

## **Integrating Traditional Instruction and Communicative Language Teaching in Teaching English at SMAN 6 Pekanbaru**

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### **Abstract**

*This study aims to explore how traditional instruction and CLT are integrated in English teaching at SMAN 6 Pekanbaru using a descriptive qualitative approach. Data were collected through interviews with three English teachers and document analysis of lesson plans and teaching materials. The findings revealed that teachers at SMAN 6 Pekanbaru have begun to integrate CLT into lessons that were previously dominated by traditional methods. Communicative activities such as group discussions and role-plays are implemented alongside grammar instruction. This integration has led to improved student motivation, participation, and communicative competence. However, challenges remain, including large class sizes, limited resources, and varied teacher understanding of CLT. Despite these obstacles, the integration creates a more balanced and effective English learning environment.*

### **Keywords:**

Integrating,  
Traditional Instruction,  
Communicative,  
Language Teaching

### **Abstrak**

Penelitian ini bertujuan mengeksplorasi bagaimana integrasi antara pembelajaran tradisional dan CLT diterapkan dalam pembelajaran Bahasa Inggris di SMAN 6 Pekanbaru dengan menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara dengan tiga guru Bahasa Inggris dan analisis dokumen RPP serta materi ajar. Hasil penelitian menunjukkan bahwa guru-guru di SMAN 6 Pekanbaru telah mulai mengintegrasikan metode CLT ke dalam pembelajaran yang sebelumnya didominasi oleh metode tradisional. Kegiatan komunikatif seperti diskusi kelompok dan role-play dilaksanakan bersama dengan pengajaran tata bahasa. Integrasi ini meningkatkan motivasi belajar, partisipasi siswa, serta kompetensi komunikatif mereka. Namun, terdapat tantangan seperti jumlah siswa yang besar, keterbatasan fasilitas, dan perbedaan pemahaman guru terhadap pendekatan CLT. Meski demikian, integrasi ini menciptakan lingkungan pembelajaran bahasa Inggris yang lebih seimbang dan efektif.

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### **1. INTRODUCTION**

Form-focused learning with emphasis on grammar teaching is the dominant pedagogical paradigm in foreign language teaching today. With the emergence of Integrating Traditional Instruction and Communicative Language Teaching in Teaching English at SMAN 6 Pekanbaru. Historically, CLT

originated from the dissatisfaction of linguists with traditional methods that emphasize grammar: GTM, ALM, and SLT, which emerged in the 1970s. The centrality of grammar in language teaching (emphasized in these three methods) was questioned, as it was argued that language ability involves more than just grammatical competence (Savignon, 2017). According (Nikitina & Furuoka, 2006), to Communicative Language Teaching (CLT) which emphasizes on the involvement of learners in “real life” situations in the classroom, the task-based approach to organizing classroom activities has attracted increasing attention from both researchers and language teachers. Communication has been the key to human existence and evolution from time to time. In today’s era, good communication skills play a vital role in achieving professional goals.

Communication helps individuals understand and interact with each other in everyday life situations; it also helps in the exchange of ideas and information among them; to convey these messages, individuals primarily rely on language and the linguistic richness they already possess (Alsoraihi, 2019). Therefore, everyone tries to acquire better language skills. The most widely spoken language in the world is English. However, it is not the first language for most of its users. According to (Domalewska, 2015) the success of language learning is highly dependent on communication and interaction that occurs between students or occurs between teachers and learners in the classroom, which is considered a must in foreign language learning, the reason may be because of their role in contextualizing the learning experience.

Through the CLT approach, learners are encouraged to develop their communicative competence by using language in meaningful and authentic situations. This approach emphasizes the importance of fluency over accuracy, making it a popular choice for language teaching in many contexts. The CLT approach, which originated in the United Kingdom, has been widely adopted in English as a Second or Foreign Language (ESL/EFL) classrooms around the world.

The task-based approach is a deviation from the traditional grammar translation method in conducting language classes, which is sometimes also described as the 3P method, namely, Presentation, Practice, and Production. In the 3P method, grammar materials are presented first. At this stage, the grammar rules are understood and internalized by the learners. After that, several practical activities are carried out. At the third stage, learners are asked to independently produce their own language.

Therefore, to enable learners to communicate in a language, CLT advocates propose that language teaching should develop students’ ‘Communicative Competence’. In addition to defining what language is targeted in the classroom, communicative competence suggests that language teaching is integrated with all the components of complete communication. The common components of communicative competence in the field of language teaching today are linguistic, sociocultural, action, strategic, and discourse competence. This shift requires a shift in language teaching from presenting grammatical rules to performing communicative activities in the classroom: listening, speaking, reading, and writing. The five components of communicative competence will be embedded in every performance of communicative activities (Savignon, 2017).

Based on the pre-survey conducted by the researcher, the implementation of CLT and the Traditional Method in English teaching was observed, which led the researcher to be interested in exploring how the teacher integrates CLT and the Traditional Method. The interview aimed to identify teachers’ and students’ perspectives on CLT, its effectiveness in enhancing language skills, and any difficulties encountered in its application. The findings from the interview serve as a basis for analyzing the integration of traditional instruction and CLT in English teaching and formulating recommendations for improving language learning at the school.

Based on the results of an interview conducted on January 9 2025 with Mrs. Halimah Nasution S.Pd as one of the English teachers at SMAN 6 Pekanbaru that the Communicative Language Teaching (CLT) method has been applied in learning activities, thus this study will explore further the perspectives of teachers and students who are users of the Communicative Language Teaching method (implementation of CLT) at SMAN 6 Pekanbaru.

The research gap in this study lies in the limited exploration of how traditional instruction and Communicative Language Teaching (CLT) can be effectively integrated in secondary education, particularly at SMAN 6 Pekanbaru. While previous research has compared traditional methods and CLT separately, few studies have examined how both approaches can complement each other in an actual classroom setting to enhance students’ communicative competence while maintaining a strong grammatical foundation. Additionally, most studies focus on either teacher or student perspectives, whereas this research aims to provide a comprehensive analysis by incorporating both viewpoints. This study seeks to bridge this gap by investigating the practical application, challenges, and effectiveness of combining traditional and CLT methods in English language teaching at SMAN 6 Pekanbaru.

The implementation of sustainable and effective educational practices will be ensured through planned activities (San et al., 2020).

a. Grammar-Translation Method (GTM)

The Grammar Translation Method (GTM) is a foreign language teaching methodology derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In this method, teachers usually ask students to translate entire texts word for word and memorize grammar rules and exceptions and word sets. This method relies on the activity of reading and translating texts (Lestary, 2019).

b. Audio-Lingual Method (ALM)

The Audio-Lingual Method in teaching English as a second language or target language has begun its journey during World War II, rapidly developing as the Army method. This method is also widely known as ALM. In the implementation of the learning process, ALM provides more exercises, drills, memorizing vocabulary, and students are invited to learn directly without a mother tongue teacher. The audio-lingual method, Army Method, or New Key, is a method used in teaching foreign languages. Arguing with the idea of the grammar translation method, which emphasizes reading and writing skills to teach a foreign language, ALM (Audio Lingual Method) prefers to emphasize listening and speaking, the first two natural or spontaneous ways of learning a language, appreciating the belief that if someone can become a better speaker and listener first, he will be able to make himself a better reader and writer continuously. The use of a trait correctly will receive positive feedback while the use of the trait incorrectly will receive negative feedback.

d. Direct Method

Direct Method is a method designed where educator uses the target language (English) in the classroom. If some students do not know the meaning of the words that spoken by educator, the educator may not translate but s/he uses visual aids or through demonstrations to illustrate the meaning of the words (Titone in Richards and Rodgers, 2001). The use of visual aids in Direct Method will make students be fun to learn English. In Direct Method, vocabulary is taught every meeting. So, it can enrich their vocabulary. If they have enough vocabulary, they will be able to speak. Then, grammar is taught inductively. Through this method, students will be motivated to improve their ability in speaking. The traditional method of language instruction focused mainly on the knowledge of grammar rules and their correct utilization. Classroom activities and the choice of methodology favor primarily repetitive practice, mechanical drilling, questions and answers exercises, memorization of grammar rules, and texts.

The concept of Communicative Language Teaching was first introduced in the 1970s. The goal of CLT is that language learners attain communicative competence. Canale (1983) describes communicative competence as “the underlying systems of knowledge and skill required for communication”. In the classroom context, communicative competence is viewed as learners’ ability to communicate with other speakers and being able to successfully negotiate meaning (Savignon, 2017). CLT encourages both teachers and learners to adopt a wider perspective on the process of language acquisition. Four components in communicative competence are recognized, i.e., grammatical competence, sociocultural competence, discourse competence, and strategic competence (Canale & Swain, 1980). As Richards (2005) put it, communicative competence “included what to say and how to say it appropriately based on the situation, the participants, their role and intentions”.

## 2. RESEARCH METHODOLOGY

The method used in this study was a qualitative method. Qualitative research is research that produces and processes descriptive data, such as interview transcriptions, field notes, images, photos, video recordings and so on (Sugiyono, 2019). This research is said to be qualitative because basically this research aims to study or examine an object in a natural setting without any manipulation in it, and the expected results are not based on quantitative measurements, but rather the meaning or quality aspects of the observed phenomena.

SMAN 6 Pekanbaru was the location chosen for research on the application of communicative language teaching (CLT) methods in learning. SMAN 6 Pekanbaru was chosen as the research location because of its ability to support in-depth analysis and the availability of related data. This site is expected to provide an accurate picture of how teachers implemented communicative language teaching. The school's learning environment was thought to provide dynamic students interaction and was in line with the research needs. SMAN 6 Pekanbaru became the strategic choice to achieve complete research objectives because of these features. The selected informants were the English teachers at SMAN 6 Pekanbaru. The English teachers implemented Traditional Instruction and Communicative Language Teaching in the following: Mrs. SNS English Teacher of Class XII SMAN 6 Pekanbaru, Mrs. PKS, English Teacher of Class XI SMAN 6 Pekanbaru, and Mrs. HN, English Teacher of Class X SMAN 6 Pekanbaru.

In this research, the informants were the English teachers at SMAN 6 Pekanbaru. The English teachers were chosen as the object to find out how they determined the communicative language teaching (CLT) method in the learning process.

### a. Interview

In this research, interviews were one of the strategies the researcher used to obtain detailed information or data from research participants. In this setting, the teacher served as both the subject and

object of the researcher's interview. The purpose of this part of the interview was to gather information for an initial set of study questions. To create a guide to (Laratmase, 2020) for research Learning Strategies Traditional teaching and communicative language teaching (CLT). The following is an interview guide that researchers can use: Based on the interview guidelines by (Syahputra, 2018) and (Abbad Alessa, 2023), the questions that can be given to teachers are as follows:

- a) How is CLT used by the teacher is in the teaching of English as a Foreign Language, specially in speaking and listening?
- b) What are the teachers' levels of understanding of CLT?
- c) What are the problems faced by the teachers in using CLT?
- d) What is the impact of using traditional teaching methods on students, the degree of advantages and disadvantages of traditional teaching methods?
- e) What is the impact of teachers' qualifications, teaching experience on students' academic achievement?

#### **b. Documentation**

Documentation was a tool or approach the researcher used to obtain data from various types of existing papers or archives. These instruments recorded, assessed, and analyzed information in various types of documents, including written (such as books, journals, reports, and official records), unwritten (such as audio or video recordings), and visual (such as pictures and maps). In this research, the researcher used lesson plans/syllabi, photos, and student grade books. The documentation method was used in qualitative research to obtain detailed information about the problem being studied, especially if the researcher could not directly witness or experience the event being studied.

Documentation tools became increasingly important, especially when research subjects could not be replicated or viewed in person due to time, location, or accessibility constraints. In other words, documentation allowed the researcher to access knowledge and facts that had not been revealed about the object of research.

### **3. DISCUSSION**

The results of the researched on the Integration of Traditional Learned and Communicative English Language Taught at SMAN 6 Pekanbaru obtained through interviews and document analysis. The interviews used guided interviews based on interview guidelines. In this studied, an overview of data analysis was presented. The purpose of this chapter was to answer the researched questioned: Integrating Traditional Instruction and Communicative Language Teaching in Teaching English at SMAN 6 Pekanbaru. This chapter analyzed the research findings based on interviews used video recorded data obtained and documentation conducted with the English teachers of SMAN 6 Pekanbaru. The interview consisted of 5 questioned regarding the integration of Traditional Instruction and Communicative Language Teaching in taught English at SMAN 6 Pekanbaru. Students answered the interview questions given. Therefore, the research questions were answered based on the data obtained by the researcher from the interviews. In this study, the researcher coded the research participants as Teacher 1, Teacher 2, and Teacher 3. In presented the data, the researcher organized it based on the research formula used in this study: From the interview the researcher was found that there were perspectives from the students. Researcher was presented finding based on transcription. The researcher presented the findings by the interview questions.

Question 1

Research:

How is CLT used by the teacher in the teaching of English as a Foreign Language, specifically in speaking and listening?

**Excerpt 1 (00.40 – 01.42):**

I usually use the CLT approach in class, because I think this method can greatly increase students' creativity. They become more active, innovative, and the classroom atmosphere feels more alive. The children also seem to understand more learning becomes fun and meaningful. I believe that learning English is not just about memorizing vocabulary haphazardly, like notes in your pocket, but more about how they can really understand and use the language. For example, they can learn through movies, music, or other activities that are closer to real life. Of course, it is still in accordance with the main purpose of learning. CLT itself is not too rigid in focusing on word order or grammar, but what is more important is that students can understand first. Well, from there, their ability in the target language in this case English can develop, and most importantly, the learning feels more authentic.

**Excerpt 2 (00.32 – 02.53):**

I don't always use CLT (Communicative Language Teaching) in every class meeting. But usually, in one meeting there is a moment where I invite students to interact. I am not sure whether it is officially categorized as "teaching a language" or not, but what is clear is, when I chat with them, we discuss a topic, then I ask for a response. If they can use English, that's good. But if not, I give them leeway, they can mix languages, use

whatever they can. The point is, I want them to dare to communicate first, not be afraid of making mistakes. So, what I apply in class is more towards communicative. Sometimes I also play recordings or dialogues, then we listen to them together. Usually the theme is expressive, so they can respond naturally. I also don't force all students to speak fully in English, because I know very well that each child has different abilities. In one class, at most only a few people are confident enough to speak. The rest are sometimes just quiet, or shy. There are even some who, when I point at them, just smile and keep quiet, just listen. Hehe... well, it's a process. But I think it's still important. Even though they can't speak much yet, I still try to communicate. For example, I get one word, they continue as best they can. So, they stay involved, even though their English isn't fluent yet. What's important is that they're new

**Excerpt 3 (00.41 – 02.52):**

In my opinion, Communicative Language Teaching (CLT) is an approach that focuses on students' ability to use English in a real and meaningful way in various communication situations. In teaching speaking and listening, teachers usually create communicative activities—emphasizing meaning rather than form, although grammar and comprehension are still important. The most important thing about CLT is how students can convey and understand messages. Minor errors in grammar or pronunciation are not a problem as long as communication continues. Authentic materials are usually used, such as articles, recordings of conversations, short films, or songs to practice listening and stimulate discussion. CLT also strongly encourages interaction between students. Teachers provide constructive feedback, such as suggestions for making their speech clearer and more accurate. In addition, CLT often combines other skills such as reading and writing in the context of communication. In essence, the classroom atmosphere is made as comfortable as possible so that students are not afraid to speak and listen.)

Based on the results of interviews with teachers at SMAN 6 Pekanbaru, the implementation of Communicative Language Teaching (CLT) has been carried out although it has not been fully optimal. Teachers tend to apply CLT partially by emphasizing authentic communication activities such as topic discussions, the use of media such as films and songs, and the use of authentic materials to improve listening and speaking skills. In addition, tolerance for errors in grammar or pronunciation is considered part of the learning process. Teachers also adjust the approach to the diverse abilities of students, including allowing the use of mixed languages to maintain the continuity of communication. This conclusion is in line with previous studies by Savignon (2002) and Richards (2006), which emphasize that CLT aims to develop students' communicative competence through meaningful and interactive activities. The success of CLT lies in the integration of language skills and language use in real contexts. Therefore, although its implementation is not yet comprehensive, the strategies of teachers at SMAN 6 Pekanbaru have reflected the basic principles of CLT in accordance with the modern communicative approach.

**Question 2**

**Research:**

What are the teachers' levels of understanding of CLT?

**Excerpt 1 (01.48– 03.03):** I'm still learning about how to apply CLT in the classroom. One thing I've learned is that assessing students' abilities should be done objectively and fairly, but at the same time, we need to consider each student's individual situation. We can't just look at the final result without understanding the students themselves. Sometimes, it's quite challenging—especially when the class size is large. Involving all students in interaction becomes more difficult, but that's exactly where CLT can be a useful strategy to help teachers manage the class more effectively. I used to rely more on the lecture method. But with CLT, I've started involving students more actively and encouraging a student-centered learning approach. The class becomes more interactive, and students are more engaged in the learning process.

**Excerpt 2 (02.58 – 03.15):**

To be honest, I am not too up to date or innovative about CLT. As I said before, I teach CLT not fully implemented, only partially, depending on the material. I do not use all CLT techniques because the meeting time is also limited. For example, now the meeting is only three hours, so I can't immediately use one method. Therefore, I still have a lot to learn. Sometimes I look for references from training, or even from platforms like TikTok or YouTube that are important to be useful. In the lesson, I don't just lecture from start to finish. I still try to involve students in the learning process. So actually, my method is a mix, not full CLT but also not completely traditional. Even though there is a lecture section, I still try to convey two-way communication with students throughout the lecture.

**Excerpt 3 (03.08 – 05.53):**

Hmm...in my opinion, teachers' level of understanding about CLT can vary. There are several factors that influence it, such as the training and educational background of the teacher himself. Usually, teachers who have had more teaching experience also have a more practical understanding of how to implement CLT in the classroom. Access to learning resources is also important—such as the availability of guidebooks, materials, and support from the school or professional community. All of that can be very helpful in

understanding CLT. In addition, teachers' attitudes and beliefs also have an influence. There are teachers who may still be more comfortable using traditional methods, so they are a bit hesitant to try something new like CLT. Sometimes, because of school policies or curriculum, teachers can only adopt a small part of CLT without really understanding its basic principles. Therefore, various studies have also suggested that teachers' understanding of CLT does need to be continuously improved through ongoing training.

Based on the answers from the three informants and compared with previous studied, it can be concluded that the level of teacher understanding of Communicative Language Teaching (CLT) still varies and tends to be suboptimal. Some teachers are still in the learning stage, some only apply CLT partially for certain materials, and still rely on traditional methods in teaching practice. This conclusion is in line with the findings of Noori (2018) who stated that teachers' understanding of CLT is influenced by lack of training, minimal facilities, and dependence on old methods. In addition, Sharma et al. (2024) also found that the shift from traditional methods to CLT requires support in the form of training and adjustments to curriculum policies. This shows that improving teachers' understanding and competence in implementing CLT effectively is highly dependent on ongoing training, institutional support, and changes in attitudes towards modern learning methods.

#### Question 3

Research:

What are the obstacles faced by Ma'am in using CLT?

##### **Excerpt 1 (03.08 - 04.57):**

Well, when compared to traditional methods such as lectures that tend to be rigid and dominated by teachers who talk a lot, CLT actually encourages two-way communication. The hope is that students can interact with each other, not only teacher to student, but also between students. So, there is active reciprocity. The first challenge for me was that changing teaching methods was not easy because I was used to the old way. Then, the matter of facilities was also an obstacle. For example, I feel that the class needs a permanent sound amplifier, not one that has to be moved around. If possible, there could be a special language room that is soundproof. Children are actually interested, especially if they learn using songs or films. But the obstacle is again about the equipment, sometimes the projector is lacking, or the class takes turns, so it cannot always be used. Not to mention if the room is large and noisy, it can interfere with the learning process. The point is, the implementation of CLT can run better if supported by adequate facilities. That's the main obstacle.

##### **Excerpt 2 (03.35 - 04.51):**

The obstacle to using the CLT method is that if we learn about or use sources to strengthen our data, it is rather difficult to bring in native speakers, even though I and the students want to, and when we want to learn listening to learn dialogue, we cannot use the sound system and do not have a language lab, we have to take turns, then not all students in the class can be invited to communicate, they have to be pointed at first before they will answer.

##### **Excerpt 3 (06.04 - 06-51):**

Teachers often face various obstacles in implementing CLT in the classroom, including large class sizes, classes with a large number of students can make it difficult for teachers to provide individual attention and facilitate effective interactions between students. Time constraints, eh dense curriculum and limited time allocation for each lesson session can make it difficult for teachers to design and implement time-consuming communicative activities. Then there is the lack of resources

The study found that teachers encountered several obstacles in implementing Communicative Language Teaching (CLT) in the classroom. These included internal challenges such as shifting away from traditional lecture-based methods and adapting to more interactive teaching styles. Externally, the lack of supporting facilities such as projectors, sound systems, and dedicated language labs limited the effectiveness of CLT activities. Teachers also reported difficulty in managing large classes, which made it hard to engage students equally and provide individual attention. Time constraints and limited access to native speakers further hindered the optimal application of CLT. These findings were consistent with previous research (e.g., Noori, 2018; Nikitina & Furuoka, 2006), which highlighted similar issues such as limited resources, class size, and the need for teacher training as significant barriers to CLT implementation.

#### Question 4

Research:

What is the impact of using traditional teaching methods on students, the degree of advantages and disadvantages of traditional teaching methods?

##### **Excerpt 1 (05.06 - 07.21):**

If you use the traditional method, the most noticeable thing is that the class becomes less lively. Children also get sleepy easily, especially if they are not too interested in English. It's different if they are interested, they become more active. But if not, they tend to be quiet. The traditional method does have advantages, such as it's not complicated, doesn't require a lot of aids, and is cheaper. Also, the delivery of the basic material is

usually clearer and easier to understand. But yeah, it becomes stiff. Children don't have enough space to communicate, and the material sometimes feels unrelated to their daily lives. Meanwhile, if you use CLT, the class becomes more interactive. There is two-way communication, students don't just listen to the teacher talking. But there are also challenges, especially because students' language abilities vary. Those who are not interested usually remain quiet. Assessments that are too objective sometimes also make students immediately feel inferior and feel that English is difficult. Finally, they lose their enthusiasm because they feel that this lesson is not relevant and they can't use it in the real world. So yeah, that's our challenge—to create an interesting and relevant class, so that students don't feel foreign to the language they are learning)

**Excerpt 2 (05.01 - 06.25):**

The impact of traditional learning that has been applied since the past is identical to lectures that make students less active because traditional learning is just listening, we as teachers are the main focus and are the main source, so they are less active. Advantages of using traditional methods Yes, we as teachers can control the class better and students focus more on us, and they always focus on us. Disadvantages of using traditional methods They only watch us, it's clearly boring and makes students tend to be sleepy during learning, we often find that in class, because they only receive, listen, and see us)

**Excerpt 3 (07.03 - 09.48):**

Traditional teaching methods are usually teacher-centered, delivering material through lectures, memorization, and separate grammar or vocabulary exercises. The advantages are quite obvious. First, it provides a strong foundation in grammar and vocabulary, which are essential for building a language foundation. Second, it is quite efficient teachers can cover a lot of material in a short amount of time. Third, the class becomes more structured and easier to control. It is also suitable for exam preparation that emphasizes memorization or language structure. And in terms of cost, this method is relatively cheap because it does not require a lot of technology or aids. But there are also disadvantages. Too much focus on language rules often makes students under-developed in speaking and listening skills. In addition, learning becomes passives tudents only receive information without much active participation. This can make them bored quickly and less engaged in the learning process. The findings revealed that the use of traditional teaching methods had both advantages and disadvantages for students. All three informants agreed that traditional methods, which were predominantly teacher-centered, often led to passive learning environments. Students were less engaged, easily bored, and lacked motivation, as they mainly acted as listeners while the teacher dominated classroom activities. This reduced opportunities for students to develop communicative skills. However, the informants also acknowledged that traditional methods offered strengths, particularly in delivering structured grammar instruction, building vocabulary foundations, maintaining classroom control, and preparing students for grammar-focused examinations. These methods were also cost-effective and required minimal technological resources)

In terms of similarities, all informants emphasized that traditional methods focused on linguistic accuracy and were effective for building foundational language knowledge. They also consistently highlighted that these methods failed to foster students' speaking and listening skills, which are essential for real-life communication. The differences among informants lay in their focus. The first informant highlighted the rigid and uninspiring classroom atmosphere caused by traditional teaching. The second focused on how traditional methods made students overly dependent on the teacher and less participatory. The third informant provided a more balanced view, acknowledging both the strengths of content delivery and the limitations in communicative competence development.

These findings aligned with previous studies. Nikitina & Furuoka (2006) and Yede (2020) asserted that traditional methods lacked the interactive and functional aspects of language use, which are crucial for communicative competence. However, studies by Elmayanti (2015) and Khan & Hafiza (2016) supported the continued relevance of traditional approaches, particularly in reinforcing grammatical knowledge and vocabulary acquisition. Thus, while traditional methods offered structural advantages, they were insufficient for developing students' holistic language proficiency without the integration of communicative elements.

**Question 5**

**Research:**

What is the effect of teachers' academic qualification toward students prestige?.

We know that teachers learn a lot, if teachers always try new things, especially now, the world is developing digitally. If teachers are stuck in the old way, it will have an impact on their children, their children will also find it difficult to develop. Well, if teachers want to try new things, want to learn more, take training, seminars or at least discussions in their teacher groups like MGMP. Maybe the teacher learned a lot so that they will create children who develop - children who also have potential. Their children can develop themselves too, because the teacher opened up about it. That's the first thing, then there is continuous professional development. What teachers are qualified to tend to be more motivated to continue learning. If the teacher always learns, their children will of course be encouraged to continue being motivated to learn.

Of course, if the teacher also achieves, the teacher is also good at explaining with interesting methods, the children will of course give a positive impression in learning, they will be more enthusiastic in pursuing their achievements in competitions, for example, the Olympics. Because to follow the children's Olympiad, of course the teacher first understands more about the questions, about, eehh, what are the discussions that are debated in the English debate Olympiad for example. If the teacher is not experienced enough, of course the child will also be confused because the teacher is the one who provides, teaches and guides the students)

**Excerpt 2 (06.38 - 8.56):**

Teacher qualifications are seen from competent teachers and that will produce competent students too. Experience must be forged with time, most of the experience speaks and determines the quality of teachers, and also teachers who are less experienced can also be quality teachers seen from the way we teach in class, there we seem to be the ones who control the class and can also invite students to interact. My previous experience as a teacher who was in the field practice period was where we started to learn and only initially learned how to speak in front of the class and be able to handle the class, usually if a new teacher is still awkward and trains his voice, with a voice like this it is not heard by the students, well if the teacher is experienced, he already understands how to get the children's attention towards us or how they are interested in us, join in the learning.

**Excerpt 3 (10.07 - 13.33):**

In my opinion, teachers who have relevant qualifications, such as English or linguistics graduates, usually have a deeper understanding of the material. So, they can explain concepts clearly and connect them to a wider context. They also usually understand various teaching methods and strategies, so it is easier to adjust the approach to the needs of students. In terms of assessment, they know how to create and use various types of assessments to accurately measure student understanding. Qualified teachers also tend to be more active learners - attending training, seminars, or reading literature so they are always updated with the latest developments. And from research it also seems that students who are taught by qualified teachers usually perform better. In addition, teaching experience is also important. Experienced teachers are usually more flexible in managing classes, motivating students, and dealing with daily learning challenges.

Based on the interview results, all informants agreed that teachers' qualifications and teaching experience had a significant impact on students' academic achievement. Highly qualified teachers tended to have a deeper understanding of the subject matter, applied appropriate teaching methods, and provided effective feedback. Experienced teachers were also more capable of managing classrooms, motivating students, and overcoming learning challenges. These findings aligned with Noori (2018), who found that the success of Communicative Language Teaching (CLT) was strongly influenced by teachers' competence and their ability to implement the method effectively. The results of interviews with English teachers at SMAN 6 Pekanbaru showed that the Communicative Language Teaching (CLT) method had been considered very effective in developing students' speaking and listening skills. The teachers stated that the use of CLT in teaching English not only increased students' active participation in class, but also created a more lively, authentic, and meaningful learning atmosphere. One teacher said that by using CLT, students tended to be more creative and not passive. They felt freer to express themselves, both verbally in class discussions and in the form of communication-based tasks such as presentations or role-plays.

This method allowed students to use English functionally, especially in real-life contexts. In interviews, teachers explained that they often used media such as songs, short films, and conversation recordings to stimulate listening skills and fostered students' courage to speak. This reflected the essence of CLT which prioritized fluency over accuracy, where students were encouraged to dare to use language spontaneously even with limited vocabulary or grammatical structure. The freedom in using language was also an important highlight. In the classroom context, teachers did not require students to speak English perfectly but rather emphasized the courage to express opinions. A mixture of Indonesian and English (code switching) was still tolerated in the early stages of learning, especially to increase the self-confidence of students who still had limited language skills. This strategy was in line with the flexible CLT principle regarding language use as long as the communication process continued to take place actively.

They explain that in order to communicate effectively, students not only need to understand grammar (grammatical competence), but must also have sociolinguistic skills (understanding social context), discourse competence (building cohesive texts), and strategic competence (overcoming communication disorders). All of these aspects can be developed through CLT activities such as group discussions, information gaps, interviews, and storytelling which are also reported to be used by teachers at SMAN 6 Pekanbaru. Furthermore, Cholidah (2019) argues that teacher may provide Task Based Language Teaching (TBLT) in teaching a language. In the context of SMAN 6 Pekanbaru, this is clearly seen in the way teachers integrate listening and speaking activities into project-based learning and group assignments.

The similarity between this study and previous studies is that Communicative Language Teaching (CLT) is consistently considered capable of improving students' speaking and listening skills. As stated by



Sutanto et al. (2022), the use of CLT has been proven effective in improving students' speaking skills and reducing anxiety when speaking. In addition, the teachers can use Audio Lingual Method to encourage the students to produce their language (Almemi, 2017). Meanwhile, this study also confirms that CLT is able to create a more active, communicative, and enjoyable learning environment. In addition, other similarities are seen in the challenges of implementing CLT, as found by Noori (2018), namely facility constraints, large number of students, and varying teacher understanding. However, there is a significant difference between this study and previous studies, namely the focus of integration between CLT and traditional methods simultaneously. While most previous studies such as Sharma et al. (2024) tend to compare the effectiveness of traditional and modern methods separately, this study emphasizes the importance of synergy between the two to create balanced language learning—combining the strengths of the grammatical structure of the traditional method with the communicative approach of CLT. This approach provides a new perspective that the two methods do not need to be opposed but can actually complement each other if applied contextually and adaptively.

However, the implementation of CLT at SMAN 6 did not run entirely without challenges. Several teachers mentioned that limited facilities such as the lack of adequate audio media and the large number of students in one class were obstacles in optimizing interactive speaking and listening activities. In addition, not all students have the same background in vocabulary mastery or learning motivation, so teachers need to adjust CLT strategies to remain inclusive. Despite facing various obstacles, teachers continue to try to apply CLT principles adaptively, for example by creating small discussion groups so that students feel more comfortable speaking. This approach reflects the principle that CLT does not have one fixed formula but can be modified according to local needs and student characteristics. Overall, the data from this study indicate that CLT is a very effective approach in developing English as a foreign language students' speaking and listening skills, especially when adapted to the context and conditions of the classroom. It also shows that when teachers have an understanding and commitment to the basic principles of CLT, language learning can be more communicative, enjoyable, and meaningful for students.

This condition is in line with the findings of Noori (2018) in the context of teaching English as a Foreign Language (EFL) in Afghanistan. Noori noted that the success of implementing CLT is highly dependent on teacher training, ongoing professional development, and systemic support from educational institutions. Without sufficient understanding and administrative support, teachers tend to revert to using old methods that they are more proficient in, even though these methods are less effective in building students' communication competence. In addition, Nikitina and Furuoka (2006) also emphasized that sociolinguistic factors and teacher perceptions play a crucial role in the success of implementing CLT in the classroom. In their study focusing on Russian language learning, it was found that teacher perceptions of the benefits or difficulties of CLT greatly influenced the intensity and consistency of its implementation. In the context of Indonesia, especially SMAN 6 Pekanbaru, a similar perception is also seen, where teachers feel that CLT is a good approach but difficult to implement fully in a very limited learning situation.

However, there are significant differences in the solution approaches raised by each study. Noori's (2018) research emphasizes the importance of the role of government policy and support in providing systemic training for teachers, while in the context of this study, teachers' own initiative and awareness to continue learning and adapting appear to be the main drivers in improving their understanding of CLT. Teachers at SMAN 6 Pekanbaru openly expressed the need for training, but at the same time also showed initiative to try to implement a communicative approach independently, although it was still limited. This shows that in the Indonesian context, especially in public schools such as SMAN 6, teachers play a dual role as implementers and creators of innovation in the classroom, even with limited support from institutions.

Another difference can be seen from the level of integration of CLT with traditional methods. Several previous studies, such as Sharma et al. (2024), placed CLT and traditional methods as two opposing approaches and were compared exclusively in control and experimental groups. In contrast, this study places both in a collaborative and complementary relationship. Teachers at SMAN 6 Pekanbaru do not reject traditional methods, but integrate them flexibly with the CLT approach to adjust to the classroom context. This is somewhat different from the findings of Yede (2020), who emphasized the effectiveness of CLT in improving academic outcomes and mastery of language structures. In other words, this study provides a new perspective that CLT is not only an approach to improve learning outcomes, but also to build more meaningful and enjoyable learning experiences for students and teachers. Thus, it can be concluded that teachers' understanding of CLT still needs to be improved through ongoing training, policy support from educational institutions, and collaboration between teachers to share experiences and implementation strategies. Without a strong foundation of understanding, the integration of CLT with traditional methods will only be partial and unable to bring maximum impact to improving students' communicative competence. Particularly, Abidah (2022) found that as a part of CLT, Clustering method is good to develop students'

communicative competence, in term of speaking even though their language production was varied in several dialect or they production was influenced by their heritage language dialectical (Abourehab and Azaz, 2023).

The research results show that the combination of traditional teaching methods and Communicative Language Teaching (CLT) at SMAN 6 Pekanbaru produces a more holistic and effective learning approach. Teachers begin the learning process by explaining grammatical structures explicitly as a foundation for student understanding, followed by communicative activities such as group discussions, role plays, and presentations. This approach helps students not only understand the language structurally but also use it in real contexts. This balance is important, as focusing solely on communication without grammatical foundations risks students making systematic errors; conversely, if the focus is only on grammar without actual usage, students struggle to communicate fluently. Moreover, the combination between traditional method and CLT in language class are indispensable tools (Babayev, 2023). On the other hand, for the traditional methods the class used teachers centered meanwhile CLT used students centered, for both has positive effect (Ahmed et al, 2022)

This integrative approach was also supported by previous studies. For example, Savignon (2017) argued that communicative competence could not be developed in isolation from grammatical structure, suggesting that grammar remained a necessary foundation for meaningful communication. Other studies, such as those by Yede (2020) and Sutanto et al. (2022), highlighted the positive impact of CLT on students' speaking abilities and reduced anxiety in communication-based tasks, reinforcing that integrating these methods enhanced both confidence and performance in English language learners. In addition, CLT emphasizes on promoting effective communication and meaningful language use (Qasserras, 2023). Overall, the CLT-based lesson plans at SMAN 6 Pekanbaru demonstrated a practical application of communicative principles that were adapted to the local context. By combining traditional instruction and CLT, teachers addressed curriculum demands for structural accuracy while also fostering meaningful use of English. This dual-method approach was particularly effective in accommodating students with varying language proficiencies and learning preferences. It ensured that students not only learned the rules of English but were also equipped to use the language actively and appropriately in real-life situations, fulfilling the broader goals of language education in the 21st century. In short, CLT should be met with students' need for communicative competence (Hien, 2021).

## 4. CONCLUSION AND SUGGESTION

### 4.1 Conclusion

Based on the findings and analysis of the study, it can be concluded that the implementation of traditional learning and Communicative Language Teaching (CLT) at SMAN 6 Pekanbaru has been implemented in an integrative and complementary manner. That the approach used is not entirely CLT or traditional, but a combination of both. Teachers still use lectures as part of the traditional method, but try to present two-way communication according to the principles of CLT. Although traditional methods are considered effective in delivering material, CLT is considered better in creating interactive classes and increasing student participation.

At SMAN 6 Pekanbaru, teachers use traditional methods and Communicative Language Teaching (CLT) in an integrated and complementary manner. Traditional methods such as the Grammar-Translation Method (GTM) and the Audio-Lingual Method (ALM) are used in the early stages of learning to systematically introduce language structures. Teachers explain grammar, provide lists of understandings, and exercises such as translating sentences or filling in questions. In this approach, the teacher becomes the center of learning (teacher-centered), while students act as recipients of information (passive learners). The goal is to strengthen students' understanding of language forms and rules before using them in real contexts.

After the basic grammar is mastered, the teacher shifts learning towards Communicative Language Teaching (CLT). In this approach, learning is more student-centered, where students are encouraged to actively speak, listen, and work together through interactive activities such as role-playing, group discussions, presentations, simulations, and authentic media screenings (e.g. songs or films). These activities are designed to develop students' communicative competence, namely the ability to use English in real situations. The emphasis of CLT is not on accuracy alone, but on students' ability to convey and negotiate the meaning. Teachers do not abandon the traditional approach entirely, but use it strategically to prepare students before entering communication activities. Instead, CLT is used to provide space for practice and experience using the language directly. For example, teachers can first explain sentence structures in the past tense (traditional), then ask students to tell their holiday experiences in a dialogue (CLT).

Thus, these two methods are used sequentially and in an integrated manner: the traditional method is used for input or initial understanding of the language, while CLT is used for output or active application

of the language. This strategy has been proven to help students not only in mastering English grammar, but also in increasing their confidence and fluency in communicating using English.

#### 4.2 Suggestion

Based on the research result and conclusions above, the suggestions that can be given are as follows:

1. For Teachers: Teachers should seek continuous professional development through training, workshops, or peer-sharing forums such as MGMP. This will help enhance their understanding and implementation of CLT strategies while maintaining the strengths of traditional instruction. Teachers are also encouraged to gradually shift their classroom practices towards more interactive and student-centered learning environments.
2. For Schools and Policymakers: Educational institutions must provide adequate facilities to support CLT-based learning, such as language labs, multimedia tools, and authentic learning materials. Moreover, the school curriculum should allow flexibility in teaching methods to encourage communicative practices, without abandoning essential grammatical instruction.
3. For Future Researchers: Further research is recommended to explore students' perspectives in greater depth, particularly regarding how they perceive the integration of traditional and communicative methods in their learning experience. In addition, future studies could investigate the long-term impact of integrated instruction on students' language proficiency and academic achievement.

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