But if the child tends to be like that, I usually give separation. For example, say the wrong pronunciation, I give words that are almost the same pronunciation. So yes modeling, you can't help it. So I say this, it turns out that I also observe myself. It turns out how come it's wrong to read this, it's wrong- wrong-wrong. That way he will be able to learn.

This table explains the teacher's challenge in ensuring the correctness of students' spoken English during CLT-based instruction. Both respondents emphasize the importance of adapting correction strategies based on students' psychological readiness and emotional resilience during CLT-based speaking activities. Their approaches reflect a student-centred and context-sensitive

correction strategy that prioritizes fluency and learner confidence while also supporting gradual improvement in accuracy and pronunciation.

Respondent 1 highlights the need to consider students' mental states before providing corrective feedback. For students with lower emotional resilience, immediate correction can be discouraging and may lead to reluctance to speak in future activities. Therefore, the respondent avoids interrupting or correcting students too early and instead offers delayed, supportive feedback. This method encourages participation and reduces anxiety while still providing room for reflection and improvement.

Similarly, Respondent 2 adapts correction based on individual student conditions. For those who are emotionally prepared, immediate correction is acceptable. However, for more sensitive students, the respondent uses indirect correction strategies, such as modelling similar words or highlighting pronunciation through comparative examples. This approach not only promotes phonological awareness but also helps learners to self-correct without feeling publicly embarrassed. In conclusion, both teachers advocate for a balanced approach between fluency and accuracy, focusing on maintaining students' motivation and self-confidence while progressively addressing grammar and pronunciation issues. Their methods reflect key principles of CLT, particularly the emphasis on meaningful communication and learner affect.

Table 4.10 Interview

NO	Question and Answer
9	How do you adapt CLT-based speaking activities to suit different proficiency levels in your classroom?
	R 1: We use group learning. So, the teacher must have data between

medium, low, and high. Well, it is made into one group. So that the group does not get stuck. But sometimes certain activities, individual treatment, for learning hours, we give them their own tasks. When speaking using CLT, children will get more time to be able to speak. Suppose speaking learning, the teacher's task model is not in class then it is not speaking. Or for example, if there is no speaking practice at all in front of the class, there is no roleplay, it is not speaking.

R 2: Yes, I make a, what is it called, colleague in the class. If the students are good, I ask them to perform more often. That's one, it motivates the students. Secondly, it's also used as a training ground for the students. It can be a group discussion, so the good students are not spread out. Then the next thing is when performing to the class, sometimes I also ask the children to perform to the front. Then after the child performs, the child himself will be able to choose his friends. Sometimes if I choose, they don't want to. But if the friends choose themselves, they usually just want to.

This table explain about the teacher's strategy in adapting CLT to various student proficiency levels. Both respondents adopt differentiated instruction within Communicative Language Teaching (CLT) to accommodate students with varying levels of English proficiency. Their approaches emphasize collaborative learning, peer support, and strategic grouping to ensure that all learners—regardless of skill level—are actively engaged in speaking activities.

Respondent 1 implements heterogeneous group learning, where students of low, medium, and high proficiency levels are grouped together. This strategy allows stronger students to support weaker peers, ensuring that no group is left stagnant due to skill imbalance. Additionally, R1 sometimes provides individualized tasks during instructional hours to address specific student needs. The respondent stresses that genuine speaking practice—such as roleplay and speaking in front of the class—is essential in CLT, and should be consistently integrated into lessons for it to be considered effective.

Respondent 2 also utilizes peer mentoring and strategic performance opportunities. High-performing students are given more frequent chances to present

in front of the class, which not only serves as a motivational model for others but also offers advanced learners a platform to develop further. Moreover, students are often allowed to select their own partners or groups, which fosters a sense of comfort and increases willingness to participate. Group discussions and peer interactions are tailored so that students with stronger abilities can support their peers, creating a supportive classroom environment that enhances communicative competence for all learners.

In conclusion, both teachers apply adaptive CLT strategies that reflect a deep awareness of student diversity. Through peer collaboration, performance-based tasks, and flexible grouping, they create inclusive speaking activities that promote engagement, confidence, and linguistic growth across proficiency levels.

Table 4.11 Interview

NO	Question and Answer
10	What activities do you think are most effective in improving students' speaking skills using the CLT approach under Curriculum Merdeka R 1: Using Interview in the Line model for introducing material because students can actively talk to each other the teacher only gives sparking questions such as what is your name but not too long because it will be ineffective. R 2: Role play. So far, people may vary, again depending on the condition of the students. But so far if role play, which I have been using, is effective around 80-90%, because with role play, what else do they have to do? Whether they want to or not, they have to perform, whether it's bad or nothing bad actually. Ready or not ready, the children also have to perform.

This table provides the teacher's explanation about the most effective speaking activities for improving students speaking skill under Curriculum Merdeka. Both respondents highlight interactive and performance-based activities as the most effective strategies for improving students' speaking skills within the

framework of Communicative Language Teaching (CLT) under the Merdeka Curriculum. Respondent 1 emphasizes the use of the Interview in the Line model, particularly for introductory materials. This activity encourages students to actively engage in short, structured conversations with multiple peers. The teacher plays a facilitative role by providing simple prompting questions “What is your name?” ensuring that students speak frequently while keeping the activity focused and time-efficient. According to R1, this approach promotes active participation without overwhelming learners.

Respondent 2 highlights the effectiveness of role-play as a primary method. This activity compels students to perform in various communicative scenarios, regardless of their readiness or confidence level. R2 reports that role-play has been successful with approximately 80–90% effectiveness, as it immerses students in realistic speaking situations that foster spontaneous use of language. The activity pushes students out of their comfort zones and encourages language use through performance, creativity, and collaboration.

In conclusion, both respondents affirm that structured yet interactive speaking tasks, such as interviews and role-plays, are well-aligned with the goals of the Merdeka Curriculum and effectively support the development of communicative competence in learners. These activities enable authentic interaction, promote student engagement, and help overcome speaking anxiety in a supportive learning environment.

4.2 Discussion

This section aims to answer the research questions in this study, namely, How does the implementation of CLT in Speaking Skills through the Merdeka Curriculum impact and challenge teachers? This study aims to find out how teachers' opinions in implementing CLT in Speaking Skills through an Merdeka curriculum impact and challenges. Therefore, the researcher will present the results of the research that has been carried out through interviews with teacher and observation in class.

4.2.1 The Impact of CLT on Students' Speaking Ability

The implementation of the Communicative Language Teaching (CLT) approach within the Merdeka Curriculum has demonstrated a notably positive impact on students' speaking abilities.

4.2.1.1 Speaking Activities Design in Classroom using CLT

The responses from the teachers illustrate that the design of speaking activities within the CLT approach emphasizes communicative competence through interactive and student-centered tasks. R 1 describes the use of role-play activities, which aligns with the core principle of CLT that advocates for meaningful communication through realistic tasks.

“I always design speaking activities like role-play to let the students practice in real-life situations. For example, they introduce themselves as a tourist and a guide. I group them based on proficiency, so they can help each other and speak more confidently.”

Role-playing allows students to practice language in simulated real-life situations, promoting spontaneous language use, which is essential in

developing speaking skills. The teacher mentioned grouping students based on their proficiency levels to facilitate effective communication, recognizing that collaborative tasks can provide a conducive environment for language practice, especially in subjects like English which students often perceive as challenging.

Similarly, R 2 Emphasizes the importance of linking activities to students' personal experiences and their external environment.

“I usually ask them to relate it to their lives, like introducing their family or hobbies, so they feel it's more personal.”

This approach aligns with the CLT principle that language learning should be authentic and relevant to learners' lives, thus increasing motivation and engagement. The use of small groups or pairs provides a safe space for students to share ideas and practice speaking without the pressure of a larger audience. The teacher also describes the occasional use of role-play activities, which serve as performance-based tasks to improve students' fluency and confidence in speaking. These activities are adapted based on students' proficiency and confidence levels, reflecting the flexible and inclusive nature of CLT strategies.

In line with Chapter 2 theories, the design of these activities reflects the principles of CLT that prioritize communication over grammatical accuracy. According to Muthmainnah (2017) CLT emphasizes activities such as role-playing, discussions, and sharing experiences, which facilitate real-life language use and promote interaction among learners. Furthermore, the activities described by the teachers demonstrate that effective CLT implementation requires a variety of tasks tailored to student's needs, which helps foster an environment where learners are encouraged to practice their speaking skills actively and appropriately.

Therefore, the teachers' strategies exemplify the effective design of speaking activities based on CLT principles that view language as a tool for meaningful communication. By incorporating role-plays, small group discussions, and connection to students' real-life contexts, they create a supportive environment that encourages speaking practice and fluency development, even with the challenges of student confidence and class size.

4.2.1.2 Kind of Successful Speaking Activity Using CLT

In the context of CLT-based speaking activities at MTsN 7 Malang, Respondent 1 described a successful implementation involving activities like line-up interviews and introductory conversations.

"I think the most successful was the line-up interviews. They practice short dialogues like 'What's your hobby?' and answer directly. It made them more confident."

These activities were particularly effective because they encouraged students to engage in short, structured dialogues with multiple peers. Such tasks fostered active participation and boosted students' confidence in speaking. As noted by J. C. . Richards & Rodgers (2010) Communicative Language Teaching involves activities that require real communication, such as interviews and conversations, which help learners develop fluency and confidence in using the target language. Respondent 1 highlighted that when students could respond to questions and ask their own questions during these activities, it signified their improvement in fluency and communicative competence.

Respondent 2 emphasized that the success of speaking activities hinged on the emotional environment and the level of trust built with the students.

“I usually start with some expressions, so they feel easier to practice in role-play about greetings.”

He described how modeling and using guiding expressions at the start of each lesson helped set the stage for meaningful role plays, particularly in themes like greetings. This approach is aligned with Jeremy Harmer (2007) assertion that activities such as role-plays and simulations create authentic contexts for learners to use language communicatively. Moreover, Respondent 2 stressed the significance of creating a comfortable and emotionally safe environment, where even shy students felt encouraged to participate without fear of mistakes.

The findings from both respondents resonate with the CLT framework discussed in literature review. According to Muthmainnah (2017) CLT brings a new change to language teaching by giving students the freedom to practice speaking in a supportive environment. This is evident in how both teachers implemented student-centered activities like role plays and interviews, which required active engagement and real-time communication. These activities, beyond improving linguistic fluency, also addressed the affective dimension of language learning by prioritizing comfort and psychological readiness for participation.

Finally, the data reveals that the teachers' adaptive and responsive strategies are key to making CLT-based activities effective. Respondent 1 noted that while not all students excelled in role plays, activities like line-up interviews allowed more hesitant learners to participate actively and confidently. Respondent 2's approach, which involved personalizing activities and using rewards, mirrors the idea of Chaney (1997) that Positive reinforcement is key to building students' confidence and encouraging active participation. Together, these practices highlight the

importance of balancing structured communicative tasks with a supportive classroom atmosphere, ultimately aligning with the core CLT principles of authenticity, student-centered learning, and meaningful interaction.

4.2.1.3 Authentic Materials for Speaking Activity Lessons Using CLT

In CLT-based speaking lessons at MTsN 7 Malang, authentic materials play a supporting role in fostering real-life communication scenarios, even if they are not extensively used in the form of videos or news articles. Respondent 1 highlighted that in introductory materials for Grade 7, speaking activities focus on practicing direct introductions through interactive exchanges with classmates.

“In introductory materials for Grade 7, speaking activities focus on practicing direct introductions through interactive exchanges with classmates. While explicit use of videos or news articles was not mentioned, this practice aligns with the CLT principle of creating real interpersonal communication.”

While explicit use of videos or news articles was not mentioned, this practice aligns with (J. C. . Richards & Rodgers, 2010) the CLT principle of creating real interpersonal communication. Such interpersonal practice embodies the authenticity of CLT, as it mirrors how students would use English in actual social contexts.

Respondent 2 further elaborated that while teaching grammar topics like the simple present tense, he connects the material to students' daily activities.

“I don't use videos or news articles a lot, but I always ask them to relate the topic to their real life. For instance, if we learn simple present, I ask them about their daily activities.”

This method—linking lessons to students' own lives—reflects according to Brown Douglas H (2007) that learning should be contextually situated and related to students' personal experiences. Even though authentic materials like videos or articles were not directly utilized, the teacher's strategy of weaving the material into the students' real routines are the core idea of authenticity in CLT. This approach reinforces the concept that speaking practice should relate to how language is actually used in daily life.

The focus on relating classroom material to students' personal contexts related with Sujinem (2023) which notes that CLT practices should connect with real-life relevance and create an emotionally engaging environment for learners. This suggests that even in the absence of explicit authentic materials, the teachers' approach to using personal, relatable content still fulfills the principle of authenticity. Furthermore Mislawiyadi (2023) asserts that authenticity in the speaking classroom can be achieved through activities that connect language use with students' natural environments and experiences. Both teachers' practices of using familiar, daily-life content therefore align well with these theoretical perspectives.

Finally, while the explicit use of videos or news articles was not incorporated in these speaking lessons, the underlying philosophy of authenticity remains central. This reflects the observation by Firiady (2018) that even when traditional authentic materials are limited, teachers can still simulate real-life use of language by focusing on student-centered, contextually relevant topics. Overall, the findings suggest that teachers at MTsN 7 Malang utilize an alternative form of authenticity personal relevance—within their CLT-based speaking classes. This strategy ensures

that speaking tasks resonate with the students' actual experiences, maintaining a balance between communicative competence and emotional engagement in line with the principles of the Merdeka Curriculum.

4.2.1.4 Adaptation of CLT for Speaking Activities to Suit Different

Proficiency Level

In implementing CLT-based speaking activities in the classroom, the teachers at MTsN 7 Malang demonstrate a sophisticated awareness of how to accommodate their students' diverse language proficiency levels. Respondent 1 described using heterogeneous groupings to ensure that students with varying levels of ability—low, medium, and high—can learn together.

“I mix the groups—students with different levels, so they help each other.”

This approach encourages students to interact in supportive peer settings, where stronger students can guide their peers and provide models of more accurate language use. Group work incorporates collaborative exercises into the classroom to enhance students' fluency, precision, and clarity when speaking English (Brumfit C.J, n.d.). This strategy also aligns with the principles of collaborative learning that underpin CLT, emphasizing the need to create spaces where all students, regardless of ability, are actively involved in speaking tasks.

Beyond grouping strategies, Respondent 1 underscored that speaking practice must be an integral part of every lesson to truly reflect the authentic communication goals of CLT. She explained that speaking activities—whether in the form of role plays or direct speaking tasks in front of the class—should be prioritized because they offer all students the chance to practice real-world communication. This emphasis is supported by Brown Douglas H (2007), who

argues that communicative language teaching must create opportunities for students to engage in authentic communication and develop fluency through meaningful interaction. By ensuring these activities are consistently included, the teacher meets the needs of both proficient and less proficient students, giving each learner a platform to improve at their own pace.

Respondent 2 offers another dimension of differentiation by actively involving proficient students in performance-based tasks that serve as motivational models for their peers.

“For the high-level students, I let them lead the group or present. It motivates others too.”

He allows these higher-level students to perform more often, either through class presentations or leading group activities, which not only sharpens their own speaking skills but also encourages other students to take more risks. This mirrors the principles outlined by Muthmainnah (2017) CLT brings a new change to language teaching by giving students the freedom to practice speaking in supportive environments. Respondent 2 also incorporates student agency by giving them the freedom to select their speaking partners during performances an approach that aligns with the student-centered nature of CLT as emphasized by Sujinem (2023) Teachers using the Kurikulum Merdeka framework should integrate authentic materials, group work, and performance-based tasks to reflect real-world communication.

Moreover, both teachers' practices highlight the importance of flexibility and emotional support in mixed-ability classrooms. Respondent 1 described how she adapts tasks for individual learners, sometimes offering personalized speaking

assignments to ensure that even the most hesitant students can participate. Meanwhile, Respondent 2 discussed how establishing emotional closeness with students particularly those who may be shy or unsure can be crucial in encouraging active participation. This sensitivity to affective factors resonates with (Chaney, 1997) emphasize that positive reinforcement and a supportive atmosphere are key to building students' confidence and encouraging them to participate actively.

Role-play in CLT aims to improve students' communicative abilities in specific contexts and environments, suggesting that such tasks are not only linguistically beneficial but also adaptable to diverse proficiency levels (Cheng jun Wang, n.d.). The idea of linking activities to students' real-life contexts as highlighted by Firiady (2018) also emerges in the teachers' strategies. Connecting speaking tasks to students' daily experiences and providing differentiated pathways for participation, teachers ensure that even students with lower proficiency feel engaged and able to contribute meaningfully.

In conclusion, the teachers' use of mixed-ability grouping, individualized tasks, peer mentorship, and emotional support directly reflects the core principles of CLT and the holistic, student-centered aims of the Kurikulum Merdeka. These practices highlight that successful speaking instruction in diverse classrooms requires not only well-designed communicative tasks but also sensitivity to students' psychological needs and a commitment to fostering supportive classroom communities.

4.2.1.5 Effective Activities for Speaking Skill using the CLT in Class

In the implementation of CLT-based speaking activities at MTsN 7 Malang, teachers have identified specific interactive techniques that effectively foster

speaking skills among students, especially within the framework of the Kurikulum Merdeka.

Respondent 1 emphasized the Interview in the Line activity for introducing topics.

“The line-up interview is good because everyone speaks, even the shy ones.”

This activity involves students engaging in brief, structured conversations with their classmates. The teacher initiates the task by providing simple, targeted questions such as *“What is your name?”* or *“Where are you from?”* to encourage active participation without overwhelming learners. This practice is consistent with (J. Richards, 2006) argue that interview activities create a real-life context for learners to exchange information and practice spontaneous speaking.

Furthermore, the Interview particularly promotes real-life communication and student-centered learning. According to J. C. . Richards & Rodgers (2010) a crucial component of communication in CLT is the information gap, where students must actively listen and respond to new information. By providing students with structured questions, teachers help them practice functional and social interaction—two cornerstones of CLT. In this setting, even less confident students are encouraged to participate because the interaction is brief and guided, thus reducing the pressure to produce perfect English.

Respondent 2 highlighted the role-play activity as the most effective speaking task in his classroom.

“Role-play is 80-90% effective because they must perform, so even the shy students speak.”

He reported that role-play has been around 80–90% effective in boosting students' speaking performance. Role-play compels students to perform in realistic communicative situations regardless of their confidence level—thus pushing them out of their comfort zones. Role-playing can be an effective and meaningful way to collaborate with CLT while learning English (Cheng jun Wang, n.d.). Role-play provides a dynamic environment for students to express themselves, take creative risks, and negotiate meaning all crucial for achieving fluency and communicative competence.

The effectiveness of these interactive tasks is also reinforced by Muthmainnah (2017) that CLT brings a new change to language teaching by giving students the freedom to practice speaking in supportive environments. Respondent 2 further noted that role-plays force students to participate

“whether they want to or not, they have to perform,”

Demonstrating that this activity encourages even shy students to speak. This echoes the idea of “forcing output,” which is often crucial for language development, according to Brown Douglas H (2007) as students must rely on available language resources to communicate effectively.

In conclusion, the practices of both respondents showcase how CLT based speaking activities like interviews and role-plays align perfectly with the communicative aims of the Merdeka Curriculum. These activities emphasize authentic interaction, peer collaboration, and risk-taking in speaking, mirroring findings from Mislawiyadi (2023) argue that CLT's success depends on teachers creating safe, interactive environments where students feel encouraged to practice spontaneously. Moreover, these interactive tasks integrate the core principles of

CLT prioritizing fluency over accuracy, fostering meaningful communication, and developing students' confidence to use language in real-world contexts. As a result, they significantly contribute to the improvement of speaking skills, meeting the goals of the Kurikulum Merdeka in promoting active and communicative language use.

4.2.2 The Challenges in Implementing CLT on Students' Speaking Ability

Despite the promising benefits of Communicative Language Teaching (CLT) in fostering students' speaking skills, its practical implementation in the classroom presents several significant challenges. Teachers at MTsN 7 Malang have identified these obstacles through their teaching experiences. One of the primary challenges is related to student confidence and participation.

“Some students are shy. If they mispronounce, their friends laugh, so they're scared to speak.”

Many students, particularly those who are shy or have lower self-esteem, struggle to fully engage in interactive activities such as role plays, which are essential components of CLT based instruction. This lack of confidence can hinder the spontaneous use of language, limiting the effectiveness of communicative tasks.

Another challenge involves teachers' own preparedness and training. Some teachers feel that they lack sufficient understanding or practical knowledge of how to create truly authentic communication activities that align with CLT principles.

“We can't condition them all the same. Their home environment affects their confidence.”

This is consistent with findings from Yasin et al (2017) who observed that many teachers still face obstacles in translating curriculum policies into meaningful

practice in the classroom. Furthermore, infrastructural issues, such as limited teaching materials, cramped classroom spaces, and large student numbers, pose additional challenges to implementing CLT activities that require flexibility and collaboration. Teachers report that these limitations make it difficult to create the dynamic, student-centered environments that CLT demands. Therefore, while CLT holds great promise for improving students' speaking abilities, addressing these interconnected challenges is crucial to its successful adoption in Indonesian classroom.

4.2.2.1 Kind of Challenges implementing CLT for Improve Students

Speaking Skill

In implementing the Communicative Language Teaching (CLT) approach within the Kurikulum Merdeka framework, teachers at MTsN 7 Malang encounter various challenges that can impede the success of speaking activities. Respondent 1 identified a key barrier students' fear of making mistakes and being ridiculed by their peers. She explained that when students mispronounce words, they often become the target of laughter, which makes them hesitant to participate in speaking activities. As he shared

“Usually what makes them reluctant to pronounce it is their friends. As soon as they mispronounce it, they have to laugh. When someone laughs, their face becomes lazy.”

To address this challenge, Respondent 1 adopts a delayed correction approach, allowing students to finish speaking before gently providing feedback, thus maintaining a safe and supportive environment. This aligns with Chaney

(1997) argue that positive reinforcement and a supportive atmosphere are key to building students' confidence and encouraging them to participate actively.

This issue of student self-confidence is closely connected to findings by Sujinem (2023) emphasizes that CLT empowers students to speak up in a supportive environment where mistakes are viewed as learning opportunities. Respondent 1's approach reflects the student-centered philosophy of CLT, where the affective dimension of students' comfort and confidence is as critical as linguistic competence. In addition, Muthmainnah (2017) argue that CLT brings a new change to language teaching by giving students the freedom to practice speaking in authentic, interactive contexts. However, this freedom can only be achieved if the classroom environment actively encourages risk-taking and reduces the fear of negative evaluation.

Meanwhile, Respondent 2 highlighted different but equally significant challenges in implementing CLT for speaking activities. He acknowledged the variability of students' readiness and the unpredictable nature of their home environments. He argued that

“We cannot condition all students according to what we expect, sometimes there are children who may have different conditions at home, so not all of them can be treated the same.”

These challenges underscore the importance of differentiation and flexibility in teaching practice, a principle echoed by Brown Douglas H (2007), argue that teaching with CLT requires teachers to be sensitive to learners' diverse needs and to adapt their strategies accordingly. Respondent 2's approach to forming small discussion groups and allowing students to choose their partners reflects his effort

to create a more personalized learning environment that accommodates each student's unique context.

Additionally, both respondents acknowledged that time constraints and resource limitations often complicate the implementation of CLT activities. Respondent 2 noted that while role-play activities are effective

“One of the challenges is that we cannot condition all students according to what we expect. So sometimes we also form small discussion groups, then make the roleplay sometimes take more time, take or spend a lot of time. The second is that we don't know the condition of the students other than in the madrasah. So we can't continue to give the same assumptions, the starting point can't be. Sometimes there are children who, once appointed, can immediately be on, can adjust to what we want. But sometimes there are children who may have different conditions at home, so not all of them. That's why not all of them can be used like that, because we are in the condition. So that has been one of the challenges, maybe not just me, maybe all teachers also have challenges like that.”

They can consume significant classroom time and require materials and spaces that may not always be available. These practical barriers are consistent with observations by Mislawiyadi (2023), argue that teachers often face obstacles like large class sizes and lack of facilities, which limit the effectiveness of CLT. Furthermore, Yasin et al (2017) emphasize that teachers' own lack of training or familiarity with CLT methodologies can hinder the successful execution of communicative activities.

In conclusion, the challenges identified by the teachers at MTsN 7 Malang reveal that while CLT has the potential to transform speaking instruction by

fostering meaningful, real-world communication, its implementation is not without hurdles. Overcoming student's psychological barriers, providing comprehensive teacher training, and improving classroom resources are essential steps to ensure the successful adoption of CLT principles in line with the goals of the Kurikulum Merdeka. These insights suggest that effective CLT based speaking instruction requires a holistic approach that values both pedagogical strategies and the emotional readiness of students.

4.2.2.2 Challenge to Ensure Students Actively Participate in CLT based

Speaking Activities

The implementation of Communicative Language Teaching (CLT) at MTsN 7 Malang requires deliberate strategies to ensure that all students actively participate in speaking activities. Respondent 1 described how She uses a step-by-step facilitation approach.

“If for example imitating is included in CLT, so the teacher reads, the students imitate. That means the teacher is a facilitator. In the beginning, the teacher must give an example first. The second step is the role play. The main discussion of group assignments is discussion. But it has not yet reached the jigsaw for 2 years. It has never been applied again. More role play. But if it is a challenge approaching the exam, more how to understand the questions, speaking becomes the second number.”

Initially, she models the target language by reading aloud for students to imitate. This “imitation phase” builds a safe space for learners to practice pronunciation and intonation without the immediate pressure of spontaneous speaking. According to Jeremy Harmer (2007) modelling correct language use and

providing structured input are essential stages in the CLT classroom. By acting as a facilitator, Respondent 1 ensures that even less confident students have a clear example to follow before progressing to more complex tasks like role play and group discussion.

Following this modeling phase, Respondent 1 moves into role-play and discussion activities, which offer students the opportunity to engage in authentic communicative scenarios. However, also noted the challenge that speaking activities sometimes become secondary, especially when exams prioritize passive skills like reading and comprehension. This observation is consistent with Brown Douglas H (2007), who argues that the goal of CLT is to foster real communication through activities like role-play, interviews, and discussion tasks. Despite exam-related pressures, Respondent 1 believes that incorporating speaking activities even in small doses ensures that all students have the opportunity to develop communicative competence, an important element of the Kurikulum Merdeka.

Meanwhile, Respondent 2 takes a different yet complementary approach by leveraging motivation and rewards to engage students actively. He shared that he uses different types of rewards ranging from verbal praise like a thumbs-up to or maybe gives some candy depending on the mood and readiness of the class.

“Automatically, there must be rewards that we give. Rewards are of various kinds. Sometimes one day we can't give rewards, sometimes one day or days, every time we meet we use rewards. Sometimes if the children are in the mood at the right time, the mood in this sense, I consider the mood, if the theme has been discussed, the children have enjoyed the material, that's what I consider the mood. So if it's like that, the reward is just given a thumbs up, it doesn't matter. But if it's the last

hour, then the mood of the children is sometimes not quite right, so sometimes we also give what, candy and so on, sometimes like that too. So I think we also need to pay attention to the reward.”

This practice resonates with the insights of Chaney (1997) emphasize the importance of positive reinforcement and creating a supportive environment in CLT-based speaking activities. Teachers pay attention to the emotional climate of the class and adjusting rewards accordingly, Respondent 2 fosters a positive and motivating learning atmosphere, encouraging all students to participate regardless of their proficiency or confidence levels.

The emphasis on both modeling language use and providing motivation aligns with the core principles of CLT. According to (Cheng jun Wang, n.d.) that teachers must ensure that students are at the center of the learning process by facilitating rather than controlling the conversation. This philosophy is evident in how both teachers adopt a student-centered approach, prioritizing fluency and meaningful interaction over accuracy and formality. Moreover reinforces this perspective by stating that group work and collaborative activities in CLT promote fluency, precision, and clarity practice repeated in Respondent 1’s use of discussion and group assignments to ensure active participation (Brumfit C.J, n.d.).

In conclusion, the teachers at MTsN 7 Malang employ a variety of interconnected strategies—such as teacher modeling, peer imitation, role-play, positive reinforcement, and sensitivity to classroom mood—to ensure that all students, regardless of ability, engage actively in speaking tasks. These practices illustrate a practical application of CLT’s student-centered philosophy, focusing on building both linguistic competence and emotional readiness for communication.

According by Sujinem (2023) CLT empowers students to speak up in supportive environments where mistakes are part of the learning process. Combining this theoretical insight with real-world classroom practice, teachers create an inclusive and dynamic learning environment that supports the communicative goals of the Merdeka Curriculum.

4.2.2.3 Challenge to Integrate the Accuracy Fluency skill in CLT based speaking activities

In the implementation of CLT-based speaking activities at MTsN 7 Malang, teachers have developed strategies to integrate both accuracy and fluency in a way that supports all students. Respondent 1 emphasized the importance of repetition and delayed correction when working with students who have varying levels of confidence.

“Repeatedly. So, when giving examples, repeated many times. Those who like English will definitely follow with enthusiasm, but those who don't really like it, they have to be forced by observing where they are lacking. For children who are mentally strong, it's not a problem right away. However, children who are not mentally good, when immediately getting down. So, it must be held first, not immediately cut. That I also got from a lecturer at UM. So, don't cut it right away, then the mentality will be even more down. But this case looks at the mental state of the students first. It cannot be evenly distributed. But when we delay, we as teachers also forget which part of the correction. What is spontaneous is good for students so at that time they are also told, but for students whose mentality is still not good when they are immediately getting down, tomorrow when they are going

to say it, they hesitate because they are afraid of being wrong again. Because the more often the teacher is reprimanded, his friends will often mock him wrongly.”

She described how, in the early stages of speaking practice, she repeats phrases many times to provide a clear and consistent model for students to imitate. This strategy aligns with Jeremy Harmer (2007), argue that structured input and repeated practice support the gradual development of both fluency and accuracy.

However, Respondent 1 also recognized the emotional impact of correction on students' confidence. She explained that for students with lower mental resilience, immediate correction can be discouraging and inhibit further participation. Therefore, She prefers to delay corrections until after students have finished speaking, creating a safe environment for experimentation and risk-taking. This approach mirrors the insights of Chaney (1997) argue that positive reinforcement and supportive feedback are essential to encourage risk-taking in speaking tasks.

Respondent 2 adopted a different strategy, focusing on reward-based motivation to balance fluency and accuracy. He stated that regardless of whether students' answers are right or wrong, he always gives praise and appreciation to maintain their motivation and self-esteem.

“Whatever they do, there is a reward. Wrong or right there is a reward. So when the children are wrong, you are extraordinary, daring to enter is extraordinary. So far, what is still our mainstay, the reward is to give appreciation to the children, respect to the children, so that there are no words that when the child answers it continues to feel down from so on.”

This aligns with Muthmainnah (2017) argues that CLT creates new opportunities for language learning by fostering an environment where mistakes are seen as part of the process. Such practices ensure that students are not afraid to speak, even when they make errors, fostering a growth mindset that is essential for developing both fluency and accuracy.

These teacher strategies also align with the broader principles of CLT, as outlined Larsen-Freeman et al (2011) They explain that CLT prioritizes meaningful communication while also providing feedback that helps learners improve accuracy over time. Similarly Firiady (2018) emphasizes that role-plays and group discussions allow students to practice fluency while gradually refining their language forms through interaction. In this context, the teachers at MTsN 7 Malang demonstrate how flexibility, empathy, and structured practice can balance the dual goals of accuracy and fluency, ensuring that all students develop communicative competence in line with the Kurikulum Merdeka.

4.2.2.4 Challenge to Students Correctness in Speaking Class using CLT

In the implementation of Communicative Language Teaching (CLT) at MTsN 7 Malang, teachers adopt nuanced and student-centered approaches to handle students' correctness in speaking activities, balancing the focus on fluency and accuracy. Respondent 1 shared that her approach is highly sensitive to the students' emotional readiness.

“For children who are mentally strong, it's not a problem right away. But, children who are not mentally good, when immediately getting down. So, it must be held first, not immediately cut. That I also got from a lecturer at UM. So, don't cut it right away, then the mentality will be even more down. But this case looks at the

mental state of the students first. It cannot be evenly distributed. But when we delay, we as teachers also forget which part of the correction. What is spontaneous is good for students so at that time they are also told, but for students whose mentality is still not good when they are immediately getting down, tomorrow when they are going to say it, they hesitate because they are afraid of being wrong again. Because the more often the teacher is reprimanded, his friends will often mock him wrongly.”

For students with stronger mental resilience, immediate correction is not problematic and can be beneficial to solidify accuracy and phonological features. However, for students who are less confident, immediate correction can be discouraging. She explained,

“For children who are not mentally good, when they are immediately corrected, they become down and hesitant to speak in the future.”

To address this, Respondent 1 prefers delayed correction or gentle post-activity feedback for these students. This practice reflects the principle of affective support in CLT, as noted by Chaney (1997) argue that positive reinforcement and supportive environments encourage risk-taking and active participation.

Respondent 2 similarly emphasizes adaptability in error correction strategies based on the student’s individual readiness and emotional state. He shared that for students who are mentally prepared, immediate correction can help refine their accuracy and pronunciation.

“It depends on the condition of the children. I mean this, depending on sometimes the children are reminded once. Especially the KBC class, there are those who when they are reminded for the first time, are immediately reminded that they have dropped. So I tend to look at the condition. If the child is already mentally

okay, then no problem. Correct it immediately. But if the child tends to be like that, I usually give separation. For example, say the wrong pronunciation, I give words that are almost the same pronunciation. So yes, that way we can show the correct pronunciation and avoid direct embarrassment in front of others.”

For more hesitant learners, he models correct pronunciation indirectly, using comparative examples and similar words to highlight areas for improvement. This approach not only promotes phonological awareness but also avoids public embarrassment, a critical factor in creating a safe learning space. This practice aligns with the observations of Muthmainnah (2017) who states that CLT-based classrooms should integrate error correction in ways that maintain students’ motivation and reduce anxiety.

Both teachers’ approaches illustrate the balancing act in CLT-based speaking activities between fluency and accuracy. As noted by Jeremy Harmer (2007) fluency and accuracy are both essential in speaking activities, but teachers must adapt feedback strategies to avoid discouraging learners while still supporting their linguistic development. The teachers’ strategies also resonate with J. C. . Richards & Rodgers (2010), argue that in CLT, correction should be integrated in a way that does not interrupt the communicative flow, fostering both the confidence to speak and the ability to produce accurate language.

The teachers’ context-sensitive correction methods highlight the learner-centered nature of CLT, which places the emotional and the psychological needs of students are a top priority in teaching practice. Respondent 1’s practice of assessing the mental state of his students before deciding whether to correct immediately or delay feedback mirrors the emphasis on learner affect discussed by Larsen-Freeman

et al (2011) argue that communicative classrooms must create supportive environments to nurture spontaneous language production. Otherwise, Respondent 2's use of comparative modeling not only improves pronunciation but also maintains a collaborative and safe atmosphere a practice supported by Brown Douglas H (2007) who suggests that teachers should balance the correction of form with communicative fluency to develop well-rounded speakers.

In conclusion, the experiences of the teachers at MTsN 7 Malang highlight the importance of flexibility, empathy, and awareness of learners' psychological readiness in managing the balance between fluency and accuracy in CLT-based speaking activities. By adapting correction methods to individual students' needs, teachers create a classroom environment that upholds the principles of meaningful communication and student-centered learning. These insights not only underscore the complex role of error correction in language learning but also reaffirm the importance of affective factors in helping students develop the confidence and competence to communicate effectively in English

4.2.3 Teacher Voices of Using CLT in Speaking Ability Through Kurikulum Merdeka Impact and Challenges

Teachers at MTsN 7 Malang shared valuable insights on the implementation of Communicative Language Teaching (CLT) within the Kurikulum Merdeka, highlighting both its positive impact and the challenges faced in developing students' speaking abilities. Respondent 1 emphasized that CLT is not a single method but a flexible strategy with many derivative techniques.

Because CLT is a strategy, because there are many derivative methods. Indeed, if the demands are speaking, then use CLT. For me, I mostly used Role Play,

then the other thing was that students lined up and students became more active even though there were mistakes, at least students were brave and active in responding.

She shared that activities such as role plays and line-up speaking tasks are particularly effective in engaging students, as they push learners to be brave and active in responding, even when mistakes occur. This aligns with J. C. . Richards & Rodgers (2010) argue that CLT-based speaking activities foster authentic communication and place learners at the center of the interaction. Such flexibility resonates with the Kurikulum Merdeka's vision which encourages teachers to adapt and innovate based on classroom realities and student needs Dewa et al (2022).

The teachers also noted that CLT's emphasis on real-world application has a significant impact on students' speaking readiness and confidence. Respondent 2 described how students have begun to use simple English expressions in daily routines and ceremonial roles, like serving as MCs at graduation events. He remarked,

For example, when we MC at the graduation ceremony, even if it's only a few children, it's a sign of progress.

This observation reflects Jeremy Harmer (2007) assertion that small, authentic language exchanges build learners' confidence and readiness to engage in real communication. Emphasize that role-play and real-world tasks in CLT provide a bridge from classroom practice to authentic use. Furthermore, these daily interactions, however minor demonstrate that CLT does not simply improve speaking skills for tests, but builds communicative competence for life, supporting the holistic learning goals of the Kurikulum Merdeka (Cheng jun Wang, n.d.).

However, the teachers also faced challenges, particularly concerning student confidence and readiness. Respondent 1 highlighted that students who lack mental resilience may become discouraged if corrected too quickly, stating

For children who are not mentally good, when they are immediately corrected, they become down and hesitant to speak in the future.

According to Chaney (1997) that positive reinforcement and a supportive environment are essential to encourage risk taking in speaking tasks. Similarly, Respondent 2 shared that he adapts his correction style to each child's comfort level, reinforcing the need for flexibility when addressing students' mistakes.

Yes, I make a, what is it called, colleague in the class. If the students are good, I ask them to perform more often. That's one, it motivates the students. Secondly, it's also used as a training ground for the students. It can be a group discussion, so the good students are not spread out.

These statements align with Brown Douglas H (2007) view that balancing fluency and accuracy is crucial corrections should be delivered in ways that build confidence rather than erode it. Such sensitivity to students' mental states ensures that speaking activities remain a safe and encouraging space for learning.

The interviews also highlighted how teacher preparedness and resource limitations pose challenges to successful CLT implementation. Respondent 1 acknowledged that many teachers reflecting a gap between policy and practice.

"do not have enough guidance to facilitate authentic communication tasks,"

This finding aligns with Yasin et al (2017) observed that even when curriculum policies support communicative learning, teachers often lack practical knowledge or access to authentic materials to fully realize CLT's potential.

Furthermore Mislawiyadi (2023) argue that infrastructural limitations and lack of professional development remain barriers to CLT's effectiveness in Indonesia. These insights show that while teachers at MTsN 7 Malang are committed to CLT principles, systemic support is crucial to overcome these external challenges.

Despite these challenges, the teachers' flexible and contextual approaches embody the core principles of CLT and the Kurikulum Merdeka. Respondent 2 explained that he adapts group activities and partner selection to students' comfort levels, stating

Then the next thing is when performing to the class, sometimes I also ask the children to perform to the front. Then after the child performs, the child himself will be able to choose his friends. Sometimes if I choose, they don't want to. But if the friends choose themselves, they usually just want to.

This practice aligns Larsen-Freeman et al (2011) argue that CLT must be tailored to students' readiness and context. Firiady (2018) also supports this view, stating that role-plays and discussions in CLT allow teachers to adjust tasks to real-world needs. These context-sensitive adaptations ensure that speaking activities do not become a source of anxiety but instead remain a platform for authentic communication and incremental growth.

In conclusion, teachers' voices highlight the transformative potential of CLT in developing students' speaking skills through meaningful, student-centered tasks. They emphasize that the true power of CLT lies not only in developing fluency and accuracy, but also in building confidence, courage to take risks, and practical language use—all of which are essential for communicative competence. At the same time, their reflections reveal practical challenges that must be addressed, such

as overcoming students' fear of making mistakes, providing comprehensive teacher training, and ensuring access to supportive resources. These findings underscore the need for ongoing professional development and systemic support to fully integrate CLT into the classroom and realize the goals of the Merdeka Curriculum to empower students to communicate confidently and authentically in English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher presents findings and discuss the research results carried out in the field. This process involves several stages, such as interviews and observation.

5.1 Conclusion

Based on the analysis presented in Chapter IV, it can be concluded that the implementation of Communicative Language Teaching (CLT) in enhancing students' speaking skills through the Merdeka Curriculum at MTsN 7 Malang has had a notably positive impact. From the perspectives of the two English teachers involved in this study, CLT successfully fosters a more interactive, engaging, and student-centered learning environment. This pedagogical approach emphasizes real-life communication, allowing students to express themselves more confidently in both informal and formal contexts. Through activities such as role-playing, interviews, discussions, and presentations, students not only improve their oral proficiency but also develop greater confidence and fluency in using English in everyday situations.

The findings demonstrate that students benefit from a variety of speaking tasks that are contextual and authentic, thereby making the learning experience more meaningful. Activities aligned with CLT enable students to increase their lexical range, fluency, and structural accuracy while gradually overcoming their hesitation to speak. Nevertheless, the application of CLT is not without its challenges. The study revealed that many students lack the confidence to speak due to fear of making mistakes or being ridiculed by their peers. This emotional barrier

often leads to silence or withdrawal during speaking activities. In response, teachers have employed supportive strategies such as delayed correction and empathetic feedback, which aim to reduce anxiety and create a safe space for students to participate.

Another critical challenge is the limited availability of supporting resources. Factors such as overcrowded classrooms, insufficient learning media, and a lack of ongoing teacher training hinder the consistent application of CLT. Despite these limitations, the participating teachers have shown flexibility and dedication in adapting CLT principles to suit their classroom realities. They have made deliberate efforts to tailor materials and tasks according to students' interests and abilities, aligning well with the personalized learning approach promoted by the Merdeka Curriculum. Moreover, the integration of skills—speaking, listening, reading, and writing—within a single task allows for more comprehensive language development.

The success of CLT is further reflected in the students' ability to apply their speaking skills beyond the classroom, including in school events and informal interactions. This suggests that CLT not only improves linguistic competence but also fosters functional communication skills relevant to real-life situations. The findings also reveal that the teachers strive to strike a balance between fluency and accuracy. While the primary goal of CLT is fluency, teachers do not neglect grammatical correctness and pronunciation. Instead of direct correction, they often use modeling and indirect strategies that help students self-correct without losing confidence.

In summary, the implementation of CLT within the Merdeka Curriculum framework proves to be effective in enhancing students' speaking abilities, provided that teachers are equipped with appropriate training, sufficient materials, and a supportive classroom environment. The alignment between CLT principles and the goals of the Merdeka Curriculum—namely, student autonomy, contextual learning, and skill integration—further supports the potential of this approach. Therefore, the success of CLT implementation relies on collaborative support from educational stakeholders, including school administrators and policymakers, to ensure that this communicative approach can be sustainably integrated into English language teaching in Indonesia.

5.2 Suggestion

In light of the findings of this study, several suggestions can be made to enhance the implementation of CLT in speaking instruction. Firstly, teachers should receive ongoing professional development specifically focused on CLT methodology. Practical workshops and training sessions that include classroom simulations, material development, and feedback strategies would enable teachers to apply CLT more effectively. Secondly, schools should invest in improving the availability of learning resources and infrastructure, such as language labs, audiovisual tools, and flexible classroom spaces, to support the communicative learning environment required by CLT.

Furthermore, it is important to cultivate a positive classroom atmosphere where students feel safe to speak without fear of judgment. Teachers are encouraged to implement strategies that promote emotional security, such as positive reinforcement and peer collaboration. Future research should also consider the

inclusion of student perspectives, as understanding their motivation, preferences, and anxieties can provide a more comprehensive view of the learning experience. In addition, the selection of teaching materials should be aligned with students' cultural contexts and everyday experiences to ensure relevance and engagement. When learners perceive that their voices matter and that the content reflects their realities, they are more likely to participate actively.

With these considerations in mind, the application of CLT under the Merdeka Curriculum can be further optimized to meet the linguistic, emotional, and cognitive needs of students. The long-term goal is to produce learners who are not only competent in English but also confident communicators in both academic and real-world settings.

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APPENDIX

Appendix I Instrument Observation Permit


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 : 1285/Un.03.1/TL.00.1/04/2025
 Sifat : Penting
 Lampiran : -
 Hal : Izin Survey

17 April 2025

Kepada

Yth. Kepala MTsN 7 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nadira Azzahra
 NIM : 210107110058
 Tahun Akademik : Genap - 2024/2025
 Judul Proposal : **Teacher Voices Of Using CLT in Speaking Ability Through Kurikulum Merdeka at MTsN 7 Malang : Impact & Challenges**

Diberi izin untuk melakukan survey/studi pendahuluan 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

 Muhammad Walid, MA
 19730823 200003 1 002



Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permission Letter



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 : 1446/Un.03.1/TL.00.1/04/2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

29 April 2025

Kepada

Yth. Kepala MTsN 7 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

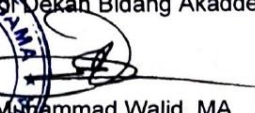
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Nadira Azzahra
NIM	: 210107110058
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2024/2025
Judul Skripsi	: Teacher Voices Of Using CLT In Speaking Ability Through Kurikulum Merdeka at MTsN 7 Malang ; Impact and Challenges
Lama Penelitian	: Mei 2025 sampai dengan Juli 2025 (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
18730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Instrument Validation Permit


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](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B/020/Un.03/FITK/PP.00.9/03/2025
 Lampiran : -
 Perihal : Permohonan Menjadi Validator

18 Maret 2025

Kepada Yth.
Harir Mubarak, M.Pd
 di -
 Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	: Nadira Azzahra
NIM	: 210107110058
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: Teacher Voices Using CLT in Speaking Ability Through Kurikulum Merdeka at MTSN 7 Malang : Impact & Challenges
Dosen Pembimbing	: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
 Wakil Dekan Bidang Akademik

 Dr. Mohammad Walid, M.A.
 NIP. 197308232000031002

Appendix IV Instrument Validation Sheet

Validation Sheet

TEACHER VOICES USING COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SPEAKING ABILITY THROUGH KURIKULUM MERDEKA AT MTSN 7 MALANG: IMPACT & CHALLENGES

Validator : Harir Mubarak, M.Pd
NIP : 1987008201802011152
Expertise : Development of learning Media
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 15/05/2025

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 50 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely English Teacher junior high school. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below :

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion In the columns below :

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence 3.9 Menerapkan struktur teks, fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan Tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat bendar, orang, bintang, sesuai dengan konteks penggunaannya.				✓	
2.	Instrument Indicator					

	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives				✓	
5.	The research instrument can help the researcher find out students abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper grammar				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulates clearly and unequivocally				✓	

D. Suggestion

I hope this instrument can dig up the data in the field. This instrument also has already validated by me. Good luck.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is :

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, April 15, 2025

Validator



Harir Mubarak, M.Pd

1987008201802011152

Appendix V Interview Question Sheet

INTERVIEW QUESTION

① Aktivitas CLT apa yang di desain untuk speaking di kelas?
 ① How do you design speaking activities in your classroom using the CLT approach?

Can you provide specific examples of activities you have implemented? *berkenaan peran.*
 Ketika mengajarkan di kelas aktivitas CLT seperti apa yang

- Explain about your opening, main and closing activity during class activity
- diterapkan apakah seperti presentasi, role play?
- Give specific examples of activities that align with CLT such as Role - Play,

Jigsaw or Presentation

② What challenges do you face when implementing CLT to improve students' speaking skills, and how do you address these challenges? *untuk speaking*

Ketika mencoba menggunakan CLT tantangan apa yang di
 - Identify specific challenges in implementing CLT for speaking such as students
 hadapi apakah seperti murid kurang rasa percaya diri / waktu
 lack Confidence or Limited Times terbatas

- Ask for strategies or solutions to overcome these challenges such as Using Pair

Cara mengaturnya bagaimana apakah dengan
 Work or Short Speaking

kerja kelompok / berbicara presentasi singkat

3. How do you ensure that all students actively participate in CLT-based speaking activities?

Teknik yang digunakan untuk mengajak siswa aktif berpartisipasi.

- Ask about techniques to encourage participation from students such as Small
 sipasi ketika menggunakan CLT seperti apa? apakah
 Discussion or Think Pair Share
 diskusi atau tim bertukar pendapat satu sama lain?
- Explore how Teacher creates a supportive environment for speaking practice

such as giving Positive Feedback or Praise for Students

apakah guru juga memberikan apresiasi positif oleh siswa?

④ Can you describe a successful CLT-based speaking activity you have conducted? What made it effective? *Anak merasa dibutuhkan, modelling, guiding expressions*

Setelah menggunakan CLT di kelas, aktivitas apa yang di rancang

- Give detail description of the activity such as when they can speak actively in
 efektif untuk meningkatkan kemampuan speaking siswa?
 presentation time or students can engage with class discussion
 mengapa aktivitas tersebut bisa di anggap efektif.
- Give explanation of why it was successful such as students can active when

question and answer session or students can use structured arguments

Pendekatan.

Appendix VI Observation Instrument

elements of speaking (such as fluency, comprehension, grammar & vocabulary)

5. How do you integrate the four language skills speaking skill in CLT-based speaking activities?

- Have you ever implemented a type of activity that speaking skills such as Project Based Learning or Role Play?

Apakah pernah menggunakan metode role play selama pembelajaran?

- Encourage examples of how they balance fluency and accuracy such as students can write and also speak topic discussion during class activity
- ketepatan & kelancaran dalam berbicara?

⑥ What role do authentic materials play in your CLT-based speaking lessons? Can you provide examples of materials you use such as Video or News Article?

Selama penggunaan CLT materi apa yang paling sering digunakan?

- Ask about the types of authentic materials used such as videos or news article
- bagaimana contoh pengintegrasian materi dengan kemampuan speaking
- Request examples of how these materials are incorporated into speaking
- seberapa efektif penggunaan materi untuk meningkatkan kemampuan speaking siswa?
- Explore how these materials improve students' speaking competence such as students can deliver short explanations about conclusion of material.

materi: Simple Present → Daily Life

⑦ What impact has the implementation of CLT had on students' speaking abilities in the Merdeka Curriculum?

Dampak apa yang dirasakan ketika menggunakan CLT

- What specific improvements have you observed in student performance?
- untuk kemampuan speaking siswa selama kurikulum merdeka
- Can you provide some examples of students improvements using CLT in Speaking ability?

peningkatan seperti apa yang dirasa ketika menggunakan CLT untuk speaking

8. How do you handle students' lacks of grammar during CLT-based speaking activities?

Do you correct them immediately, or do you focus on fluency, accuracy and phonology?

Bagaimana anda mengatasi kesalahan grammar ketika speaking

- Ask about their approach to help students such as Positive reinforcement or dikoreksi langsung atau lebih fokus pada fluency, accuracy & phonology
- Peer Correction
- Request examples of how they provide feedback without discouraging students
- such as Peer Correction or Open Discussion

⑨ How do you adapt CLT-based speaking activities to suit different proficiency levels in your classroom?

- Ask about strategies for differentiating activities such as Differentiated tasks or Differentiated activity
- Request examples of how they modify activities for different levels such as Think Pair Share or Group Discussion
- Explore how they ensure all students benefit from CLT activities such as students actively speak each other or students can response orally the material

10. What activities do you think are most effective in improving students' speaking skills using the CLT approach under Curriculum Merdeka *Role - play*

- What activities do you often use for example, role-play, group discussion, or simulation ?

- Are there any challenges in carrying out these activities *tantangan :* such as limited time or lack of understanding from students

1. ada anak yang kurang clik sehingga stuck.
2. Ada yang lebih dominan

Appendix VII Interview Transcription

R1 : Zara

R2 : Bu Indah

R1 : Jadi perkenalkan, saya Zara, mahasiswa TBI Angkatan 2021. Di sini dengan Bu Indah, selaku guru bahasa Inggris kelas 7 di MTSN 7 Malang. Jadi kebetulan saya mau melakukan interview terkait dengan skripsi dengan judul Teacher Voices of Using CLT in Speaking Ability di Through Kurikulum Merdeka At MTS 7 Malang Impact Challenge. Jadi untuk pertanyaan yang pertama, Bu, kira-kira ketika kegiatan di kelas ini, aktivitas CLT apa yang didesain untuk speaking di kelasnya adik-adik?

R2 : Yang paling sering, kalau misalkan di MTS 7 adalah conversation, jadi bermain peran ya, istilahnya bergantian, maju ke depan gitu bergantian, sambil membawa LKS-nya, sambil baca-baca. Terus kemudian untuk kelompok-kelompok itu, Bahasa Inggris itu kan masuk kategori pelajaran yang sulit ya, biasanya kan matematika lalu bawahnya bahasa Inggris kan, kalau sendiri biasanya tidak jalan maknanya dibentuk kelompok-kelompok, kelompok-kelompok itu yang penting untuk melakukan percakapan.

R1 : Mungkin lebih dominannya kepercakapan ya, conversation, Bu.

R2 : Memorize gitu masuk speaking enggak?

R1 : Memorize bukan ,

R 2 : kayak vocabulary. Memorize itu vocabulary? Enggak, mengapalkan text itu masuk di vocabulary ?

R 1 : Kalau memang dibacakan masih bisa masuk ke speaking-nya, cuman kalau menghafal masuk vocabulary biasanya bu. Adik adik memorize juga nggeh bu?

R 2 : Satu paragraf. Karena kalau enggak dipaksa gitu enggak menghafalkan, kalau dipaksakan enggak menghafalkan. Misalkan dalam konteks itu ada empat paragraf, ya berarti juga bisa dipaksakan empat paragraf. Memaksa untuk bisa,

karena prinsip saya quran hadits saja yang Bahasa arab bisa menghafalkan maka seharusnya Bahasa inggris juga bisa menghafalkan.

R 1 : Untuk pertanyaan kedua, Untuk mencoba menggunakan CLT, tantangan apa yang dirasa dihadapi ketika sama murid ? Apakah muridnya kurang percaya diri?

R 2 : Bahasa Inggris itu kan antara tulisan dan bacaan kan beda. Biasanya yang membuat mereka enggan untuk mengucapkan itu adalah teman-temannya. Begitu salah pengucapan itu mesti tertawa. Ketika sudah ada yang tertawa itu langsung kecut sudah, mukanya sudah malas sudah. Jadi, saya untuk mencegah itu, kalau ada salah-salah dibiarkan dulu.

Nanti kalau sudah selesai, baru tadi dikoreksi. Kalau spontanitas dibetulkan, semakin down lagi. Apalagi mereka yang enggak mengerti bahasa Inggris, mengerti ucapan-ucapan bahasa Inggris, mereka akan tertawa tertawa tidak jelas. Yang sering itu, yang membuat mereka malas untuk melafalkan itu karena ditertawakan teman-teman.

R 1 : Itu di semua kelas tujuh?

R 2 : Hampir semua. Kadang-kadang sampai kelas sembilan pun masih seperti itu. Tapi kalau sudah kelas sembilan itu hanya sebagian kecil yang nakal nakal. Nanti giliran dia suruh baca, semua langsung diam, karena dia juga ganti akan ditertawakan.

R 1 : Oh, berarti karena temannya ya bu, Tapi kalau yang sudah percaya diri, ada ya bu ?

R 2 : ada sudah cuek aja, Apalagi yang sudah masuk di klub-klub Inggris Olimpiad itu, justru itu yang sering dijadikan tunjukkan teman-temannya ketika dia baca,

R 1 : Belajar ke temannya berarti ya bu

R 2 : Jadi tutorial sebaya

R 1 : Selanjutnya, untuk teknik yang digunakan untuk mengajak siswa aktif berpartisipasi, ketika menggunakan CLT itu seperti apa? Apakah diskusi atau bagaimana?

R 2 : Kalau misalkan menirukan itu masuk di CLT, jadi gurunya baca, muridnya menirukan. Itu kan berarti guru sebagai fasilitator. Itu yang saya pokoknya di awal itu mesti guru kasih contoh dulu. Baru Langkah kedua itu bermain peran itu. Pokok diskusi tugas tugas kelompok itu diskusi. Tapi belum sampai pada jigsaw selama 2 tahun ini belum pernah di terapkan lagi

Lebih banyak role play nya. Tapi kalau sudah tantangan mendekati ujian, lebih banyak bagaimana memahami soal, speaking jadi nomor kedua. Karena ujiannya tidak ada speaking.

Berbeda dengan tingkat SMA. Dulu SMA kan ujian nasionalnya ada listening dan speakingnya. Kalau di tingkat SMP kan tidak ada. Lebih deminan kan kemampuan pasifnya. Sehingga ngedrill-nya itu kebanyakan di situ. Bacaan, memahami bacaan.

R 1 : Tapi kalau ada yang casenya lebih jago tulisnya tulisnya daripada speakingnya?

R 2 : Saya kecenderungan pembelajar itu biasanya bagus di pasif, aktifnya jelek. Bagus di aktif, biasanya grammar-nya jelek. Rata-rata loh ya, ketika di grammar, kayak susah.

Tapi ketika speaking, sesama pembelajar ketika di teman-teman kuliah dulu, juga rata-rata mereka yang speakingnya bagus, grammar-nya lelek. Yang grammar-nya bagus, biasanya speakingnya biasa.

R 1 : Ada salah satu ya bu

R 2 : Karena proses penerjemahannya begini, walaupun secara grammatical benar-benar tidak. Jadi main dia di situ. Kalau yang biasa sebutkan kan, ditabrak saja ada grammar-nya.

R 1 : Berarti tetap salah satunya.

R 2 : Ya ada sih beberapa kasus yang dominan keempat skill itu bisa itu ada.

R 1 : Kalau menurut ibu, setelah menggunakan CLT di kelas, aktivitas apa yang dirasa paling efektif untuk meningkatkan kemampuan speaking siswa?

R 2 : Ya roleplay. Untuk tingkat anak-anak itu, roleplay itu yang paling cepat. Apalagi kalau misalkan dia tidak maju. Kan bisa pakai model yang baris deretan itu ya. Dia berpasangan, geser, geser, geser. Itu enak, dia tidak malu. Kemudian dia mengulang-ulangi, terus berulang-ulang. Pada semester satu kan ada materi introducing. Itu enak dibuat berbaris. What is your name, where do you live? Ditanyain muter muter gitu

R 1 : Tolak ukur adik-adik itu dianggap speaking-nya oke itu ketika mereka bisa apa ?

R 2 : Ketika dia bisa melakukan, bisa merespon, itu berarti speaking-nya bagus. Misalkan ditanya, dia bisa merespon, kemudian dia juga bisa bertanya. Pronunciation-nya tepat, fluensinya bagus. Nah dari semua, kalau roleplay hanya beberapa anak yang bagus. Itu kadang perasaan ragu, takut, malu. Tapi kalau sudah yang berbaris dan interview tentang introducing siswa biasanya sudah berani dan akan merespon dengan baik, pernah nggak sih nerapkan ?

R 1 : Saya belum pernah.

R 2 : Kemarin AM belum? Aku lupa namanya apa ya. Ada kok yang cari di site informasi gitu. Misalkan What is your name, where do you live? How old are you? What is your name? Sampai kira-kira sepuluh barisnya. Oh Salah satu metode yang bisa dipakai pas PPG Bahasa Inggris juga ada, yang bisa dipakai untuk melatih speaking, anak-anak tidak dasar, yang mereka tidak malu, mereka tidak takut. Nah, gurunya, setelah nyimak, nanti di akhir, gurunya baru membuat catatan. Di beberapa itu ada yang pengucapan ini, ini kurang, ini kurang.

R 1 : Berarti gurunya yang nanya ?

R 2 : Iya, gurunya nyimak saja, setelah itu gurunya membuat catatan.

R 1 : Per individunya?

R 2 : Tidak per individu, hanya sekitar beberapa percakapan. Cuma beberapa, tadi ada yang mengucapkan ini.

R 1 : Oh, yang paling gampang untuk di ingat berarti ya bu, Nah, kalau waktu itu, mungkin dengan tolak ukur biar fluensinya juga tetap jalan, akuresinya juga jalan, itu gimana?

R 2 : Diulang-ulang. Jadi, ketika memberikan contoh, diulang-ulang berkali-kali.

R 1 : Jadi, akurasinya siswa juga ngikut juga ya bu ?

R 2 : Iya, mengikut. Yang senang bahasa Inggris pasti akan mengikut dengan semangat, tapi yang tidak terlalu suka, ya harus dipaksa dengan cara siswa di amati di titik mana yang mereka itu ada kurangnya.

R 1 : Kalau pengucapannya ada yang kurang, itu langsung dikoreksi atau gimana?

R 2 : Bagi anak-anak yang mental yang kuat, secara langsung tidak masalah. Tapi, anak-anak yang mentalnya tidak bagus, Ketika langsung semakin down. Jadi, harus ditahan dulu, tidak langsung di cut. Itu saya juga dapatnya dari dosen di UM. Jadi, jangan langsung di cut, nanti mentalnya jadi tambah down. Tapi kasus ini melihat kondisi mentalnya siswanya dulu. Tidak bisa dipukul rata. Tetapi Ketika kita menunda kita sebagai guru lupa juga koreksinya dibagaima mana. Yang spontanitas bagus untuk siswa jadi saat itu juga diberitahu, tetapi untuk siswa yang mentalnya masih belum bagus ketika langsung semakin down, besok besok Ketika mereka akan ngomong jadi ragu karena takut salah lagi. Karena semakin sering ditegur gurunya maka temannya akan sering mengejek salah terus.

R 1 : Kalau selama pakai CLT, ini materi apa yang paling sering digunakan? Dengan role play itu seperti apa?

R 2 : Kalau itu lebih banyak di-introducing. Di kelas 7, itu masuk di semester 1. Di semester 2 ini kan kita dapatnya prosedur sama deskriptif. Nanti kita coba deskriptif kita coba jigsaw kita lihat berhasil atau tidak tetapi sayangnya hanya satu jam.

R 1 : Kalau semisal menggunakan role play di materi introduction itu cukup efektif ya berarti bu ?

R 2 : Kalau di introduction itu memang di tuntutan untuk bisa aktif speaking, kalau di materi introduction saya seringnya pengambilan nilainya evaluasinya. Itu tidak secara tertulis, tetapi secara lisan. Semisal praktik kenalan langsung berinteraksi dengan teman.

R 1 : Dampak apa yang dirasakan ketika menggunakan CLT untuk kemampuan speaking siswa selama di kurikulum merdeka?

R 2 : Karena CLT itu kan strategi ya, karena strategi itu kann metode turunannya banyak. Memang kalauuntutannya speaking, ya pakainya CLT. Untuk di saya, saya kebanyakan tadi sudah saya katakan, saya pakainya Role Play, kemudian lain itu tadi dengan cara siswa berbaris dan siswa menjadi lebih aktif meskipun ada kesalahan setidaknya siswa sudah berani dan aktif untuk merespon.

R 1 : Kalau presentasi?

R 2 : Gap information itu belum pernah nyoba. Jigsaw pernah nyoba. Jigsaw pernah.

R 2 : Kalau presentasi sudah sekali atau dua kali? Presentasi paling kelas sembilan.

R 1 : Oh baru Bisanya di kelas sembilan.

R 2 : Rata rata di Di materi prosedur. Jadi, misalkan masakan, itu bisa presentasi. Ada malah ujian praktiknya, tapi bikin kesepakatan semisal anak anak maunya narrative berarti anak anak cerita begitu.

R 1 : Sama ini, Bu.

Kalau tadi yang kesalahan grammar-nya, itu bisa ditahan. Bisa kalau memang mentalnya ini langsung ingatkan . Kalau sama ini, Bu. Adik-adik itu kan kemampuan bahasa Inggrisnya di satu kelas itu kan beda-beda. Nah, itu cara strateginya itu gimana, Bu?

R 2 : Kita pakai diantaranya belajar kelompok. Jadi guru itu harus punya data antara medium, low, sama high. Nah, itu dijadikan satu kelompok. Supaya terjadi

di situ kelompoknya tidak macet. Tidak macet. Tapi kadang kegiatan tertentu, perlakuan individu, buat jam pembelajaran, kita kasih tugas-tugas sendiri.

R 1 : Jadi kalau misalnya dikelompokkan itu juga sesuai kemampuan speakingnya atau bagaimana?

R 2 : Kalau dikelompokkan, sesuaikan kemampuan speakingnya, maka akan ada kelompok yang aktif, ada kelompok yang setengah-setengah, ada kelompok yang pasif .

R 1 : Jadi memang harus dikombinasi antara setiap kelompoknya ya bu Kalau itu tadi, Bu. Manfaatnya langsung kelihatan tidak, Bu? Kalau dengan itu tadi?

R 2 : Ya, langsung terlihat Ketika speaking menggunakan CLT anak anak akan lebih banyak mendapatkan waktu untuk bisa speaking. Misalkan pembelajaran speaking, dibuat model tugas gurunya tidak dikelas maka bukan speaking . Atau misalkan tidak ada praktek ngomong sama sekali di depan Tidak ada roleplay maka jatuhnya bukan speaking.

R 1 : Untuk yang terakhir, kalau yang paling efektif itu meningkatkan kemampuan siswa itu berarti yang menggunakan Line ya bu ?

R 2 : Menggunakan Interview di model Line untuk materi introducing karena siswa bisa aktif berbicara satu sama lain guru hanya memberikan pertanyaan pemantik seperti what is your name tetapi jangan terlalu Panjang karena nanti tidak efektif.

R 1 : Pertanyaan akhir kalau tantangan bu sama dampak yang dirasakan menjadi guru ketika menggunakan CLT di kurikulum merdeka untuk speaking itu bagaimana bu?

R 2 : Jadi gini, kita terima siswa itu memang sudah, kemampuannya memang jelek jadi dari kemampuannya, kita nyari anak pintar bahasa Inggris itu tidak banyak. Kalau kemudian dari semua skill itu yang paling ditakuti adalah speaking, karena itu menurut mereka materi yang paling susah, sebenarnya momen yang

paling sulitnya itu ketika ditertawakan, itu yang paling pokoknya itu. Jadi mereka itu merasa harga dirinya itu jatuh ketika pengucapannya itu keliru, apalagi kalau kemudian ada yang terlawan sampai keras gitu. Makanya saya di antara menolongnya itu, kamu di rumah saja, nanti setorannya lewat video, itu bisa mengurangi, seperti pernyakapan juga gitu, silahkan kalau pernyakapan pakai di rumah, kamu rekam, kirimkan gitu. Itu relatif tidak ada masalah selain itu siswa juga merasa tidak malu. Tapi kalau di kelas, karena satu kelas, mungkin untuk dampak dan tantangannya. Jadi bahasa Inggris mengerjakan soal oh semangat, tapi kalau sudah speaking anak-anak sudah tidak berani

R 1: Motivasinya juga berpengaruh berarti ya bu.

R 2 : Mungkin juga saya, mungkin yang kurang pandai, selain yang tantang mereka itu sudah di coba, hasilnya memang kurang maksimal. Misalkan saya nyari anak untuk ikut lomba pidato itu loh, itu langka. Padahal seringkali kalau kita ikutkan lomba itu sering menang loh. Padahal pidato storytelling itu sering menang. Tapi mencari bibitnya itu susah. Kalau Olimpiade, sering menang.

R 1 : zara

R 2 : pak zain

R 1 : Jadi untuk disini, saya izin mewawancarai kepada Pak Zen, selaku guru Bahasa Inggris kelas berapa pak ?

R 2 : 7A atau 7C, 7B, 7C, 7A.

R 1 : Ini berkaitan dengan judul saya, yaitu Teacher Voices Using Communicative Language Teaching in Speaking Ability through Kurikulum Merdeka at MTsN 7 Malang Impact and Challenge. Jadi di pertanyaan pertama, aktivitas CLT apa yang biasanya jenengan gunakan untuk speaking di kelas sama adik-adik?

R 2 : Terima kasih. Untuk CLT ini, yang sering saya gunakan ketika pertama kali masuk kelas, itu biasanya satu mengkaitkan antara tema dengan kondisi anak-anak di luar. Dengan cara apa? Dengan cara minimal, paling tidak itu membentuk small group, satu bangku, minimal seperti itu. Sehingga mereka bisa sharing antara pengalaman yang mereka dapatkan sebelum masuk ke ruangan ruang kelas. Itu dikaitkan dengan materi yang akan diajarkan. Dengan adanya small partner itu tadi, kita berharap mereka bisa sharing idea antaranya pengalaman yang dia dapatkan dengan materi itu, dikaitkan dengan, disamakan dengan pengalaman dari teman sebangku ini. Mungkin itu pertama kali yang saya lakukan, yang sering saya lakukan seperti itu. Mungkin kemudian yang berikutnya, ketika materi itu sudah tersampaikan dan siswa-siswi sudah mulai agak paham dengan materinya, jadi ada satu kesempatan yang tentunya sesuai dengan tema, itu kita sering menggunakan sedikit waktunya untuk roleplay. Ya meskipun tidak semua waktu itu kita pakai untuk roleplay. Hanya sekedar, dan itu tidak semuanya, hanya sekedar satu motivasi teman-temannya, supaya mereka terlibat dengan hal tersebut. Yang kedua, paling tidak itu melatih anak-anak untuk bisa tampil di kelas, itu kan nggak semua anak berani seperti itu. Ya resikonya roleplay ini kan juga tidak bisa semua siswa seperti itu, kadang-kadang hanya dua, empat, atau apa. Jadi itu kebanyakan tidak semuanya, tidak selalu, tapi kebanyakan seperti itu.

R 1 : Kalau tantangannya Pak, kan tadi Anda sempat sebutkan kalau tidak semuanya yang dipanggil, itu apakah salah satu tantangan juga ketika menggunakan CLT?

R 2 : Salah satu tantangannya kita nggak bisa mengkondisikan semua siswa itu sesuai dengan apa yang kita harapkan. Sehingga kadang-kadang juga kita membentuk small discussion group, kemudian menjadikan roleplay itu kadang-kadang take more time, mengambil atau menghabiskan banyak waktu. Itu yang tidak bisa selama ini yang menjadi hambatan itu, termasuk juga tantangannya kan jelas seperti itu. Yang kedua, kita tidak tahu kondisi siswa selain di madrasah itu kita nggak tahu. Sehingga kita nggak bisa terus kemudian memberikan asumsi yang sama, starting pointnya nggak bisa. Kadang-kadang anak memang ada yang sudah sekali ditunjuk langsung bisa on, bisa menyesuaikan dengan apa yang kita inginkan. Tapi kadang-kadang ada anak yang karena mungkin punya kondisi yang berbeda di rumah, sehingga nggak semuanya. Makanya tidak semuanya bisa dipakai seperti itu, karena memang kita di kondisinya. Sehingga itu menjadi salah satu tantangan yang selama ini, mungkin bukan hanya saya saja, mungkin semua guru juga punya tantangan yang seperti itu.

R 1 : Kalau solusinya gitu, bagaimana pak?

R 2 : Solusinya satu, setiap selesai materi, biasanya nanti kita jelasnya akan memberikan gambaran materi yang akan kita bahas, meskipun sedikit. Minggu depan kita akan membahas ini, persiapan ini dan itu dan lain sebagainya. Yang kedua, kaitannya dengan penugasan juga mungkin akan menjadi salah satu, meskipun nggak semuanya. Salah satu sarana untuk bisa membimbing atau membuat anak-anak itu bisa sesuai dengan materi yang kita sampaikan. Mungkin seperti itu.

R 1 : Terus kalau misal mengajak siswa aktif di kelas selama penggunaan CLT, entah roleplay atau diskusi, gimana?

R 2 : Otomatis nanti harus ada reward yang kita berikan. Reward ini kan macam-macam. Kadang-kadang satu hari kita nggak bisa memberikan reward, kadang-

kadang satu hari atau sehari-hari, setiap kali ketemu kita menggunakan reward. Tergantung kondisi moodnya anak-anak. Kadang-kadang kalau moodnya anak-anak itu pas waktu, mood itu dalam artian gini, saya menganggap mood itu, kalau sudah tema itu sudah bisa dibahas, anak-anak sudah enjoy dengan materinya lah, itu yang saya anggap mood itu. Sehingga kalau sudah seperti itu, rewardnya hanya diberikan jempol gitu aja, nggak masalah. Anak-anak sudah merasa puas lah dengan itu. Tapi kalau sudah jamnya jam terakhir, terus kemudian moodnya anak-anak kadang-kadang sudah nggak begitu pas, sehingga kadang-kadang kita juga memberi apa, permen dan lain sebagainya, kadang-kadang seperti itu juga. Jadi reward itu menurut saya juga perlu kita perhatikan.

R 1 : Kalau ini Pak, ketika menggunakan CLT di kelas, aktivitas apa yang paling efektif biar anak-anak itu mau speaking gitu apa Pak?

R 2 : Satu, kita buat anak itu merasa memang dibutuhkan di situ. Sehingga katakanlah gini, sebelumnya misalkan kita mau, mungkin ya, temanya katakanlah greeting misalnya gitu ya. Jadi kita modeling tentunya, satu modeling dulu, terus kemudian kita pakai guiding expression lah, ekspresi yang kita pakai kira-kira nanti yang paling banyak, the most, mostly used in greeting expression itu apa saja. Sehingga nanti baru kalau sudah seperti itu, kita nanti menginisiasi anak-anak untuk bisa praktekkan sesuai dengan itu tadi, temanya tadi, role play-nya tadi. Kemudian yang kedua, pendekatan memang harus dilakukan ya. Jadi selama ini yang saya rasakan anak-anak yang dekat, setiap kali keluar menyapa saya dan sebagainya, itu ketika saya minta untuk praktek itu kadang-kadang nggak canggung, karena sudah merasa emotionally closed. Emotionally closed. Tapi kalau dengan anak-anak yang agak jauh, itu masih butuh take more time, butuh banyak stimulus lagi. Itu yang kadang-kadang malai kita itu cenderung metodenya itu campuran. Ya mungkin seperti itu.

R 1 : Kalau misalkan dirasa suksesnya itu ketika adik-adiknya sudah mau menanggapi gitu?

R 2 : Iya, saya nggak memikirkan tentang benar atau salah, saya nggak memberikan result, saya memberikan proses saja. Pokoknya anak-anaknya terlibat secara aktif itu masalah result nanti saja. Yang jelas prosesnya sudah luar biasa,

sehingga sering pertama kali ketika masuk itu, jangan khawatir salah, karena salah itu merupakan satu pelajaran yang berharga banget. Karena kekhawatiran anak-anak itu ketika maju, ketika tampil, mesti takut salah duluan. Ketika takut salah duluan, itu mau tampil itu juga repot.

R 1 : Kalau yang tadi kan adik-adik takut salah, kalau dari jenengan sendiri mengontrol adik-adik biar fluensinya, akurasinya tetap dapet meskipun mereka nggak takut salah gitu, gimana Pak?

R 2 : Ya setiap apapun yang mereka lakukan ya ada rewardnya. Salah bener ada rewardnya. Jadi ketika nanti anak-anak salah ya Anda luar biasa, berani masuk itu luar biasa. Salah bener itu, apalagi kalau bener. Jadi selama ini yang masih jadi andalan kita, reward itu memberi penghargaan ke anak-anak, respect kepada anak-anak, sehingga tidak ada kata-kata yang ketika anak menjawab itu terus-terus merasa down dari sebagainya. Jadi seperti itu.

R 1 : Jenengan kalau misalnya anak-anak speaking ya Pak, misalnya ada salahnya dikit, jenengan biasanya langsung koreksi kah atau afirmasi dulu baru dikoreksi?

R 2 : Afirmasi dulu, yang sering itu afirmasi dulu. Saya hanya memberikan penghargaan kepada anak-anak dulu, anak-anak yang mau menjawab, salah bener nanti urusan belakang, baru ketika nanti semuanya sudah menjawab, baru yang sering ya, yang sering itu setelah semuanya sudah selesai menjawab, saya berikan gambaran. Kadang-kadang anak-anak itu yang pertama, itu bisa mengerti sendiri kenapa saya kok nggak sama dengan yang disampaikan, ternyata apa yang saya sampaikan itu salah. Tapi kadang-kadang juga perlu diberitahukan kepada anak-anak yang benar itu seperti ini, seperti ini, tapi tidak langsung. Hal ternyata kalau langsung anak-anak sudah, tidak merani menjawab lagi, ada traumatis nanti.

R 1 : Kalau selama penggunaan materi Pak, ketika mau jenengan, menggunakan CLT kayak misalnya diskusi grup kecil gitu, kira-kira materi apa Pak biasanya yang digunakan?

R 2 : Kalau sekarang seperti kemarin itu, kemarin sebetulnya itu kan karena habis libur ya, sehingga satu materinya anak-anak kan zoom-zoom itu kan nggak 100% bisa kita kontrolkan itu. Jadi kalau kemarin kan temanya simple present, simple

present itu yang paling banyak diketahui anak-anak itu kan kegiatan mereka sehari-hari itu kan mereka juga melakukan itu. Sehingga kita tinggal klik saja, klik kita kaitkan dengan kegiatan sehari-hari mereka itu apa. Jadi seperti itu saja.

R 1 : Kalau menurut jenengan efektif nggak Pak dengan metode yang, maksudnya dengan trik yang lebih dekat dengan anak-anak?

R 2 : Ya, karena memang materinya itu ya, materinya sekarang simple present. Tapi kalau saya terangkan tentang secara aturan, grammatical rule, mereka kan bingung. Tapi ketika nanti itu kita kaitkan dengan kegiatan mereka sehari-hari, ya pasti mereka itu salah-salah itu kan pasti. Tapi saya yakin kita belajar dari kesalahan itu saya yakin.

R 1 : Kalau implementasi CLT-nya, pas speaking di kurikulum itu dampaknya seperti apa Pak? Maksudnya ke adik adik memberi dampak yang signifikan kah atau gimana?

R 2 : Ya, beberapa ya. Kita menilai itu signifikan atau nggak, ya ketika kita aplikasikan dalam kebutuhan kita. Contohnya pas waktu MC di Wisuda. Kemudian pas waktu ada acara apa, ada acara apa. Ya, ketika nanti ada beberapa anak, ya mungkin yang maju hanya itu bisa. Tapi kan paling tidak kita bolehlah berbangga bahwasannya. Ya kita menganggaplah itu salah satu bentuk efektif ya ketika kita pakai dalam kebutuhan kita. Jadi memang seperti itu.

R 1 : Kalau peningkatannya itu yang biasanya mereka menurut jenengan itu yang seperti apa Pak? Dari anaknya dari apa sampai bisa apa gitu?

R 2 : Ya, ketika nanti pas waktu ada yang remeh-remeh saja ya. Misalkan terima kasih dengan menggunakan thank you very much itu kan sudah ada good morning dan lain sebagainya. Itu sudah merupakan satu hal yang menurut saya itu berbeda lah. Anak ketemu good morning, how are you today itu sudah. Meskipun nggak semuanya. Jadi kita nggak apa ya, bukan terlalu muluk-muluk terus kemudian semua materi anak-anak. Tidak, karena memang yang paling penting aplikasinya itu. Terus kemudian yang berikutnya ketika kita ikut event-event lomba-lomba dan lain sebagainya. Ternyata juga nggak butuh waktu terlalu lama untuk memoleskan anak-anak supaya bisa tampil ke depan. Itu ya seperti itu.

R 1 : Kalau ini Pak, kalau di speaking kan kita ada grammar nih. Kalau di speaking grammar. Itu kalau misalnya ada salahnya atau kurangnya gitu biasanya jenengan gimana Pak? Langsung pareksika atau lebih fokus ke anak-anak fluency-nya udah oke? Terus juga akurasi-nya juga udah oke?

R 2 : Tergantung kondisinya anak-anak. Maksudnya gini, tergantung kadang-kadang anak-anak itu yang diingatkan sekali itu. Terutama kelas KBC itu ada yang ketika pertama kali diingatkan, langsung diingatkan itu sudah drop. Kadang nggak mau lagi, karena memang kondisinya anak-anak seperti itu. Jadi saya cenderung lihat kondisi saja. Kalau memang anaknya itu sudah secara mental itu nggak masalah, ya nggak masalah. Langsung dikoreksi.

Tapi kalau anaknya cenderung seperti itu, biasanya saya beri pemisahan gitu ya. Misalkan katakanlah pronunsiasi yang salah, saya beri kata-kata yang hampir sama pronunsiasinya. Jadi ya modeling, nggak bisa nggak. Jadi saya mengucapkan ini, itu ternyata juga ngamati sendiri. Ternyata kok keliru ini bacanya, keliru-keliru-keliru. Dengan begitu dia akan bisa belajar.

R 1 : Kemampuan Bahasa Inggris adik-adik di kelas itu kan beda-beda ya Pak, strategi apa yang diterapkan Pak ?

R 2 : Ya saya buat anu, apa namanya itu, kolega di kelas. Kalau yang siswanya itu bagus, saya minta sering tampil. Itu satu, memberi motivasi ke anak-anak. Yang kedua, sekaligus dipakai untuk ajang latihan sama anak-anak itu. Bisa jadi group discussion, jadi anak-anak yang bagus-bagus tak sebar. Ada di small group-small group gitu. Kemudian yang berikutnya ketika tampil ke kelas itu, kadang-kadang juga yang saya minta itu anak-anak tampil ke depan. Kemudian setelah anak itu tampil, maka anak itu sendiri nanti akan bisa memilih teman-temannya. Kadang-kadang kalau saya yang milih, itu nggak mau. Tapi kalau teman-teman yang milih sendiri, biasanya ya mau aja.

R 1 : Jadi adik-adik itu bisa dianggap bisa kalau mereka saling merespon?

R 2 : Ya, mungkin seperti itu.

R 1 : Ini pak, yang terakhir. Kalau aktivitas yang menurut bapak aktivitas apa yang paling efektif untuk meningkatkan kemampuan speakingnya siswa ketika menggunakan CLT di kurikulum merdeka ini Pak?

R 2 : Role play. Yang selama ini, orang mungkin berbeda ya, sekali lagi tergantung kondisinya siswa. Tapi selama ini kalau role play, yang selama ini saya pakai, ya efektifnya sekitar 80-90%. Karena dengan role play itu kan mau nggak mau mereka harus gimana lagi kan? Mau nggak mau harus tampil, mau nggak mau harus buruk atau nggak ada yang buruk sebetulnya. Siap atau tidak siap itu kan juga anak-anak harus tampil.

R 1 : Kalau tantangannya menggunakan role play itu Pak?

R 2 : Tantangannya selama ini, satu kadang-kadang ketika kita menggunakan role play, satu anak itu yang ketika nanti pas waktu work in pair, ada satu yang mungkin kurang begitu klik karena memang kemampuannya hidrogen, jadi nggak sama, sehingga kadang-kadang hanya stuck di satu siswa saja. Jadi yang sering punya kesempatan itu hanya satu itu saja. Nah rata-rata itu setiap kelas itu seperti itu. Yang punya kemampuannya itu itu saja, sehingga yang lain-lainnya ya agak sedikit, ya butuh waktu lagi.

R 1 : Ada yang lebih dominan berarti?

R 2 : Ada yang lebih dominan.

R 1 : Pertanyaan terakhir Pak, menurut jenengan pendapat sebagai guru, dampak dan tantangan yang jenengan rasakan ketika menggunakan CLT, kan CLT banyak ya Pak, turunannya ada role play dan lain sebagainya, untuk kemampuan speaking siswa itu seperti apa Pak?

R 2 : Ya satu perbendaraan kata yang sekarang anak itu sudah berbeda. Itu mau nggak mau kan harus itu perbendaraan kata. Kalau dulu kita kan yang nggak membandingkan. Kalau sekarang itu anak-anak kan lebih cenderung dipermudah sebetulnya. Nah karena dipermudah itu sebenarnya malah mempersulitkan gitu, sehingga anak tidak mau punya inisiatif untuk belajar mandiri dan lain sebagainya. Terjemah aja sekarang kita ganti permudah. Dulu kan nggak perkata-perkata. Sehingga semangat anak-anak untuk survive itu kurang begitu dominan

lah. Dulu kan kita nggak seperti itu. Kemudian yang berikutnya, yang menurut dari kita, terutama dari saya itu jenderung permasalahan dari anak-anak itu kan menanyakan kosa katanya, ini artinya apa, ini artinya apa, ini artinya apa, sehingga sedikit demi sedikit akan kita eliminasi dengan hari ini, pertemuan ini, 2 jam ini, saya hanya memberikan jawaban pertanyaan 4 saja. Kalau sudah ditanyakan 1 berarti kurang 3. Kalau sudah ditanyakan 2 berarti kurang lain sebagainya. Suatu saat nanti pertanyaan ini akan hilang sama sekali. Ya tentunya itu tadi, ya tergantung kalau anaknya telaten, anaknya seringkali mempersiapkan di rumah, insya Allah nggak ada masalah. Jadi seperti itu.

R 1 : Ngaruh berarti ya Pak untuk penerapan speaking-nya karena vocabularynya kurang?

R 2 : Iya, vocabulary kurang otomatis gitu. Sehingga literasi itu perlu baca, ngapalkan. Yang lain nggak mau, harus seperti itu. Lihat ekspresi-ekspresi dan lain sebagainya. Karena terus terang sekarang itu dipermudah. Sangat dipermudah.

R 1 : Pak, adanya kurikulum itu nggak berpengaruh ya Pak? Kurikulum apapun itu nggak berpengaruh?

R 2 : Tergantung dari siswanya. Tapi ada beberapa siswa, sekali lagi nggak semua. Dengan adanya hal seperti ini kan ada yang merasa terpacu dan lain sebagainya. Karena kondisi keluarga juga mempengaruhi itu. Kalau anak di rumah itu sudah cul culan, terus juga istilahnya keluarga nggak ada yang peduli sama sekali, kan juga ribet juga. Kurikulum apapun nggak akan pernah bisa nyata.

Appendix VIII Observation Sheet

Observation Sheet Checklist

Observer Name: ZaraDate: 6 Mar 2023Class/Subject: HBC / Daily ActivityTeacher Name: Pak ZamrudulDuration of Observation: 09.00 - 10.10

Number	Observation Item	Description	Checklist
1.	Classroom Environment	The classroom is arranged to facilitate interaction among students.	✓
2.	Student Engagement	Students are actively participating in speaking activities.	✓
3.	Use of Authentic Materials	The teacher uses real-life materials to enhance speaking practice.	✓
4.	Group Work	Students are working in pairs or small groups to practice speaking.	
5.	Feedback Mechanism	The teacher provides constructive feedback during speaking activities.	✓
6.	Task Variety	A variety of speaking tasks are used to cater to different learning styles.	✓
7.	Encouragement of Peer Interaction	Students are encouraged to interact with each other in English.	✓
8.	Use of Technology	Technology is integrated into speaking activities (e.g., videos, online platforms).	✓
9.	Cultural Relevance	The speaking activities reflect the cultural backgrounds of the students.	✓
10.	Classroom Management	The teacher effectively manages classroom	✓

		dynamics to promote speaking.	
11.	Student Confidence	Students appear confident and willing to speak in front of the class.	✓
12.	Use of Questions	The teacher uses open-ended questions to stimulate discussion.	✓
13.	Real-Life Contexts	Speaking activities are based on real-life scenarios relevant to students.	✓
14.	Monitoring Student Progress	The teacher monitors and assesses students' speaking progress throughout the lesson.	✓
15.	Encouragement of Risk-Taking	The teacher encourages students to take risks in their speaking without fear of making mistakes.	✓
16.	Use of Role-Playing	Students engage in role-playing activities to practice speaking in different contexts.	
17.	Peer Teaching	Students are given opportunities to teach each other speaking skills.	
18.	Reflection Activities	Students reflect on their speaking experiences and share insights with the class.	
19.	Integration of Listening Skills	Speaking activities incorporate listening exercises to enhance comprehension.	✓
20.	Use of Visual Aids	The teacher employs visual aids to support speaking tasks.	
21.	Encouragement of Self-Assessment	Students are encouraged to assess their own speaking abilities.	
22.	Use of Games	Speaking activities include games to make learning enjoyable.	

23.	Differentiated Instruction	The teacher adapts speaking tasks to meet the diverse needs of students.	✓
24.	Use of Storytelling	Students practice speaking through storytelling activities.	✓
25.	Closure Activities	The lesson concludes with a summary or review of key speaking points.	✓

Notes for Observers:

1. Purpose: This checklist aims to evaluate the implementation of CLT in speaking activities and the effectiveness of the Merdeka Curriculum in enhancing students' speaking abilities.
2. Method: Observers should take notes during the lesson, focusing on each item in the checklist, and provide specific examples where applicable.

Observation Sheet Checklist

Observer Name: ZaraDate: 7 Mei 2025Class/Subject: TD /Teacher Name: IndahDuration of Observation: 13.10 - 14.00 12.50

Number	Observation Item	Description	Checklist
1.	Classroom Environment	The classroom is arranged to facilitate interaction among students.	✓
2.	Student Engagement	Students are actively participating in speaking activities.	✓
3.	Use of Authentic Materials	The teacher uses real-life materials to enhance speaking practice.	✓
4.	Group Work	Students are working in pairs or small groups to practice speaking.	✓
5.	Feedback Mechanism	The teacher provides constructive feedback during speaking activities.	✓
6.	Task Variety	A variety of speaking tasks are used to cater to different learning styles.	✓
7.	Encouragement of Peer Interaction	Students are encouraged to interact with each other in English.	✓
8.	Use of Technology	Technology is integrated into speaking activities (e.g., videos, online platforms).	
9.	Cultural Relevance	The speaking activities reflect the cultural backgrounds of the students.	
10.	Classroom Management	The teacher effectively manages classroom	✓

		dynamics to promote speaking.	
11.	Student Confidence	Students appear confident and willing to speak in front of the class.	✓
12.	Use of Questions	The teacher uses open-ended questions to stimulate discussion.	✓
13.	Real-Life Contexts	Speaking activities are based on real-life scenarios relevant to students.	✓
14.	Monitoring Student Progress	The teacher monitors and assesses students' speaking progress throughout the lesson.	✓
15.	Encouragement of Risk-Taking	The teacher encourages students to take risks in their speaking without fear of making mistakes.	✓
16.	Use of Role-Playing Jigsaw	Students engage in role-playing activities to practice speaking in different contexts.	✓
17.	Peer Teaching	Students are given opportunities to teach each other speaking skills.	✓
18.	Reflection Activities	Students reflect on their speaking experiences and share insights with the class.	
19.	Integration of Listening Skills	Speaking activities incorporate listening exercises to enhance comprehension.	✓
20.	Use of Visual Aids	The teacher employs visual aids to support speaking tasks.	✓
21.	Encouragement of Self-Assessment	Students are encouraged to assess their own speaking abilities.	
22.	Use of Games	Speaking activities include games to make learning enjoyable.	✓

23.	Differentiated Instruction	The teacher adapts speaking tasks to meet the diverse needs of students.	✓
24.	Use of Storytelling	Students practice speaking through storytelling activities.	✓
25.	Closure Activities	The lesson concludes with a summary or review of key speaking points.	✓

Notes for Observers:

1. Purpose: This checklist aims to evaluate the implementation of CLT in speaking activities and the effectiveness of the Merdeka Curriculum in enhancing students' speaking abilities.
2. Method: Observers should take notes during the lesson, focusing on each item in the checklist, and provide specific examples where applicable.

Appendix IX Observation Note

1. Guru membuka kelas dengan menjelaskan materi dengan metode jigsaw
2. Guru membagi siswa menjadi 8 kelompok untuk melakukan metode jigsaw.
3. Guru memberikan instruksi tentang gambar sapi sebelum siswa diminta mengerjakan.
4. Guru mengajak siswa untuk membaca bersama terkait teks *trony telling cow*
5. Guru mengajak siswa untuk menelaah teks bersama in english.
6. Guru membagi siswa menjadi kelompok berlatarakan soal mengerjakan nomor soal.
Guru menulis
7. Body part of Cow lalu membaranya satu-satu lalu siswa menirukan guru cara membaca body part of Cow

1. Teacher ask about Daily activity

Student give example :

- Mayan reads a book everynight

- Ravi eat bread everyday

- Isha write a novel everyday

2. Simple Present

Teacher explain about simple present

3. Speaking. Teacher ask kind of activity in daily life

then students answer kind of activity such as

"take a shower"

"lunch"

"playing kite"

4. Teacher ask student to open their book (online)

5. Teacher ask student to read a different paragraph each student

6. Teacher read a loud about text then ask to student about what the information about the text.

7. Teacher ask students to imagine a places that they want to visit.

8. Teacher give conclusion and ask student to give example of daily activity.

Appendix X Documentation





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