

**TEACHERS' UNDERSTANDING OF COMMUNICATIVE
LANGUAGE TEACHING AT SMK AL HIKMAH KALIREJO**

By

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ABSTRACT

TEACHERS' UNDERSTANDING OF COMMUNICATIVE LANGUAGE TEACHING AT SMK AL HIKMAH KALIREJO

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This study aimed to explore the understanding of English teachers at SMK AL Hikmah Kalirejo Central Lampung regarding Communicative Language Teaching (CLT) and differentiated instruction. The data were collected through questionnaires. This study used a qualitative approach with content analysis. The research found that 100% of the teachers agreed on the importance of student-centered learning, collaborative activities, and adapting instruction to meet students' needs, aligning with CLT and differentiated instruction principles. However, there were points of divergence regarding the emphasis on fluency versus accuracy parameters. While 60% of the teachers believed explicit grammar instruction was important for understanding context, 40% disagreed, citing that it could make students less confident in practicing English.

The study highlights the need for further research into the implications of different instructional emphases on student language development and classroom practices. The findings contribute to the existing body of research on language teachers' beliefs and practices, providing a comprehensive understanding of their perspectives on key issues in language teaching and learning.

Keywords: CLT (communicative language teaching), and Teachers' Understanding.

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**:TEACHERS' UNDERSTANDING OF
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TEACHING AT SMK AL HIKMAH
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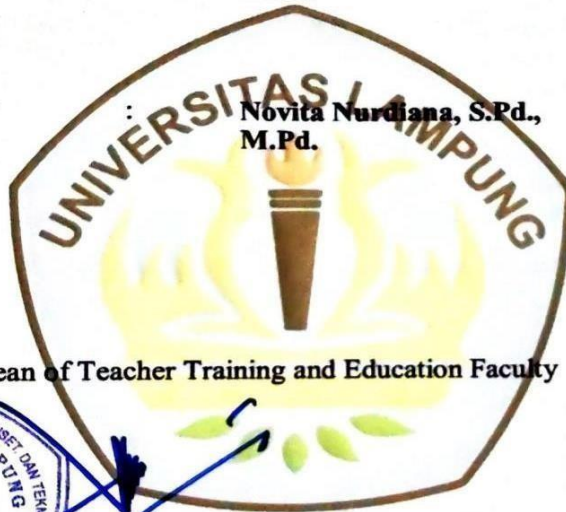
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Menyatakan bahwas kripsi yang saya ajukan ini adalah hasil karya saya sendiri dan tidak memuat hasil karya orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dalam menulis skripsi ini.

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CURRICULUM VITAE

Dimas Arya Nanda Maulanaor can be called Dimas, was born on July 7, 1998, in Way Jepara, East Lampung. He is the second child from his parents, Toyib and Niswatun and an elder sister (Selvy Wulan Khoirunnisa). He started elementary education at SD YPMM West Tanjung Jabung, Jambi and finished it in 2010. After that, he continued at SMP Integral MinhajuthThullabWay Jepara for junior high school education and finished it in 2013. In addition, in 2016, he finished his study at SMK Penerbangan Lampung. In 2017, he was accepted as a student in the English Education Study Program of Lampung University.

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MOTTO

*So be patient like those who have the steadfastness of the apostles who
have been patient*

(QS. Al-Ahqaf: 35)

So indeed with difficulty there is ease, indeed with difficulty there is ease

(QS. Al-Insyiroh: 5-6)

DEDICATION

To my parents, Mr. Toyiband Mrs. Niswatun

To my beloved sister, Selvy Wulan Khoirunnisa

*To my best friend since Senior High School in my up and down, Adi
YudhaAngga, Aditand my college friends who support me.*

To my beloved fiancé, Putri Setya Ningsih

*All awesome teachers who give their motivation and encouragement for
my educational life.*

The big family of English Education Department

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The Writer

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CHAPTER I

INTRODUCTION

English is a globally prominent language, utilized extensively across various sectors including technology, science, and business. Its significance is profound, particularly in fostering knowledge, cultural exchange, and international relations among nations. In today's interconnected world, proficiency in English is crucial for effective communication across educational, professional, and social spheres, ultimately contributing to a successful and well-rounded life.

1.1 Background of the Research

In the learning process, the role of the teacher is very important because the success of learning is very much determined by the Teachers' way of teaching. In English language learning, it has long been recommended to use a communicative learning approach (communicative languageteaching=CLT).

Communicative language learning (communicative language teaching) is language learning that allows students to have adequate opportunities to develop language and demonstrate in language activities both productive and receptive activities in accordance with real situations, not artificial situations that are separated from the context (Richards and Rodgers, 2004).

Regarding communicative language teaching (CLT), a lot of research has been carried out using various learning techniques, such as; Role play, Think-pair-share (TPS), Content and Language Integrated Learning (CLIL), Three- Step Interview (TPS), mind mapping (MM), Roundtable, Task-Based language Teaching (TBLT), etc. However, Mobaraki& Aminzadeh (2012)

say that teachers need to use eclectic methods, namely modifying the techniques used on the grounds that no single technique is perfect for all the learning objectives set. Therefore, teachers need to sort and modify them according to the character and situation of the students being taught, but the basic principles of each technique need to be applied. In this approach, the principles of communicative language teaching (CLT) as stated by language learning experts (Littlewood (1981), Larsen-Freeman, D. (2000); Brown, (2001); Richards, (2006); and acquisition experts Language (Swain (1985), Swain and Lapkin (1995), and Ellis (1991, 2001) can be fulfilled. In other words, a pleasant situation is created and the opportunity for learners to use language as well as the development of the quality of the learner's language (Jin, 2008).

As stated by Burden (1997), Harste & Burke (1977), Richards & Rodgers (2001), and Kuzborska (2011), teachers' beliefs regarding language learning will have an impact on learning activities in the classroom. Furthermore, Richards, J.C. (2006) said that learning English in Japan places more emphasis on grammar because the Japanese government's policy in national examinations in Japan focuses on grammar and. Apart from that, Humphries, S. & Burns, A. (2015) said that the ability of teachers also determines the success of this CLT.

SMK Al Hikmah Kalirejo is one of prestigious school located in Kalirejo, where proficiency in English is considered a valuable asset for students. The school's emphasis on English language skills highlights the importance of effective teaching methods. One such method is Communicative Language Teaching (CLT), which is frequently employed by English teachers at the school. However, the teachers' understanding of CLT and its implementation in the classroom remain unclear.

The school's focus on English language skills is crucial for students to succeed in their future academic and professional endeavours. English is a global language, and proficiency in it can open doors to new opportunities and enhance career prospects. Moreover, the school's emphasis on English

language skills reflects the growing importance of international communication and collaboration in today's interconnected world.

Despite the significance of English language skills, the teachers' understanding of CLT and its implementation in the classroom are unclear. This lack of clarity can lead to ineffective teaching methods, which may hinder students' language development and limit their opportunities for success.

To address this issue, this study aims to investigate the perspectives of English language teachers at SMK Al Hikmah Kalirejo on the principles of Communicative Language Teaching (CLT) and differentiated instruction. The study will explore the teachers' understanding of CLT, its implementation in the classroom, and the challenges they face in teaching English effectively.

This study employed a qualitative approach, using semi-structured interviews and observations to gather data from the English language teachers. The data will be analyzed using thematic analysis, and the findings will be presented in a report.

In this regard, information about teachers' understanding of learning English as a foreign language in Indonesia needs to be explored in more depth. Kagan (1992) says that *understanding* a person will influence his decision to determine the techniques he uses in student activities in learning. In line with this, Richards and Rodgers (2001), and Kuzborska (2011) state that *understanding* regarding language learning will have an impact on learning activities. Associated with *understanding* This has been carried out in several studies, for example Kuzborska (2011) in Japan and Li (2012) in China. As far as researchers know, there has been no related research in Indonesia.

1.2 Research Question

By referring to the concept above and statements about its importance in understanding of English teachers in learning English, the problem of this

research is; What is the understanding of English teachers in communicative language teaching?

1.3Objective of the Research

The research objective is to obtain in-depth information about Teachers' understanding about CLT (*Communicative Language Teaching*).

1.4Uses of the Research

This study will provide theoretical and practical benefits concerning the research questions. The usefulness of the research is as follows:

1. Theoretical benefits

a. For Researcher

This study endeavours to investigate the extent of comprehension of English teachers at SMK Al Hikmah Kalirejo regarding the principles and practices of Communicative Language Teaching (CLT) methodologies.

a. For Teacher

This study seeks to examine the interplay between teachers' knowledge and skills, and their subsequent influence on the teaching and learning process, with a particular focus on the resultant impact on student learning outcomes.

2. Practical benefits

a. For Researcher

The primary objective of this study is to investigate the efficacy of Communicative Language Teaching (CLT) by examining its impact on language learning outcomes and identifying the advantages of this methodology.

b. For other researcher

The outcomes of this study are anticipated to enrich the scholarly discourse on Communicative Language Teaching (CLT) and offer a

valuable resource for researchers who may be interested in investigating similar theoretical paradigms.

1.5 Scope of the Research

This study employed a qualitative research methodology with content analysis techniques at SMK AL HIKMAH Kalirejo in Central Lampung. Specifically, the research utilized a sample of five English teachers. The investigation focused on teachers' understanding of Communicative Language Teaching (CLT), which was assessed through the administration of 10 open-ended statements. Additionally, a 10-item open-ended questionnaire was used to gather teachers' responses. The following sections will discuss the key aspects of this research in more detail.

1.6 Terms of the Research

To avoid mistakes and misperception of terms, the researcher provides an elaboration on these related terms as follows:

1. Teachers' understanding

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. UU No. 16 Year 2005 on Teachers and Lecturers (Article 1) states that: "The teacher is a professional education with the primary task of educating, teaching, guiding, directing, train, assess and evaluate learners in formal education, in primary education and secondary education". The teacher is a figure of the greatest role in determining the quality of learning in an educational institution called school. Teachers are the most important component in the event education of students. As good as any educational program contained in the curriculum

without the role of teachers who cultivate into material that can be understood, it will not mean anything for learners. According to Ngalim (2003:84) Teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students. He said a relatively permanent change in behaviour that occurs in a result of training or experience. Teachers in the educational context have a large role. Educating future seeds, a teacher needs specific abilities so that learning objectives can be realized effectively and optimally. The most ideal educator is an educator with professional competence who is well educated and trained, and has rich experience in his field. Being educated and trained means not only having formal education, but also having pedagogical competence, namely mastering educational strategies/techniques, having knowledge about how to educate, as well as making activity plans (for one year, weekly and daily) and knowledge about health, and being able to organizing classes.

In English language learning, Benjamin S. Bloom (1956), defines understanding as a person's ability to understand or understand something after that something is known and remembered. In other words, understanding is knowing about something and being able to see it from various aspects. A person is said to understand something if he can provide an explanation or provide a more detailed description of it using his own words. Meanwhile, according to Bloom (in Dimiyati 2006:202): Comprehension is the ability to understand and understand the material being taught, as well as the ability to apply this knowledge in different situations.

2. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) approach comes with an idea that is in line with that viewpoint. Richards (2001) defines CLT as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. Littlewood (1981) explains that one of the most characteristic features of communicative language

teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. Communicative Language Teaching (CLT) focuses on students' interaction with the teacher and other students as a means of creating language skills in a target language.

In CLT, classroom activities should facilitate learners to be actively involved in the learning process so that they get more target language exposure by practicing the language learned. As stated by Alharbi (2020), CLT becomes an approach focused on student-centered and aims to improve listening, reading, writing, and speaking skills, while at the same time enhancing students' understanding of cultures and helping them advance the target language for everyday use. One of the misconceptions about CLT is that it can only be applied to improve speaking skills. In fact, it might be used to teach writing as well as the other two skills. As Savignon (2003) states that the principles of communicative language learning may be equally applied in teaching English toward reading and writing. It is not merely about teaching English for oral communication. Therefore, it is clear that any English teacher should treat the teaching of writing with the same intention as in teaching speaking skill, so that the goal of the English teaching as a whole can be achieved.

This chapter discusses the research background, research questions, objectives of the research, scope, and the terms of the research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theory concerning the research variable underlying the research. It is presented in ten headings: the concept of teachers understanding about CLT, and other theories related to the topic of this research.

2.1 The Definition of Teachers' Understanding

Teachers are the main support in the learning process. A teacher must have the ability to understand what he will do with his students in learning activities. Therefore, the importance of the ability to understand what strategy to use is very important to the learning stage. According to Daryanto (2018): Teachers must understand and be skilled in planning, both planning the goals and competencies to be achieved and planning the learning process. The concept of understanding is a fundamental one for education . . . it deserves more attention than it has received. (Nickerson, 1985, p. 235). Educators virtually always have "understanding" as a basic goal of their teaching. In spite of the clarity of the goal, ways to help our students realize this end are elusive (Nickerson, 1985). While understanding can be a product, as suggested above, it is also a "process of becoming aware of the relationship between things and their meaning" (Evans, 1978, p. 390). As a learning process it is considered to involve "comprehending" or "grasping", processes by which persons come to "know" about their world and themselves.

2.1.1 Professional Competence

Professional competence is a Teacher's ability to manage the teaching and learning process. Classroom management, mastery of the subject matter, teaching strategies, and teaching media support the ability to drive

learning. These skills are technical and directly relate to a Teachers' performance. Some indicators of Professional Competence for teachers include Mastery of the subject matter taught, structure, concepts, and knowledge framework. Mastery of the subject's Competency Standards (SK), Basic Competencies (KD), and learning objectives.

The competencies or ability of a teacher is very important pillar in determining whether or not a Teacher's professional performance is good. Teachers have an important role in learning, because teachers have direct involvement with students in teaching and learning process. The teacher must create a conducive atmosphere so that students are willing to be fully involved in learning activities. Teacher competence is defined as "context-specific, cognitive performance dispositions that are functionally responsive to situations and demands in certain domains" (Kaiser & König, 2019). Meanwhile, teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme (Houston, 1987 cited in 1).

As a result, teachers can guide all their students to achieve the competency standards set in the National Education Standards.

2.2 The Definition of Communicative Language Teaching

Communicative Language Teaching (CLT) is one of teaching approaches that starts from a theory of language as communication then formulated into a design of an instructional system, materials, classroom activities and technique, and for teacher and learner roles (Richard and Rodgers, 2001). This approach involves developing language proficiency through interactions inserted in meaningful contexts. Brandl (2008) defined that CLT is based on the theory that the primary function of a language is to use it in

communication. Liao (2000) stated CLT views a language as a functional system. CLT emphasizes the activity through interaction and communication rather than memorization (Toro et al, 2019). From the explanations of the theories above, it can be concluded that the Communicative Language Teaching (CLT) is an approach that mainly focuses on learning the language through communication. Communicative Language Teaching also has some principles as follows (Richards and Rodgers, 2001):

1. Language Teaching engages the learners in real life situations and real communication in the classroom for example role-play, simulation, telling story, discussion, presentation, group work, information gap, and games so that they can understand how to communicate and use the language in the real world.
2. Authentic and meaningful communication should be the goal of classroom activities. Authentic means provide the students with “real-life” materials. These might include language-based realia, such as signs, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as outline, maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises.
3. CLT emphasizes cooperative tasks rather than individualistic tasks for the students.
4. CLT believes that communication is the fundamental objective of language and the learners need to develop all the skills of language.
5. Learning is a process of creative construction and involves trial and error. It offers opportunities to join in teacher-students and students-students interactions in the classroom.

It has been mentioned earlier that CLT promotes students' active learning by meaningful interactions and the teacher can focus on encouraging the students to participate in group work. Meaningful interaction is the communication among language learners that focuses on the message they want to convey instead of the form (Young, 1988). Jeyasala (2014) claims that EFL teachers need to provide students with spaces to interact with others to enhance their abilities to use the language. Krashen & Terrell (1983) added that when the teacher wants his or her students to acquire a second language, teacher needs to provide them with comprehensible input and natural communication chances in a psychologically nonthreatening ambience. In light of CLT, students should participate in classroom activities collaboratively rather than individually. In this situation, students feel more comfortable listening to their friends rather than relying on the teacher as the model. On the other hand, teachers should function as facilitators and monitors, then as models for accurate speech and writing, holding students accountable for producing numerous sentences without errors. By becoming a facilitator for language learning, the instructor acquires a different attitude regarding learners' errors. Teachers do scaffolding in order to help students produce output where they may still have difficulties in writing or give corrections with a supportive and positive attitude.

The classroom activities in communicative language teaching are unlimited, provided that such exercises enable learners to engage learners in communication and attain the communicative objectives (Richard and Rodgers, 2001). The teacher should make problem solving activities for example information gaps in order to make the students have a lot of interactions in the classroom (Firiady, 2018). Information gap is when one side of the communication does know about something and the other shares the information with it through communication. In this case, the students have the choice to use different forms to express the same function they intend to convey in their communication. On the other side, the students give feedback to each other and this way learning takes place. The students had very few

chances to use information gaps and knowledge sharing. With those interactions, students can develop their own learning to master writing skill. Interaction plays an important role in language learning since it gives the students the opportunity to practice and use the language (Toro et al, 2019). It also can give benefits for students to expose the ideas of a text by emphasizing on the cooperative tasks rather than individualistic tasks in the learning process (Richard and Rodgers, 2001). For this reason, it is necessary to find effective ways to adapt English teaching using pair or group work activities. Abe (2013) also claims that information gap activities, collaboration development, and discussions are useful in classrooms where the CLT approach is applied. Here are some information gap activities that can be implemented in teaching and learning process in the classroom (Harmer, 2004; Legutke and Thomas, 1991):

- Role-play a character/person
 - a) The students are divided into pairs.
 - b) Student A is given a card that contains a character/person. Student A will read the information about that person and try to introduce herself/himself to others as that character.
 - c) Student B tries to guess the character or person by asking some questions to student A in the form of Yes/No questions. Student A must give the information by answering the questions.
- Reassembling a text
 - a) The class is divided into four sub-group. Each sub-group is given a descriptive text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
 - b) Each individual in the sub-group reads a piece of the text and try to write the text in their own notebook. After that, they try to shares the information from the text to others. From this collective information, they try to sequence the paragraphs and thus reassemble the text.
- Describe and Draw
 - a) The students are divided into pairs.
 - b) Two students in which each of them has different task, one as the instructor who describes the original picture to his/her partner, and the

other one act as the artist who draws the picture based on his/her partner instruction.

CHAPTER III

RESEARCH METHODS

To answer the research question, the research method must be thoroughly implemented. The chapter consists of research design, the research variable, population and sample, research instrument, research procedure, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

This research method is qualitative with content analysis techniques. Krippendorff (1991) stated that content analysis should be implemented and justified in relation to the context of the data. The data of this study are the written responses of the teachers linked to the questions or statements given by the researcher. The procedure carried out is an inductive procedure, that is, the data that has been obtained through the questionnaire is read repeatedly and then classified into the classification that has been set beforehand. This is done to gain a deep understanding of the Teachers' perception in communicative learning.

According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The process of research involves emerging questions and procedures; collecting data in the participants setting; analysing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure.

From that statement above the qualitative methods used to help the writer in describing the data. The result of the analysis will form description of the investigation that has been carried out through observations of the individual

or group. The qualitative methods especially describing is the best way to help the writer to analyse the data.

3.1.1 Steps of Content Analysis

As accounts of what the components do must also serve as instructions for replicating them elsewhere, each component has a descriptive and an operational state:

- *Unitizing*

The process of breaking down a larger text or data into smaller, manageable units that can be analyzed and coded. This process is crucial in content analysis as it allows researchers to identify and isolate specific themes, concepts, or patterns within the data.

- *Sampling*

The process of limiting data to manage subset of units that is statistically or conceptually representative of the set of all possible units, the population or universe of interest.

- *Recording/coding*: relying on coding instructions

Recording/coding units are units that are distinguished for separate description, transcription, recording, or coding. Whereas sampling units are distinguished for inclusion in or exclusion from an analysis, ideally in a way that acknowledges natural boundaries, recording units are distinguished to be separately described or categorized. Holsti (1969), relying on the image of categorization, defines a recording unit as "the specific segment of content that is characterized by placing it in a given category".

- *Reducing*

The process of simplifying the data by focusing on specific aspects or patterns. This involves identifying and isolating the most relevant information from the original data, which can be done through various methods such as coding, categorizing, or summarizing. The goal of reducing is to make the data more manageable and easier to analyse, while still maintaining the essential information needed for the research.

- *Inferring*

The process of analysing the data and drawing conclusions about the observed data. This involves identifying patterns, themes, or relationships within the data and using these findings to make inferences about the broader context

- *Narrating*

The process to presents the findings and results of the analysis to the final stage of the research process. Which includes summarizing the key points, themes, or patterns that emerged from the data. The goal of narrating is to effectively communicate the findings to the audience, making it easy to understand the insights gained from the analysis.

3.2 Participants

McFadyen & Rankin(2016), define the concept of participants in qualitative research is closely tied to the idea of building trust with participants. This involves ensuring that participants feel their experiences and thoughts are being accurately captured and that they have a say in the research process. In this case, the researcher selected 5 English teachers at SMK Al Hikmah Kalirejo. The participant was taken by using purposive sampling technique.

3.3. Research Instrument

The research instrument to get the data is 10 open ended questions for 5 English teachers at SMK Al Hikmah Kalirejo. The questionnaire was conducted via email and WhatsApp. The questionnaire was used to comprehend their understanding of Communicative Language Teaching.

3.3.1 Open-ended Questions

According to Nunan, D. (1989), open-ended questions are those that allow for multiple possible answers, encouraging participants to express and elaborate upon their thoughts and provide rationales for their thoughts.

Open-ended questions are a powerful tool for gathering information and insights from participants in research studies. These questions are designed to encourage participants to share their thoughts, opinions, and experiences in a detailed and nuanced manner. Unlike closed-ended questions, which can be answered with a simple "yes" or "no" or a specific choice from a list, open-ended questions invite participants to provide more extensive and thoughtful responses.

3.4 Validity of The Instrument

3.4.1 Face Validity

Face validity is of significant importance as it represents the initial, straightforward assessment of the overall validity of a test or technique. It serves as a preliminary step in gauging the quality of research and can swiftly identify inadequacies (Bhandari, 2022). In

this study face validity refers to whether the methods and instrument used in the study seem to accurately measure the teachers' understanding of Communicative Language Teaching (CLT).

In this study, face validity is crucial because it ensures that the methods and instruments used are relevant and suitable for the research purpose. The study uses questionnaires to assess teachers' understanding of CLT. The face validity of these methods is important because it ensures that they accurately capture the teachers' perspectives and experiences with CLT

3.4.2 Content Validity

According to Rusticus (2014). Content validity refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. This type of validity is crucial in ensuring that the instrument accurately captures the essential aspects of the construct, thereby providing reliable and meaningful results.

In this study, the measures used to assess teachers' understanding of CLT is survey. The survey was designed to assess English teachers at SMK Al Hikmah Kalirejo concerning their knowledge and attitudes towards CLT, while the interviews and observations were used to gather more detailed information about their understanding and implementation of CLT in the classroom.

3.5. Reliability of The Instruments

In the most general terms, reliability is the extent to which data can be trusted to represent the phenomena of interest rather than spurious ones. From the

perspective of interpretation theory, reliability means that the members of a scientific community agree on talking about the same phenomena (Krippendorff, 2008).

In this study, ten questions of open ended questionnaire are cover the essential aspects of CLT, including student-centered learning, fluency, and accuracy, ensuring that they accurately measure the teachers' understanding of CLT. So the instruments are relevant and suitable for the research purpose, ensuring that they accurately capture the teachers' understanding of CLT.

3.6 Data Collection and Analysis

To collect the data, the researcher did several steps to do. Here were the phases:

1. Questioning

There are 10 open ended questions were given to the 5 English teachers at SMK AL HIKMAH Kalirejo.

2. Collecting the data

The researcher collected the questionnaire were given to the participants in the form of written responses.

3. Data analysis

The collected data were analyzed by the researcher involve calculating, percentages, and the reason behind the answers to identify patterns in the data.

4. Interpretation

The final phase involves interpreting the results of the analysis. This involves drawing conclusions about the data were collected and identifying any significant patterns that emerged from the analysis.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study explored English language teachers' perspectives on Communicative Language Teaching (CLT) and differentiated instruction. The findings highlighted both areas of consensus and divergence in their views, with teachers agreeing on the importance of student-centered learning, collaborative activities, and adapting instruction to meet students' needs. However, there were points of divergence regarding the emphasis on fluency versus accuracy and the role of explicit grammar instruction.

5.2 Suggestions

The study's findings reflect the ongoing debates in the field of second language acquisition and highlight the complexity of determining optimal instructional approaches. To further investigate these issues, it is recommended that researchers conduct studies on the specific strategies instructors use to implement student-centered learning, collaborative activities, and differentiated instruction. Additionally, teacher education programs should focus on pedagogically sound instructional methods.

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