

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING TO SUPPORT SPEAKING CONFIDENCE**

Best Practice

**Presented to the Department of English Language Education as Fulfilment
of the Requirements to Obtain the *Sarjana Pendidikan* Degree in**

English Language Education



Conveyed by:

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ISLAMIC UNIVERSITY OF INDONESIA**

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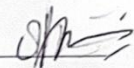
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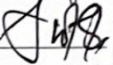
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 27th July 2026



The Writer,

Vivi Aulia Sahda

22322032

MOTTO

“Actions speak louder than words”

DEDICATION

1. First and foremost, to the writer, myself, Vivi Aulia Sahda. Thank you for starting and completing this final project with dedication and determination to see it through, despite countless challenges and obstacles I faced along the journey, especially my frequent bouts of acid reflux. Thank you for staying in Yogyakarta until now. Thank you for successfully managing the time well, whether it was time for working on my final project, working part-time, having fun, or anything else.
2. The deepest gratitude and thanks to my parents, Mr. Apip Syafrudin, a man who has provided for me and granted the desires of his eldest daughter, especially during the process of completing my final project, and who has always supported me and prioritized my education. Mrs. Teti Soleh, the best mother ever, who always prays for her daughter to become a successful woman, as strong as she is. Thank you for all of your love, affection, support, prayers, and energy that always serve as a spark of strength for me.
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4. My heartfelt appreciation goes to my bombloong who has always been there for me. Athalla Syifa Ashari, thank you for providing me with so many surprises and for everything that has brightened up my life. Thank you for always being my endless support system, and for always reminding me to open my laptop and work on my final project when I was extremely lazy. Thank you for all your patience, understanding, and encouragement. Your presence means so much to me, especially as I work on this final project, because you always cheer me up and give me extra

attention even when you're dealing with your own problems. Thank you with all my heartfelt gratitude, may we always navigate life's challenges in a positive way.

5. To my wonderful friends in "Bismillah Lulus#iziin" with members including Ayya, Jo, Salma, and Shinta. Thank you for being my comrades in this journey from the very beginning until now. Thank you for being there during the loneliness and sadness, sharing stories, working on assignments, studying together, having lunch, and even laughing together. Thank you for being supportive friends who never see each other as rivals. May our path to success always be made easier until we can succeed together.
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though distance separates us. I hope we can succeed together and stay this way well into our golden years.

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Alhamdulillahirabbil 'alamin. All praise and gratitude are devoted to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, guidance, and strength throughout my academic journey. Without His grace, I would not have been able to complete this Best Practice report as one of the requirements for obtaining a Bachelor's degree in English Language Education at the Faculty of Social and Cultural Sciences, Universitas Islam Indonesia. Peace and blessings be upon Prophet Muhammad SAW, whose teachings continue to inspire us to seek knowledge and pursue excellence.

Completing this report has been a meaningful experience that has allowed me to grow both academically and personally. Throughout the process, I learned that developing an effective teaching practice requires continuous reflection, careful preparation, and a willingness to improve. This report would not have been possible without the support, guidance, and encouragement of many people.

My deepest gratitude goes to my supervisor, Ms. Dwiansari Ramadhani, S.S., M.App.Ling., for her invaluable guidance, thoughtful feedback, patience, and continuous encouragement throughout the completion of this Best Practice. Her insightful suggestions and constructive comments have greatly improved the quality of this report and broadened my understanding of English language teaching, particularly in fostering students' speaking confidence through Communicative Language Teaching.

I would also like to express my sincere appreciation to the principal, the English teacher, and all members of SMK Negeri 1 Depok, Sleman for warmly welcoming me during my teaching practicum and providing me with the opportunity to implement this teaching innovation. My heartfelt thanks also go to the students of the eleventh-grade Fashion Design and Production class for their enthusiasm, cooperation, and active participation throughout every learning activity.

Finally, I realize that this Best Practice still has limitations. Therefore, I sincerely welcome constructive feedback and suggestions for future improvement. I hope this report can provide valuable insights for English teachers, pre-service teachers, and future researchers who are interested in implementing Communicative Language Teaching to foster students' speaking confidence in EFL classrooms.

TABLE OF CONTENTS

MOTTO	i
DEDICATION	ii
ACKNOWLEDGEMENT	v
LIST OF FIGURES	viii
List of Table.....	ix
ABSTRACT	x
CHAPTER I.....	1
INTRODUCTION	1
CHAPTER II	5
CONSTRUCT	5
2.1 Communicative Language Teaching	5
2.2. The use of Communicative Language Teaching (CLT) to Enhance Speaking Confidence.....	6
CHAPTER III.....	11
IMPLEMENTATION	11
Meeting 1: Dress the Story	13
Meeting 2: Spin the Story	19
Meeting 3: Act the Story.....	24
Meeting 4: Find and Match	27
Teaching Innovation and Students' Response	34
CHAPTER IV.....	36
REFLECTION.....	36
REFERENCE	39

LIST OF FIGURES

Figure 1. Instructional Module.....	12
Figure 2. YouTube Video Used as Learning Media	12
Figure 3. Wordwall as Learning Media.....	12
Figure 4. Worksheet Used in Narrative Text Activities.....	12
Figure 5. Guess the Outfit	14
Figure 6. Video of Bawang Merah Bawang Putih	15
Figure 7. Sketch and Describe Task	17
Figure 8. Gallery Walk Activity	18
Figure 9. Peer Feedback Activity	18
Figure 10. Magic Spin.....	20
Figure 11. Fill in the Blank Worksheet	21
Figure 12. Students listening to the Audio	21
Figure 13. Adverbs of Time	22
Figure 14. Word Search Worksheet.....	23
Figure 15. Students Read Aloud and Role Play	26
Figure 16. Student Tasks	27
Figure 17. Bingo Cards	29
Figure 18. Student Presentations.....	29
Figure 19. Students' Tasks	32
Figure 20. Learning Material	33
Figure 21. Students' Tasks	34

List of Table

Table 1. CLT Principles and Implementation.....	6
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ABSTRACT

This best practice aims to explore how the use of Communicative Language Teaching (CLT) approach to supports students' speaking confidence in the eleventh-grade Fashion Design and Production class at SMK Negeri 1 Depok, Sleman. The teaching practice was implemented through four classroom meetings by adapting the school's instructional module and integrating communicative activities into narrative and descriptive text lessons. Various activities, including interactive games, pair and group discussions, role play, reading aloud with physical actions, presentations, gallery walks, and digital media such as YouTube and Wordwall, were designed to provide meaningful opportunities for students to communicate in English. Throughout the implementation, the teacher acted as a facilitator by providing guidance and support, monitoring group interaction, and encouraging active participation. Compared to the initial classroom observation, students became more willing to express their ideas, participate in discussions, ask questions, and volunteer for presentations. The findings indicate that Communicative Language Teaching, when adapted to students' learning needs through interactive and collaborative activities, can effectively foster speaking confidence and create a more engaging learning environment in vocational EFL classrooms.

Keywords

Communicative Language Teaching (CLT), speaking confidence, vocational high school, EFL

CHAPTER I

INTRODUCTION

English has become an important role in supporting students' communication skills in academic, social, and professional environments. Therefore, English is expected to provide students with opportunities to use the language actively and meaningfully. This best practice is conducted at SMK Negeri 1 Depok, a public vocational high school located in Sleman, Special Region of Yogyakarta. The school offers several vocational programs, including Accounting, Digital Business and Retail, Hospitality, Office Management, and Fashion Design and Production. This best practice was carried out in the eleventh grade of the Fashion Design and Production class, which consisted of 35 female students. English is taught twice a week, with each session lasting 45 minutes, and learning activities are held offline in the classroom equipped with supporting facilities such as a projector and internet access. To support the learning process, digital platforms such as Google Classroom are used to distribute learning materials and assignments. Students frequently shifted to Javanese during peer interactions and group exchanges, suggesting that English had not yet become a comfortable mode of communication for most of them.

This best practice was carried out as part of the teaching practice program, a compulsory field-based program required by the department, which lasted approximately two months. The observation was conducted over the course of one week to observe two English language lessons in the 11th grade of Fashion Design and Production class in order to gain direct insight into the students; learning behaviors and classroom dynamics. At the time, the classroom teacher was delivering a lesson on handling guests, which offered a useful reference point for observing how students engaged with English instruction in a vocational context. The observation revealed that the students were polite, cooperative, and respectful toward the teacher. However, in terms of English language ability, the majority of students still faced

challenges with limited vocabulary and weak grammatical foundations, making it difficult for them to express their ideas in English with ease. Interestingly, some students actually demonstrated that they could speak English with relatively clear pronunciation. Nevertheless, they remained hesitant and lacked confidence when asked to speak in front of the class. A lack of confidence when speaking causes many students to choose to remain silent even though they seem to understand the material, to allow their classmates to answer first, and to appear hesitant when asked to speak in front of the class. Their reluctance seems to arise from a combination of fear of making grammatical mistakes, embarrassment in front of their classmates, and a lack of familiarity with using English as a spoken language, even though they are in a classroom environment consisting entirely of female students.

The teaching practice focused on narrative and descriptive texts as the primary instructional materials. The instructional module was developed independently, using the school's existing module as a reference and refining it through ongoing consultation with the supervising teacher to ensure that it was appropriate for the classroom context and aligned with the learning objectives. To organize the implementation of this best practice, each lesson was designed around five instructional stages: ice breaking, prior knowledge activation, material presentation, communicative learning activities, and reflection. These stages were developed to facilitate the implementation of CLT principles in the classroom. Icebreaker activities are designed to help students adapt to the lesson and reduce boredom during class, while prior knowledge encourages students to connect new material with what they already know. The learning activities stage became the core of each session, with a focus on group discussions and presentation assignments that provided meaningful opportunities for students to use English actively and collaboratively. Reflection activities are facilitated through digital platforms, such as Mentimeter, Kahoot, and Zep.Quiz, to encourage students to review what they have learned.

In the boarder of academic context, several previous studies have highlighted the positive contribution of Communicative Language Teaching (CLT) to students' speaking confidence and classroom participation. Elizabeth and Ramírez (2023) found that communicative activities, such as pair work and information-gap tasks, encouraged students to participate more actively and develop their communicative competence. Similarly, Awololon and Purwaningsih (2025) reported that although some students still experienced anxiety during speaking activities, the implementation of CLT significantly improved their speaking performance, motivation, and confidence through meaningful classroom interaction. These findings suggest that students need meaningful opportunities to use English in a supportive learning environment rather than focusing solely on grammatical accuracy.

Building on these findings, this best practice aims to explore how the implementation of Communicative Language Teaching support students' speaking confidence in the eleventh-grade Fashion Design and Production class at SMK Negeri 1 Depok. Speaking confidence is considered an important aspect of English language learning, particularly for vocational high school students who are expected to communicate effectively in both academic and future professional settings. Through a series of communicative activities integrated into narrative and descriptive text lessons, this best practice seeks to create a classroom environment where students feel encouraged to express their ideas, take risks, and gradually become more confident in using English orally.

Although previous studies have demonstrated the positive impact of CLT on students' speaking skills and overall language proficiency, these studies have tended to overlook students' confidence in speaking, particularly in vocational high school settings where students often fear making mistakes, feel shy, and have limited opportunities to communicate in English. Therefore, this best practice specifically focuses on how the implementation of CLT can support students' speaking confidence in a vocational

classroom. Based on this gap, the guiding question of this best practice is: *How does the use of Communicative Language Teaching support students' speaking confidence?*

CHAPTER II

CONSTRUCT

2.1 Communicative Language Teaching

This best practice is grounded in Communicative Language Teaching (CLT) theory as articulated by Richards (2006), which conceptualizes CLT as a set of principles that emphasize communicative competence, learner interaction, and meaningful language use. Current Communicative Language Teaching (CLT) theory is shaped by a range of educational ideas and traditions. CLT is understood as a group of shared principles that can be adapted to different teaching contexts, learner ages, proficiency levels, and learning goals (Richards, 2006). The flexibility of these principles made CLT a suitable choice for my best practice, as it allowed me to adapt key ideas to the specific needs and conditions of eleventh grade Fashion Design and Production Class at SMK Negeri 1 Depok. Communicative Language Teaching (CLT) is defined as a set of principles addressing the goals of language teaching, how learners acquire language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). These principles are particularly relevant to this best practice because students need opportunities to use English in supportive and meaningful interactions rather than merely learning language forms.

Richards, (2006) further explains that Communicative Language Teaching (CLT) changes the roles of both teachers and learners in the classroom. Students are expected to work more collaboratively, listen to their classmates during pair or group tasks, and take greater responsibility for their own learning, while teachers act as facilitators and monitors rather than the main source of the model. In this best practice, I adapted to these changes by reducing direct teaching and instead moving around the classroom to guide and support each group directly, so that students could learn from each other while I facilitated the process from the sides of the room.

To make the connection between theory and practice more explicit, the following table present the specific CLT principles proposed by Richards (2006) that informed the design of learning activities in this best practice, along with how each principle was applied in the classroom.

Table 1.

CLT Principles and Implementation

Richard's CLT Principles	Implementation in This Best Practice
Communicative competence	Students were encouraged to speak through role play, group discussion, and presentation.
Teacher as facilitator	Teacher guided, monitored, and supported students during communicative activities.
Flexibility of CLT adapted to context	Activities adapted to Fashion Design context: "Guess the Outfit," and "Sketch and Describe"
Collaborative learning	"Read Aloud and Action," students worked together in groups

2.2. The use of Communicative Language Teaching (CLT) to Enhance Speaking Confidence

A number of previous studies have examined the use of Communicative Language Teaching in supporting students' speaking skills and confidence in EFL contexts, several of which share similarities with the approach taken in this best practice.

Elizabeth & Ramírez, (2023) examined the use of CLT strategies to improve speaking skills at Don Bosco High School in Esmeraldas, Ecuador. The study involved 105 senior high school students from three classes, and the second B class with 35 students was identified as having the weakest speaking performance. The researchers used a qualitative approach and collected data through observation and survey. They applied communicative activities such as songs, games, drama, role plays, oral presentations, picture description, and online games like Socrative and Kahoot. However, the findings showed that the students' speaking confidence and fluency improved only slightly. Many students still had limited vocabulary, making it difficult for them to express their ideas clearly. They also tend to use literal translations (word-

for-word translations), which often result in expressions that sound unnatural. In addition, the strong emphasis on grammatical accuracy makes them afraid of making mistakes, so they are hesitant and lack confidence when speaking during classroom activities.

Awololon & Purwaningsih, (2025) conducted a quantitative quasi-experimental study involving 30 first grade students at Public Senior High School 2 Kupang, Indonesia. The study employed pre-tests and post-tests, questionnaires, classroom observations, and statistical hypothesis testing to examine the effectiveness of Communicative Language Teaching (CLT) in improving students' speaking skills. During the implementation, students participated in pair work, dialogues, and collaborative speaking activities that encouraged them to communicate freely and interact with their peers. The findings showed that students who received CLT-based instruction demonstrated significant improvement in speaking ability, motivation, and confidence, as reflected in their active participation and positive perceptions of the learning process. The study suggests that communicative activities can provide supportive opportunities for students to develop confidence in speaking English.

Salam & Luksfinanto, (2024) reviewed the implementation of Communicative Language Teaching (CLT) across various educational contexts, including primary schools, secondary schools, and higher education institutions. Using both qualitative and quantitative approaches, the reviewed studies employed language proficiency assessments, classroom observations, interviews, and statistical analyses to examine the effectiveness of CLT. The implementation of CLT involved communicative activities such as role plays, group discussions, simulations, task-based learning, and real-life conversational tasks. The findings consistently showed that these activities improved learners' speaking and listening skills, increased their confidence, and promoted greater engagement in classroom communication. The study highlights that meaningful interaction and authentic communication tasks play an important role in supporting students' communicative competence and speaking confidence.

Radosavlevikj, (2021) conducted a study involving 10 English teachers and 27 first-year EFL students at South East European University. Using questionnaires, the study explored perceptions of Communicative Language Teaching (CLT), particularly regarding teacher and student roles, pair and group activities, use of the first language, and error correction. The findings revealed positive perceptions of CLT among both teachers and students. Communicative activities such as pair work, group work, role plays, and the use of authentic materials were found to support communicative competence, improve speaking skills, and increase students' confidence and motivation. The study suggests that interactive learning environments play an important role in encouraging learners to communicate more actively in English.

After reviewing the previous studies, it can be seen that Communicative Language Teaching (CLT) consistently promotes students' speaking development through meaningful interaction and authentic communication. CLT has been recognized as one of the most effective approaches in English language teaching because it encourages learners to use English for real communication rather than focusing solely on grammatical accuracy (Han, 2022). Communicative competence develops when learners actively participate in meaningful tasks and interact with others (Radosavlevikj, 2021). Likewise, communicative activities such as pair work, group work, role plays, simulations, and interactive tasks have been found to increase students' participation, improve communicative competence, and create more opportunities to practice speaking (Salam & Luksfinanto, 2024; Elizabeth et al., 2023; Arana, 2022). Classroom interaction also plays an important role in developing students' linguistic skills because learners acquire language more effectively when they communicate actively with teachers and peers (Tiwari, 2021). These findings suggest that providing meaningful opportunities for interaction is one of the key factors in developing students' speaking confidence.

However, the effectiveness of CLT also depends on how teachers facilitate the learning process. Since students have different levels of language proficiency and confidence, they require different forms of guidance and support throughout classroom activities (Radosavlevikj, 2021). Teachers are therefore expected to create a positive learning atmosphere, manage communicative activities creatively, and provide appropriate scaffolding when necessary (Kurniawan et al., 2022; Radosavlevikj, 2021). Some studies also suggest that simple explanations using students' first language may help clarify unfamiliar vocabulary and reduce unnecessary cognitive burden during learning (Tiwari, 2021). In addition, interactive digital media can provide students with a safe environment to practice speaking before communicating in front of others (Gunawan et al., 2026). Although previous studies have demonstrated the benefits of CLT, Awololon et al. (2025) found that many learners still experienced speaking anxiety because they had limited opportunities to communicate meaningfully. Therefore, this best practice adapts the principles of CLT by combining role play, read aloud activities with physical actions, collaborative learning, and interactive digital media to provide gradual speaking practice that better supports vocational students in building their speaking confidence.

Based on Communicative Language Teaching (CLT) theory as articulated by Richards (2006), it is particularly suitable with the topic of this best practice, which focuses on supporting students' speaking confidence through CLT-based activities in a vocational Fashion Design class. The innovation includes a role-play activity using the narrative text *Timun Mas*, where students practice reading aloud and performing the story in groups. This activity provides students with opportunities to speak in a collaborative setting while receiving support from their peers. To make learning more engaging, kinesthetic activities are incorporated through mimicking verbs or actions performed by classmates.

Compared to the previous studies above that focused specifically on the application of CLT in general speaking proficiency such as speaking fluency in high school settings (Awololon et al., 2025) , vocational EFL speaking tasks (Dewi, 2025), and communicative competence development (Salam & Luksfinanto,2024) this best practice focuses on supporting speaking confidence through kinesthetic role-play and interactive ice breakers in narrative and descriptive texts within vocational Fashion Design class. Although CLT is used in this best practice, the modification refers to group based role-play where students take turns reading narrative texts “Timun Mas,” with peers behind them physically mimicking actions or verbs such as throwing gestures for “throw” combined with spinner ice breakers featuring time conjunctions, such as “long ago and suddenly” which encourages spontaneous sentence creation, which creates gradual practice in speaking English to build confidence through gestures, peer support, and direct verbal expression.

CHAPTER III

IMPLEMENTATION

This best practice was implemented at SMK Negeri 1 Depok, Sleman, to address students' low speaking confidence identified during the initial classroom observation. Prior to the implementation, several preparations were made, including adapting the school's instructional module, preparing learning materials, designing worksheets, and selecting appropriate digital media to support classroom activities (Figure 1,2,3, and 4). To ensure active participation, students were provided with vocabulary support, model examples, guided discussions, and structured communicative tasks to help them feel prepared before taking part in the speaking activities. The activities were then carried out over four sessions, each designed around a different communicative theme, namely "Dress the Story," "Spin the Story," "Act the Story," and "Find and Match" where students were gradually encouraged to use English more actively through various interactive and collaborative tasks. The implementation focused on narrative and descriptive text materials and was guided by the principles of Communicative Language Teaching (CLT) proposed by Richards (2006), which emphasize meaningful interaction and the use of language for communication. Throughout the activities, the teacher acted as a facilitator by providing guidance and encouraging participation, while students were encouraged to interact, collaborate, and express their ideas through various communicative activities designed to support their speaking confidence. As part of the instructional innovation, digital media were incorporated into the lessons, including selected YouTube videos and interactive platforms such as Wordwall, to reinforce students' understanding through practical learning activities. All instructional materials and media were prepared and documented as evidence of the teaching practice.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMKN 1 Depok Sleman
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Gasal (Fase F)
Alokasi Waktu : 7 Pertemuan x 2 JP (90 menit)
Tahun Ajaran : 2025/2026
Materi Pelajaran : Narrative Text

1. IDENTIFIKASI	Karakteristik Peserta Didik Peserta didik memiliki latar belakang dan kemampuan yang beragam dalam memahami teks berbahasa Inggris. Sebagian sudah familiar dengan rakyat maupun dongeng populer (baik lokal maupun internasional). Hasil asesmen diagnostik menunjukkan adanya variasi kemampuan: ada yang berada di bawah rata-rata, rata-rata, hingga di atas rata-rata. Oleh karena itu, proses pembelajaran dibuat interaktif, kontekstual, dan kreatif. Karakteristik Mata Pelajaran: Faktual <i>Narrative Text is a type of text that tells a chronological story in the past tense, dengan tujuan utama untuk menghibur dan menyampaikan pesan moral.</i> Konseptual Unsur kebahasaan narrative text meliputi <i>simple past tense</i>, menggunakan <i>adverb of time</i>, <i>action verb</i>, <i>adjective</i>, dan <i>noun phrase</i>. Prosedural
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Figure 1. Instructional Module



Figure 2. YouTube Video Used as Learning Media

<https://youtu.be/5MElu8VUqHI?si=sj1tvx5nGjUzHMEW>



Figure 3. Wordwall as Learning Media

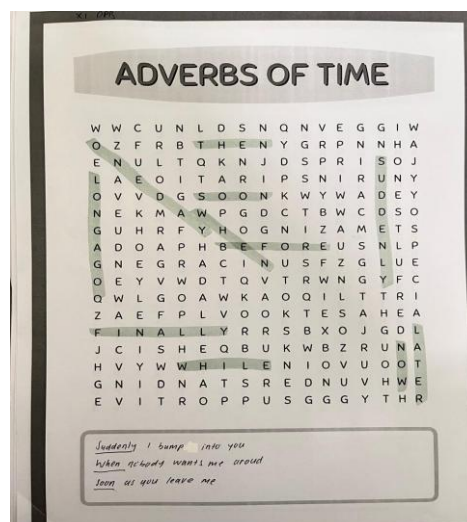


Figure 4. Worksheet Used in Narrative Text Activities

Meeting 1: Dress the Story

The first meeting was conducted through several communicative activities called “Dress the Story”. This meeting was primarily grounded in CLT's principle of flexibility adapted to context, the activities were specifically designed to connect English learning to the students' vocational background in Fashion Design, making the language feel relevant and purposeful. Throughout the lesson, the teacher also acted as a facilitator by guiding discussions and supporting students rather than directing every step of the activity. The main goal of this meeting was to introduce narrative texts, encourage students to express ideas orally, and build their confidence through collaborative speaking activities.

The lesson began with an activity called “Guess the Outfit”. The purpose of this activity was to activate students’ prior knowledge and encourage them to speak English from the beginning of the lesson. The teacher displayed two pictures of women wearing different outfits: one wearing a luxurious and flashy dress, and the other wearing a simple and elegant dress (*Figure 5*). Students were asked questions by the teacher:

1. “What kind of personality does this person have?”
2. “Which character do you think is kind or arrogant?”

Around five students voluntarily shared their opinions and described the personalities reflected by the outfits. Although some students were still hesitant, several students actively responded and participated in the discussion.

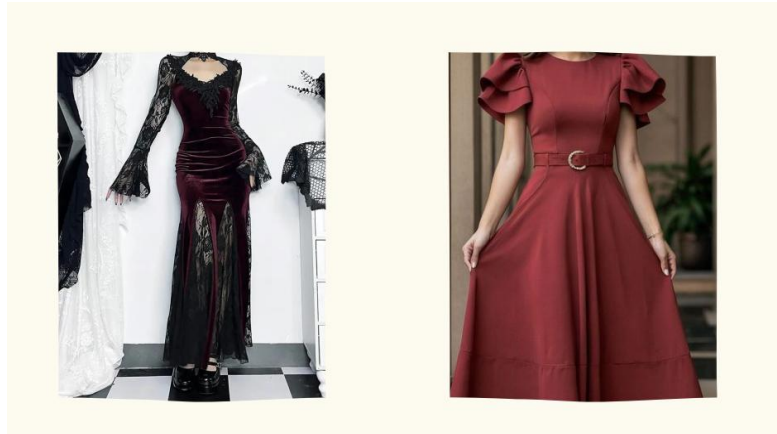


Figure 5. Guess the Outfit

Next, the teacher played a video of *Bawang Merah Bawang Putih* using a projector (*Figure 6*). The goal of this activity was to help students understand the story before participating in the main tasks. After watching the video, students answered several comprehension questions, such as:

3. “Who was the kind character?”
4. “What happened to Bawang Putih?”
5. “Who were the characters in the story?”

Most students were able to identify the main characters and recall important events from the story,



Figure 6. Video of Bawang Merah Bawang Putih

After the discussion, the teacher explained the use of time conjunctions in narrative texts and provided several examples. Students listened to the explanation and responded to questions related to the examples given.

The class was then divided into small groups consisting of five students. Each student was assigned a role as Bawang Merah, Bawang Putih, the mother, the father, or the grandmother. Students were instructed to discuss the personality traits of their assigned characters and decide what type of outfit best represented those traits:

6. “In your groups, discuss the personality of the character you’ve been assigned. Decide what outfit best represents that character, and then prepare a brief explanation in English about your choice.”

The teacher guided the discussion by asking students to think about how appearance could reflect personality. During the discussion, students actively exchanged ideas and collaborated with their group members. The activity continued with “Sketch and Describe”. Students were asked to create a simple sketch of their character’s outfit on A4 paper and write a short English description. For example, students wrote sentences:

7. “*This is Bawang Merah’s dress. It is red and shiny because she is arrogant.*”

This activity aimed to help students connect vocabulary, character description, and visual representation while practicing English in a meaningful context (*Figure 7*). After completing the sketches, each group participated in a presentation session. Two students from each group presented their work for approximately five minutes. One student explained the sketch, while the other collected comments from classmates. Most students were willing to present their ideas, although some still required support from their peers when speaking in front of the class. The lesson continued with a “Gallery Walk and Peer Feedback” activity (*Figures 8 and 9*). Students moved around the classroom, listened to other groups’ presentations, and wrote comments or suggestions on sticky notes using simple English. This activity encouraged students to interact with their peers and respond to different ideas in a supportive learning environment. To reinforce students’ understanding, the teacher highlighted conjunctions such as *but*, *while*, and *unlike* and demonstrated how they could be used to compare the characters. Finally, the lesson ended with a reflection activity. Students were asked to share their favorite character and explain their reasons. Several students volunteered to answer, and the lesson concluded with a brief summary and closing.

By connecting the lesson content to the fashion world which aligns with their vocational background, this topic is naturally familiar to the students and aligns with their interests. The activities during these sessions create a comfortable and low-pressure environment for students to use English. This helps students feel more at ease expressing their ideas, as reflected in their willingness to participate in discussions and presentations.

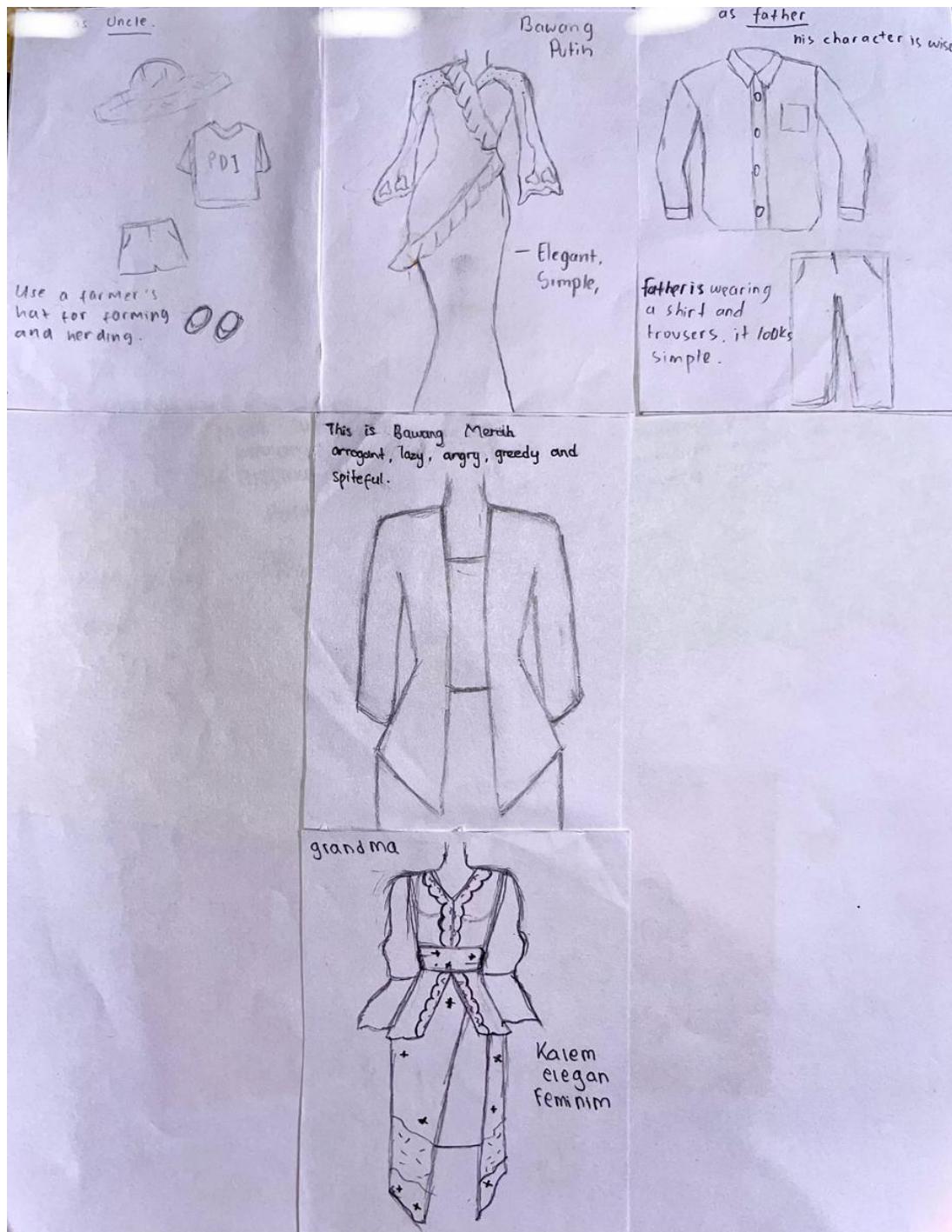


Figure 7. Sketch and Describe Task



Figure 8. Gallery Walk Activity

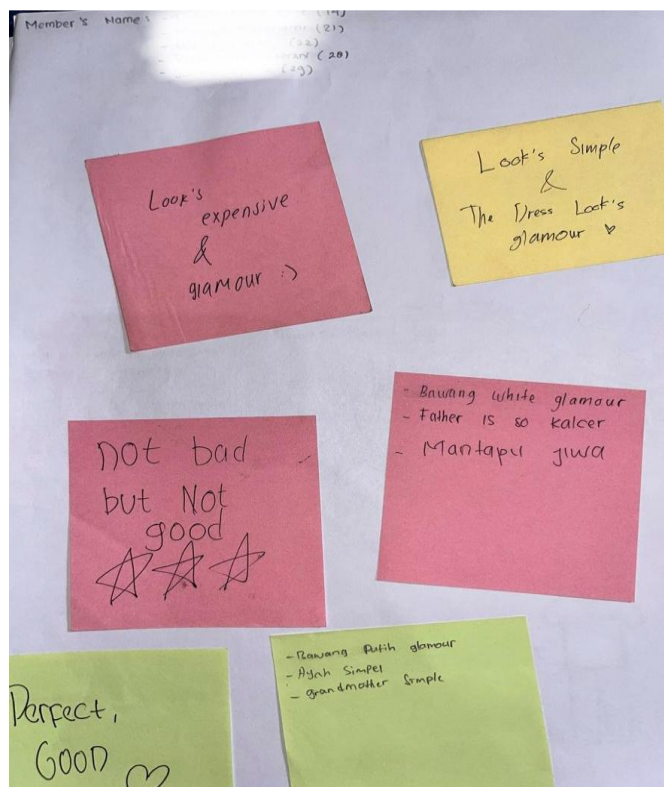


Figure 9. Peer Feedback Activity

Meeting 2: Spin the Story

The second meeting was conducted through a part of communicative activities called “*Spin the Story*.” This session is primarily based on the communicative competence principle of CLT. Students are consistently encouraged to use the language meaningfully through sentence construction, peer review, and discussion, rather than simply memorizing language patterns. The teacher also acts as a facilitator throughout the lesson by encouraging students to ask questions freely and supporting them during the activities. The goal of this meeting was to help students identify and use adverbs of time in narrative texts while encouraging them to participate more actively in class.

The lesson began with an ice breaking activity called “*magic spin*.” The teacher displayed a spinning wheel from Wordwall containing several adverbs and time expressions commonly used in narrative texts, such as *long ago*, *suddenly*, *after that*, and *finally* (Figure 10). The first student was chosen randomly through the attendance list and then asked to select another student after completing the challenge. Seven students participated in this activity and they were instructed to create one sentence, “*Long ago, there was a beautiful princess.*” Most students responded enthusiastically and were willing to participate when called. To stimulate further discussion, the teacher asked a guiding question,

T: “Why is time important in a story?”

S: “Because it helps us know the order of events.”

This activity encouraged students to express their ideas orally in a supportive learning environment.



Figure 10. Magic Spin

The lesson continued with a listening activity based on the story of *Sleeping Beauty*. Students were given a fill in the blank text based on the *Sleeping Beauty* story (Figure 11). The teacher played the audio recording twice, and students listened carefully while completing the missing parts (Figure 12). The teacher instructed the students:

1. “Listen carefully to the audio and fill in the missing words in the worksheet. I will play the recording twice, so don’t worry if you miss something the first time.”

When the time was up and the students had finished their work, the teacher asked the students to exchange answers with their classmates.

2. “Swap your work with your friends to check it together.”

Afterward, students exchanged their answers with a classmate for peer checking before discussing the answers together as a class. Most students were able to follow the activity and complete the worksheet successfully.

Name: _____

Class: XI DPB

Listen to the audio and fill in the blanks with the correct words based on the story of *Sleeping Beauty*!

Sleeping Beauty

Once upon a time, there was a (1) kind and beautiful princess named Aurora. She was (2) loved by everyone for her grace and smile. At her birth celebration, three good fairies came to give her blessings. Flora gave her beauty, Fauna gave her song, but before Merryweather could give her gift, an evil sorceress named Maleficent appeared. (3) Angry for not being invited, Maleficent cursed Aurora: on her sixteenth birthday, she would prick her finger on a spinning wheel and fall into a deep sleep, only to be awakened by true love's kiss.

To protect her, the fairies (4) took Aurora to live in a cottage in the forest, calling her Briar Rose. She grew up happy, singing and dancing with the animals, not knowing she (5) was a princess. On the eve of her sixteenth birthday, the fairies revealed the truth and brought her back to the palace. (6) Sadly Aurora found a spinning wheel, pricked her finger, and (7) fell into a deep sleep, just as Maleficent had said.

The fairies searched for Prince Phillip, who had already (8) Met / Match and loved Aurora in the forest. With their help, he fought bravely against Maleficent, who turned into a fearsome dragon. After defeating her, he reached Aurora and kissed her gently. The curse was (9) broken, and Aurora woke up from her enchanted sleep.

The whole kingdom rejoiced. Aurora and Prince Phillip were married in a grand celebration. They ruled the land with (10) kindness and love, proving that true love and courage can overcome even the darkest of curses.

Figure 11. Fill in the Blank Worksheet

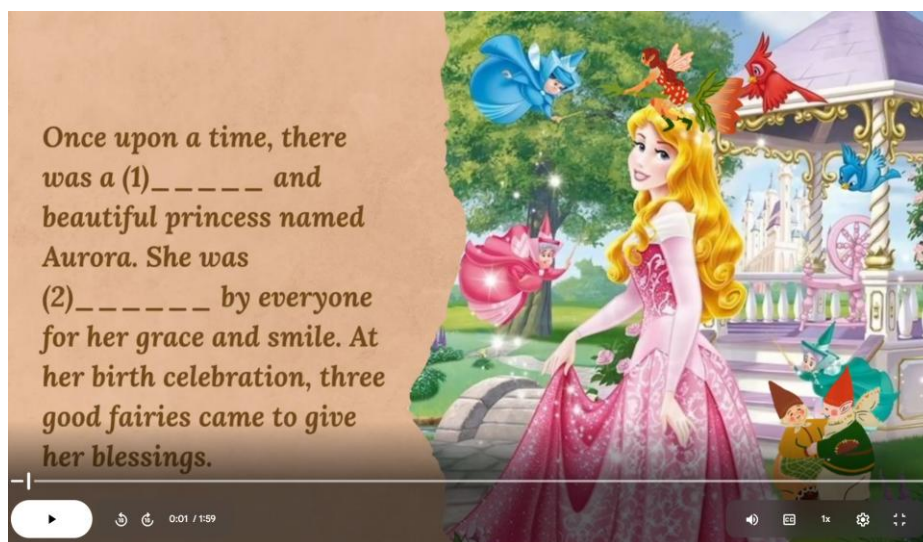


Figure 12. Students listening to the Audio

After the listening activity, the teacher introduced the concept of adverbs of time in narrative texts through a PowerPoint presentation (Figure 13). Expressions such as *once upon*

a time, one day, then, after that, finally, while, and suddenly were explained through simple examples. Students listened to the explanation and were encouraged to ask questions whenever they encountered unfamiliar expressions or had difficulty understanding the material.

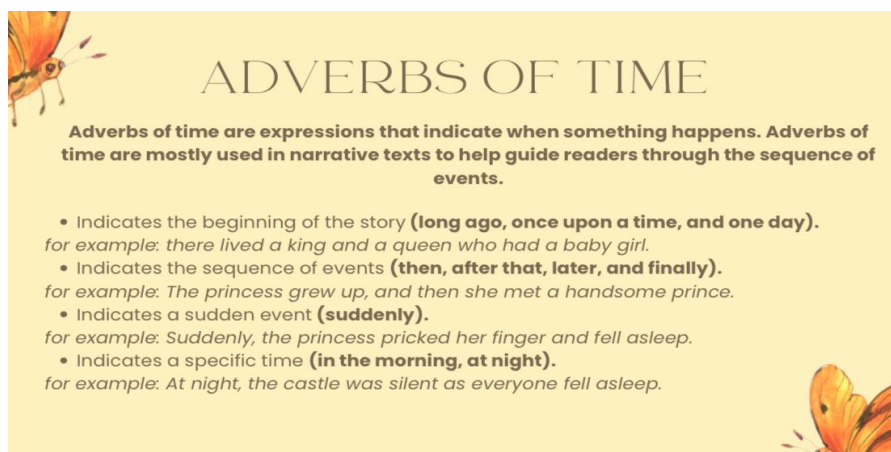


Figure 13. Adverbs of Time

To reinforce students' understanding, each of them worked on a word search worksheet containing various adverbs of time commonly found in narrative texts (Figure 14). The target words included *once upon a time, after that, finally, while, and suddenly*. After finding the words, students were instructed to create a sentence using the target language while strengthening their understanding of the sequence of events in a story. The teacher instructed the students.

3. "Find all the adverbs of time in this word search sheet. Then, choose three of them and make a sentence using each word."

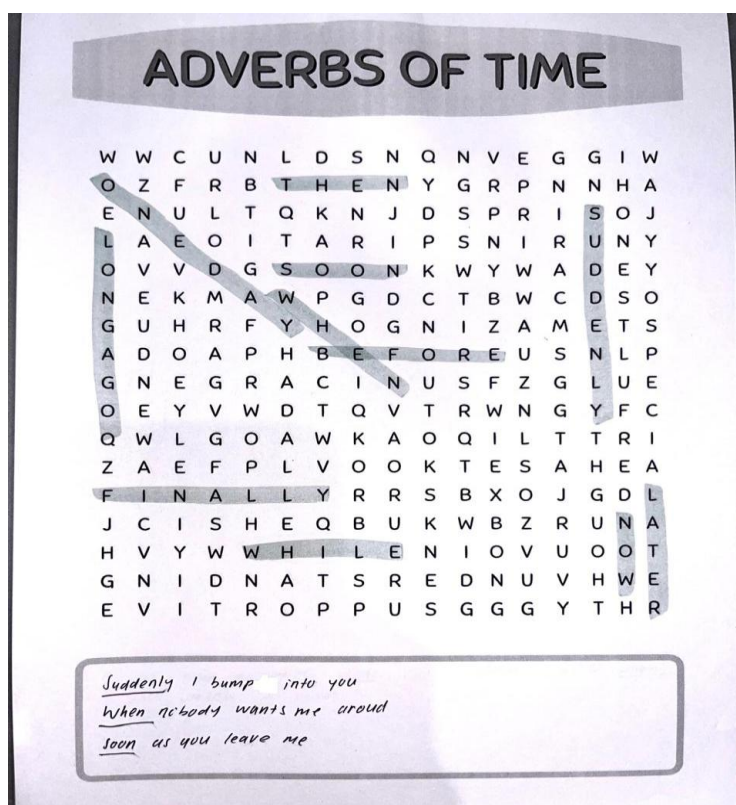


Figure 14. Word Search Worksheet

Finally, the lesson ended with a reflection activity. Students were asked to mention the adverbs of time they found most frequently in the story and explain their functions. Compared to the previous meeting, students showed greater participation and confidence during classroom interactions. Several students actively answered questions, volunteered responses, and asked for clarification during the explanation session. Their willingness to engage in discussion indicated increased confidence and attention toward the learning activities. The lesson concluded with a brief summary and closing.

Compared to the first meeting, the students showed a significant improvement in their willingness to speak and respond during this session. Their willingness to voluntarily provide answers and ask questions reflects their growing comfort with using English, which indicates a gradual positive change in their confidence when speaking.

Meeting 3: Act the Story

The learning activities in this meeting were carried out through a part of communicative tasks called "*Act the Story*." This session was essentially based on the principles of collaborative learning (CLT). The students worked together throughout the activities, supporting each other during the read-aloud, role-playing, and group discussions. The teacher also served as a facilitator by preparing the students before the main activities and guiding the discussions without taking over the conversation. This meeting was designed to help students feel more confident speaking English by engaging them in meaningful activities such as read aloud, role-play, and group discussion, also building their understanding of how narrative texts work.

This session started with an ice breaking activity entitled "*Fashion Pose Challenge*," which was intentionally designed to capture students' attention, revisit familiar vocabulary, and establish a relaxed and welcoming learning atmosphere prior to the main lesson. Rather than relying on visual aids such as pictures, the teacher chose a more embodied approach by physically demonstrating a series of poses, each representing a specific clothing item or accessory, including a dress, a crown, a cloak, shoes, and a hat. Students were invited to observe the teacher's movements, mirror the poses, and identify the item being represented. The instructional prompt given was:

1. "Look at what I am doing, follow the pose, and guess the item."

When students were unable to provide the correct answer or hesitated in responding, they were gently encouraged to contribute by naming a descriptive adjective, such as *beautiful* or *shiny*, ensuring that all students remained actively involved in the activity. Following this warm-up, the teacher introduced a guiding question to bridge the activity with the upcoming narrative:

2. "If Timun Mas didn't have her magic items, what would happen to her?"

This prompted students to draw on their prior knowledge and share their personal predictions about the story. The activity was met with an enthusiastic response, students participated

willingly, expressed moments of laughter, and visibly appeared more at ease and ready to engage as the lesson progressed.

After the warm-up activity, the teacher distributed the *Timun Mas* text through Google Classroom and divided the class into five groups consisting of seven students each. Before starting the main activity, the teacher introduced several vocabulary items found in the story and asked students to repeat the words together. This scaffolding activity aimed to help students become more familiar with the vocabulary before reading the text aloud. The main activity was “Read Aloud and Action.” Students were instructed to:

3. “Read the story aloud and act out the actions mentioned in the text.”

Each student was given an opportunity to read one paragraph of the story aloud in front of the class (Figure 15). While one student was reading, the other group members responded by performing actions and expressions related to the story. When the names *Timun Mas*, *Buto Ijo*, *etc.* appeared, students expressed the characteristics of the characters through facial expressions and body movements. When magic items such as cucumber seeds, needles, salt, and shrimp paste were mentioned, students performed actions such as throwing, spreading, and sprinkling to represent the events in the story. Students also acted out several scenes from the story, including carrying a baby at the beginning of the narrative. This activity encouraged students to combine verbal and non-verbal communication while following the storyline.



Figure 16. Students Read Aloud and Role Play

After completing the reading activity, each group presented their understanding of the story through a brief discussion session. The lesson then continued with a *Conflict-Resolution Chart* worksheet (Figure 16). Students worked collaboratively to identify the main problem in the story, the magic item used to solve it, and the resolution of the conflict. After completing the worksheet, each group presented their answers and discussed them with the class. The teacher guided the discussion and provided feedback when necessary. The instructions for this activity are as follows:

4. “Now, take a sheet of paper and work on the conflict resolution chart with your group members, filling in the main problem in the story, the magic item used to solve it, and the resolution of the conflict.”
5. “If you’re finish, share your work in front of the class.”

No. _____
Date: _____

Group 1

☐	Anggota :	1) _____ P (09)
☐		2) _____ P (10)
☐		3) _____ P (05)
☐		4) _____ P (13)
☐		5) _____ P (19)
☐		6) _____ P (18)
☐		7) _____ P (29)

☐ PROBLEM

☐ → Time passed, and timun mas became seventeen. One morning, Buto Ijo came back. He shouted "Timun Mas! It is time. Give me what is mine!" The parents were very afraid.

☐ MAGIC ITEMS

☐ → 1) Salt

☐ 2) Chili peppers

☐ 3) Cucumber seeds

☐ 4) Shrimp paste

☐ RESOLUTION

☐ → Timun mas managed to defeat Buto Ijo (the giant) by using his last package containing Shrimp paste, which turned into a sea mud, which then made the giant drown and unable to save him self.

SIDU

Figure 17. Student Tasks

Students showed positive responses throughout the lesson. Compared to the previous meetings, they appeared more confident when reading aloud and participating in classroom activities. Many students were willing to perform actions, answer questions, and contribute to group discussions. Students also supported one another when a group member experienced difficulty reading the text. Their active participation and willingness to communicate indicated a gradual increase in speaking confidence and engagement during English lessons.

The collaborative aspect of these sessions played a key role in boosting students' confidence in speaking. When students' felt supported by their peers, rather than standing alone in front of the class, they seemed more willing to take chances and to speak, which was one of the most noticeable changes observed across the four sessions.

Meeting 4: Find and Match

The learning activities in this meeting were conducted through a sequence of communicative tasks called "Find and Match." This meeting was primarily grounded in

CLT's principle of collaborative learning. students actively interacted with each other throughout the activities, using English to ask questions, share answers, and present their findings. The teacher also acted as a facilitator by monitoring group work and providing support when needed, rather than leading every part of the lesson. The goal of this meeting was to introduce descriptive text through interactive speaking and collaborative learning activities while encouraging students to communicate in English. Prior to the lesson, students had been introduced to simple vocabulary related to fashion and clothing, which served as scaffolding to support their participation in the activities.

The lesson began with an interactive warm up activity using a bingo worksheet. The purpose of this activity was to activate students' prior knowledge, encourage peer interaction, and create opportunities for students to use English in a meaningful context. Several prompts such as:

1. "Find someone who likes making dresses", and
2. "Find someone who likes horror movies."

The teacher instructed the students:

3. "Walk around the classroom and find classmates who match the descriptions. Ask them directly and write their names in the boxes."

Students moved around the classroom and interacted with their classmates by asking simple questions in English to complete their bingo cards (Figure 17). After completing the activity, one student voluntarily presented the completed bingo card in front of the class and shared the findings with classmates (Figure 18). Students responded enthusiastically to the activity and actively interacted with each other. The classroom situation became lively as students communicated with different classmates and used English more confidently than in previous meetings.

Name _____ Date _____



BINGO CHALLENGE

Find someone who..



Instructions

Walk around the classroom and ask your friends questions. Write their names in the boxes. Each box belongs to only one person.

Likes to cook _____	likes reading novels _____	likes horror movies _____	is taller than you _____
Has a pet _____	has traveled by plane _____	has the same favorite color as you _____	Prefers tea over coffee _____
loves matcha _____	has never drunk coffee _____	woke up before 6 a.m. today _____	likes to watch anime _____
has more than 3 siblings _____	Can sleep anywhere _____	have never eaten seblak _____	watch Korean dramas every day _____

Figure 18. Bingo Cards



Figure 20. Student Presentations

To connect the activity with the lesson topic, the teacher asked a guiding question:

4. “What comes to your mind if I say fashion boutique or fashion store?”

Several students responded by mentioning words such as:

5. “Clothes, cashier, etc.”

and other vocabulary about fashion. A brief explanation of the lesson focus was then provided before moving to the main activity. For the main activity, students were divided into seven groups consisting of five students. Each group received several pieces of descriptive text, pictures, and blank paper. The teacher gave the instruction:

6. “Read the descriptions, match them with the correct pictures, and arrange them on the paper.”

Students worked collaboratively to identify the characteristics described in the texts and match them with the appropriate images related to fashion boutiques and fashion stores (Figure 19). After completing the task, each group presented their answers and explained their reasons. The results were then discussed together to check students’ understanding and clarify any misconceptions.

The lesson continued with a short explanation of descriptive text, including its social function, generic structure, and the use of adjectives (Figure 20). To reinforce students’ understanding, an example of a descriptive text about “Kebaya” was displayed and discussed together. Students were then given another descriptive text about batik and asked to analyze its generic structure and identify the adjectives used in the text individually (*Figure 21*). The teacher monitored students’ work and provided support when needed. The lesson ended with a reflection. Students were asked:

7. “What did you learn about descriptive text today?”

Several students shared their answers before the teacher summarized the lesson and closed the class.

Students showed positive responses throughout the meeting. Compared to the earlier stages of the teaching practice, they appeared more confident in communicating with their classmates and participating in classroom discussions. During the bingo activity, students actively initiated conversations in English without hesitation. They also completed the group tasks more efficiently and demonstrated greater willingness to present their work. Several students volunteered to present their group results even before being invited by the teacher. These responses indicated a gradual increase in students' confidence and participation in English learning activities.

In the final session, the most significant change was the students' willingness to initiate conversations in English on their own, without being called or prompted by the teacher. Compared to the passive and hesitant participation observed at the beginning of the teaching practice, this change reflects the positive and gradual impact that CLT-based activities had on the students' confidence in speaking throughout the four sessions.



Figure 21. Students' Tasks



WHAT IS DESCRIPTIVE TEXT?

Descriptive text is text that aims to describe, explain, or depict something, someone, an object, an animal, a place, or anything else. This helps readers clearly understand and imagine what the author means.

STRUCTURE OF DESCRIPTIVE TEXT

1. Identification

Identification contains paragraphs that identify places, animals, people, objects, and other things that will be described.

For example:

“Borobudur is a Hindu-Buddhist temple. It was built in the ninth century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.”

Figure 22. Learning Material

Name: _____
 Class: XI DPB
 Highlight the structure of descriptive text based on the text below.

Everything you need to know about Batik



Batik is a traditional Indonesian fabric that comes from the island of Java. It has existed since the late 1800s and is still widely worn throughout Indonesia today. The word "batik" is believed to originate from the Javanese words *Banyak Titik*, which mean "many dots."

Batik has many types of motifs, each carrying its own meaning and symbolism. Some motifs were considered very special in the Javanese kingdoms and were not allowed to be used for daily wear. For example, the motifs Parang Rusak, Sawat Garuda, and Udan Liris were reserved only for the Sultan of Yogyakarta. Even the size of the motifs shows social rank, with larger motifs symbolizing a higher position in society.

Over time, batik patterns have changed. Influenced by the arrival of Islam, where pictures of animals and humans were not allowed, many designs began to use floral and geometric motifs instead. Today, batik is not only a piece of clothing but also a cultural identity of Indonesia.

Adjective
 Traditional
 larger
 special
 - widely
 - many
 - floral
 - geometric
 - cultural
 - late
 - higher

Figure 23. Students' Tasks

Teaching Innovation and Students' Response

The learning steps implemented in this best practice were aligned with the principles of *Communicative Language Teaching* as proposed by Richards (2006), which emphasize the use of language for meaningful communication. The activities were designed gradually, starting from simple interactive games, group discussions, role play, and oral presentation. In this practice, the teacher mainly acted as a facilitator by giving clear instructions, monitoring group work, and providing support when needed. Students are encouraged actively to use English in order to express ideas, respond to peers, and interact in real situations in the

classroom. Through repeated exposure to communicative tasks, students have more opportunities to speak without fear of making mistakes, which helps build their confidence in speaking English.

Students' response to the learning activities showed a positive change compared to the initial condition described in Chapter 1. At the beginning, many students were hesitant and lacked confidence when speaking English in front of others. However, after participating in communicative and student centered activities across several meetings, students became more willing to speak, both in group and individual presentations. Some students even volunteered to speak without being prompted. This indicates that the implementation of communicative learning activities was effective in reducing students' anxiety and strengthening their speaking confidence. Therefore, this best practice successfully addressed the identified gap by improving students' motivation and confidence to speak English in the classroom.

CHAPTER IV

REFLECTION

The following reflections capture my experience in implementing the Communicative Language Teaching (CLT) to support students' speaking confidence in the eleventh-grade Fashion Design and Production class at SMK Negeri 1 Depok, Sleman, Special Region of Yogyakarta. At the beginning of the teaching practice, several students were reluctant to speak English and tended to avoid oral tasks, even when they appeared to understand the material. However, as the course progressed, something began to change. Through communicative activities like ice breaking, fun games, role play, and short presentations, students gradually became more confident in expressing their ideas. By the final meetings, some students voluntarily spoke in front of the class without hesitation, showing increased confidence in using English. These changes indicate that students' speaking skills successfully improved, aligned with the principles of Communicative Language Teaching as proposed by Richards (2006), which emphasizes meaningful interaction, student centered learning, and the use of language for real communication.

Among the things that worked well, peer interaction stood out as one of the most powerful tools for building students' confidence. When students work in groups rather than performing in front of the whole class, they seem more relaxed, more willing to try, and keep trying. The structured flow of each lesson, from ice breaker to reflection sessions, also helps students adjust to each activity and complete speaking assignments without hesitation.

Throughout the process, adapting to student needs was an ongoing and important part of the teaching process throughout this best practice. These instructions are given slowly and broken down into smaller steps so that no one feels confused. Before undertaking any speaking task, students are always given a short time to gather their thoughts and prepare themselves, because asking someone to speak without prior knowledge actually brings out their best. During group

work activities, the teacher actively walks around the classroom to check on each group directly, offering gentle encouragement and support to those who need it most. To ensure that learning doesn't feel like a boring chore but rather something students genuinely want to engage in, a variety of fun and interactive activities are incorporated, such as online quizzes via Kahoot and Zep.Quiz, YouTube videos as supplementary materials, and exciting classroom games that get students moving and laughing. Maintaining a relaxed, warm, and judgment-free atmosphere has a real impact on students' willingness to open up and speak.

Nevertheless, this process is not without obstacles. Time management remains an everyday challenge. Some activities do take longer than expected, especially when students need additional support or when the classroom atmosphere needs to be revitalized. Students' levels of confidence also varied significantly from one student to another. While many showed tangible progress, others remained cautious and needed more encouragement to feel ready to participate.

Overall, this best practice addressed the gap identified in Chapter 1 regarding students' low speaking confidence. The experience highlights the importance of communicative and interactive learning in enhancing students' motivation and confidence, and it provides valuable insights for improving future teaching practices. For other teachers working in similar vocational education settings, creating an environment where students feel safe, supported, and truly engaged may be the most important foundation for building their confidence in speaking. Moving forward, integrating speaking activities with students' expertise can make English feel more relevant and less intimidating. In a Fashion Design and Production class, for example, activities such as describing sketches, sharing the story behind a design, or presenting a mood board orally can turn something students already enjoy into a natural reason to speak English. Drawing and coloring activities can also serve as a creative and low-pressure starting point; students can draw a scene or character from a narrative text,

then describe it or present it to their classmates, thereby combining their artistic talents with meaningful language practice.

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