

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations made in this study through the synthesis of major findings from the analysis related to teachers' beliefs of Communicative Language Teaching (CLT) as well as their classroom implementation of CLT, together with the limitations of this study as well. The chapter refers to the findings in relation to this current question in order to achieve a clear perspective of how CLT had been applied in practice according to their beliefs towards this particular classroom implementation of CLT, while bearing in mind contextual factors in order to improve EFL classes in Indonesia in accordance with CLT in practice. By this mean, this chapter proposes CLT to be dynamic in classroom implementation in Indonesia EFL settings.

5.1 Conclusion

The conclusion of this study synthesizes the essential outcomes derived from both the analysis of teachers' beliefs and their enactment of classroom practices related Communicative Language Teaching (CLT). Being a final part, it combines how the beliefs of the teachers underly their enactments based on these CLT components; meaning- focused instruction, target language exposure, active student engagement, authentic language use, contextualized learning, learner-centeredness, and task-based activity are enacted into their real teaching practices. It also revisits the research questions to answer them in depth underpinned by the evidence gathered through video observation of the classroom practices. By bridging the theoretical and practical gap, in general terms this conclusion emphasises teachers' deep beliefs underpinning their teaching practice, how they manage classroom activity maintaining a tension between an 'ideological' CLT perspective against contextual factors such as learner needs at different proficiency levels

of English competences/class size. Lastly, it considers the dynamic, responsive nature of CLT implementation in EFL settings and reveals that when teacher training is successful in helping teachers to implement communicative; interactive and learner-centred approaches which develop both linguistic and communicative competence authentically.

The first finding of the study indicates that the beliefs of the five in-service EFL teachers of the Teacher Professional Educational Program (TPEP) aligned with the seven components of Communicative Language Teaching (CLT). The teachers all appreciated meaning-focused instruction, they believed that language grew out through experiential life and personal interest rather than abstract grammatical exercises. Their target language input reflected a balance between the use of English and translanguaging to facilitate understanding, reduce anxiety, and created connections between linguistic and cultural knowledge. Active engagement of the students was emphasized in all classes, where they were doing something, interacting with one another or thinking about learning, and mistakes were a natural part of achieving fluency. Similarly, their methods were to teach real language use and contexts-based learning that included real-life topics, local culture, content integration make English purposeful and significant. Results also suggest that learning needs to be learner-centered, with teacher support for autonomation, emotional comfort and co-participation. Task-based language teaching is now widely regarded as pedagogic methodology and the current EFL curriculum in classroom practice where learners used English to achieve some objectives which constituted a set of necessary competencies for meaningful communication. In general, these beliefs suggest a synthesised conceptualization of CLT as an evolving student-centered and context-bound pedagogy that fosters linguistic skills and communicative competence.

For the second findings, the study concludes the teachers enacted their classroom

practices related to CLT into a variety of pedagogical practices that focused on

communication, interaction, and learner engagement. They prioritized the meaning-focused instruction, encouraging students to express ideas freely through class presentations and using authentic materials with authentic language use. Students were allowed to use language for authentic communication more than merely practice grammar

forms in isolation in their learning—a sign of the teachers' appreciation of language as a tool for interaction. Moreover, teachers almost always put learners into pairs or groups to work together, negotiate meaning, and become fluent—signs of the learner-centeredness that become core values of CLT. However, there were some activities of their enactments not always fully aligned with CLT, such as explicit grammar explanation, certain opening and closing prayers, checking students' attendance, singing the national anthem, and textbook-based interactions. Teachers sometimes were restricted by these to taking traditional or teacher-centered teaching approaches with a focus on accuracy rather than fluency. Despite these challenges, teachers still attempted to find a balance between communicative practice and structural practice, showing an adaptive approach in the implementation of CLT principles within their classroom practice environment. The findings in general indicate that although teachers focus on developing student communicative competence, their classroom practices testified to a balance between ideal CLT principles and classroom realities, resulting in a contextually adapted form of CLT implementation.

In relation to the research questions, the results present clear answers. On the one hand, according to the underlying beliefs of teachers, the research indicates that all five teachers value meaning negotiation, authentic communication or language use, contextual relevance, and student autonomy, which is in good alignment with the theoretical foundations of CLT and posits that effective language teaching should facilitate authentic and meaningful interactions in the classroom (Belaid & Murray, 2015; Akbari & Razavi,

2015). Second, turning to the actual practice of teaching, classroom observations supported the fact that these beliefs were actualized in practice with specific strategies like group work, role-plays, real-world tasks, and cultural integration. When the more traditional methods, such as grammar explanation methods or use of drills, still existed, and textbook-based lesson, they were often put within meaningful contexts and thus retained communicative purpose. Overall, these results indicate that the teachers not only held beliefs that were theoretically consistent with CLT but also successfully implemented them into practice. They have shown that professional development, combined with contextual adaptation, can help CLT develop an EFL classroom.

5.2 Recommendations

According to the findings of this research, the major practice, policy, and research direction is how to enhance the implementation of Communicative Language Teaching (CLT). The beliefs and practices of the teacher play a significant role when it comes to shaping the communicative competence of the learners. This underscores the urgent need for practical recommendations. One must provide suggestions that can help teachers, curriculum developers, and prospective researchers. The target for teachers is to implement more authentic, task-based, and socially embedded activities to engage learners. Policymakers and curriculum developers must be encouraged to maintain the principles of CLT but allow local variation and greater professional development opportunities. Finally, further studies need to focus on other contexts with possibly longer assessments. The recommendations help make CLT practices work better by enhancing the learning of English.

5.2.1 For English Teachers in Indonesia

Since these approaches have been found to lessen student passivity and improve

communicative competence, program development should continue to be shaped around authentic, meaning-oriented, and task-based activities. Personal life events, hobbies, and daily activities are a few of the everyday experiences in students' lives that may be integrated into classroom practice to promote relevance and motivation. In the interim, it should be taken as a caution that teachers do not use translanguaging as a crutch but rather scaffold the language of instruction solely on support for one target language at the center of instruction. Programs for professional development should be more reflective and offer a critical examination of educators, with a focus on how teachers apply their values to their teaching methods.

Besides the positive sides of translanguaging, when applied strategically, alternating between the target language (TL) and the first language (L1) allows learners to negotiate meaning, internalize complex TL structures (Lee & VanPatten, 2019), and develop metalinguistic awareness. However, in these classes, overuse of the first language (L1)—as was evident in Aline's class whenever she switched between English and Indonesian—reduced input for target language (TL) exposure and impaired second-language authentic communication; such a pattern occurred in all other four classes as well. This discrepancy is in opposition to one of the fundamental assumptions in CLT that meaningful TL use contributes to learner fluency and communicative ability. Although translanguaging can be a useful tool, excessive use of such a strategy might hinder learners' TL development. Hence, the teachers need to consider the use of appropriate proportions between the target language (TL) and L1 since it promotes students' fluency, which also becomes the CLT goal as well as national curriculum expectation.

Based on these findings both national curricula should still suggest for CLT but take local interpretation of this into account. Policies that support the production of instruction materials that are sensitive to local context while drawing upon the students' own

cultural references and understanding, is one way to address this as well as more resources given for teachers' professional development. Moreover, it is also possible to facilitate educators' collaboration at institution level rather than just within a certain theoretical perspective in order to create an environment that fosters a collaborative learning culture in which educators share their best practices of applying CLT across different educational settings.

5.2.2 For Future Research

This study suggests that further research may inquire about Communicative Language Teaching (CLT) can be comprehensively incorporated into the Indonesian Merdeka Curriculum especially at the primary level which English increasingly recognized as a foundational subject, even though it is not consistently integrated yet. To the extent that communicative competence is a goal of national EFL learning policy, more research may be in order to develop and evaluate CLT compatible teaching models, materials, and tests for young learners. Such studies may possibly address how CLT and its values – real communication, task-based interaction, target language use, as well as learner-centeredness can be modified to suit the children's developmental levels of growth.

Such study could be carried out using a mixed methods research where experimental classes as well teacher development modules and a creative development of learning materials is a feature. Further investigation should be conducted to examine the effects of teachers' beliefs, classroom readiness, and professional development on their capability for CLT implementation in lower grades, and how parental support, bilingual setting and culture environment affect children's communicative competence. The results of this research would be a valuable outline for the national curriculum for policy makers, as well as material and guideline developers and primary school teachers

to make CLT-based English learning at the elementary level more feasible, contextualized, and sustainable within the national curriculum.

This study also suggests for the positive alignment of teacher beliefs and classroom practice with the concepts of Communicative Language Teaching (CLT) has a significant impact on creating a more interactive and authentic learning context in English. When teaching beliefs are aligned with CLT values—e.g., prioritizing effective communication, contextual learning, and learner-centered interaction—students are more likely to develop functional communicative competence. This alignment ensures classroom practice goes beyond grammar and vocabulary exercises to engage authentic language use that reflects the learners' social and cultural contexts. In addition, the intentional follow-through of CLT-informed practices ensures learners can communicate effectively and suitably in various communicative settings. Therefore, the findings of the current study reveal the importance of reconciling teachers' pedagogic beliefs with CLT-oriented methods, as such harmony can also serve as a sound resource for further pedagogical development and policy-making in enhancing English language acquisition.

5.3 Limitations

This study may contribute to understanding the beliefs and classroom practice of five in-service EFL teachers but it does have some limitations which are worth to be mentioned. To start with, the sample was not big; it just included five in-service teachers of one development program. Results may show some acceptable patterns; however, these patterns are not extrapolated to all the EFL teachers in the whole of Indonesia or elsewhere. The author would have liked to use a larger and more varied sample and thus contribute greater perspectives and greater validity. Second, the study focused only on the recorded videos of EFL classroom practice in a teacher professional development

program and ignored other aspects. Focusing solely on components or constructs does not take into account other potential important contributors to CLT effective implementation such as institutions' culture, resources available in schools, students' perceptions, among others. The study employed qualitative analysis and classroom observation as the primary study method while it is an authorized method to procure detailed information; data obtained may be skewed, and researcher may impact the outcome. The range of perspectives explored is made even narrower due to the lack of other method, such as interviews and questionnaire or surveys. In the end, we need to take into account that the research took place under a specific educational and cultural setting, which may influence the understanding and implementation of CLT principles within other settings.

Another limitation is related to how the study analyzed teachers' employment of translanguaging in terms of the balance between L1 and target language use in instruction. While evidence suggests that overuse of L1 may limit the amount of English that students are exposed to, there are no systematic or quantitative measurements made in this paper (especially in the counting of words). Instead, decisions were made through qualitative reading of classroom interactions and transcriptions, which could have contributed to a degree of subjectivity when assessing whether teachers adhered to the optimum L1 and English balance. Therefore, the findings in regard to "too much" L1 access must be read critically, as they are based on observer's perceptions of gaining access rather than empirical measures. More delicate analytic apparatus in future research would be beneficial to go a step further in ascertaining how translanguaging practices correspond or contrast with CLT values more accurately and reliably.

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