

The Implementation of Communicative Language Teaching (CLT) Approach in Efl Classes; A Case Study on The Border Of Indonesia – Malaysia

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ABSTRACT

The position of English in Indonesia as a foreign language requires teachers to be more creative in using the right approach in teaching EFL classes. One approach teachers widely apply is the CTL approach because it is considered by them to combine the four skills in English, namely listening, speaking, and reading. and writing. However, the application of the CLT approach depends more or less on the character of the class being taught and is influenced by several factors, including the geographical location of an area where Sebatik Island is geographically located on the border of Indonesia and Malaysia. It makes the application of the CLT approach may be different from other areas find borders with other countries. This research aims to qualitatively describe the implementation of the CLT approach in the classroom by English teachers on Sebatik Island and the challenges they face in implementing it. The research method used is descriptive qualitative with a case study approach. Data collection methods were collected through observation, interviews, Focus Group Discussions (FGD), and triangulation involving four respondents from several junior high schools on Sebatik Island. The data collected was then analysis using the Miles and Huberman interactive analysis model consisting of three activity streams that co-occurred: data reduction, data presentation, and conclusion. From the data analysis using the model, the geographical location of Sebatik Island, which directly borders Malaysia, positively contributes to students' communication skills. However, the implementation of the Communicative Language Teaching (CLT) approach by teachers on Sebatik Island is not free from several challenges, namely the lack of understanding among some teachers regarding the importance of this approach in learning English, the provision of supporting facilities, support from various parties including school principals and Government Agencies Education, as well as the political dynamics in the regions, which tend to be unproductive in developing teacher competency.

Keywords: *Communicative Language Teaching (CLT) Approach, EFL Class, Indonesia Malaysia Border.*

ABSTRAK

Posisi bahasa Inggris di Indonesia sebagai bahasa asing menuntut guru untuk lebih kreatif dalam menggunakan pendekatan yang tepat dalam mengajar kelas EFL. Salah satu pendekatan yang banyak diterapkan guru adalah pendekatan CTL karena dianggap menggabungkan empat keterampilan dalam bahasa Inggris, yaitu mendengarkan, berbicara, dan membaca. dan menulis. Namun penerapan pendekatan CLT sedikit banyak tergantung pada karakter kelas yang diajar dan dipengaruhi oleh beberapa faktor, antara lain letak geografis suatu wilayah dimana Pulau Sebatik secara geografis terletak di perbatasan

Indonesia dan Malaysia. Hal ini menjadikan penerapan pendekatan CLT mungkin berbeda dengan daerah lain yang berbatasan dengan negara lain. Penelitian ini bertujuan untuk mendeskripsikan secara kualitatif penerapan pendekatan CLT di kelas oleh guru bahasa Inggris di Pulau Sebatik dan tantangan yang mereka hadapi dalam penerapannya. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Metode pengumpulan data dikumpulkan melalui observasi, wawancara, Focus Group Discussion (FGD), dan triangulasi yang melibatkan empat responden dari beberapa SMP di Pulau Sebatik. Data yang terkumpul kemudian dianalisis menggunakan model analisis interaktif Miles dan Huberman yang terdiri dari tiga alur kegiatan yang terjadi bersamaan: reduksi data, penyajian data, dan penarikan kesimpulan. Dari analisis data menggunakan model, letak geografis Pulau Sebatik yang berbatasan langsung dengan Malaysia berkontribusi positif terhadap kemampuan komunikasi siswa. Namun penerapan pendekatan Communicative Language Teaching (CLT) oleh guru di Pulau Sebatik tidak lepas dari beberapa tantangan yaitu kurangnya pemahaman sebagian guru mengenai pentingnya pendekatan ini dalam pembelajaran bahasa Inggris, penyediaan fasilitas pendukung, dukungan dari berbagai pihak termasuk kepala sekolah dan Instansi Pendidikan, serta dinamika politik di daerah yang cenderung tidak produktif dalam pengembangan kompetensi guru.

Kata Kunci: Pendekatan Pengajaran Bahasa Komunikatif (CLT), Kelas EFL, Perbatasan Indonesia Malaysia.

INTRODUCTION

In educating the life of the nation, the teacher plays an essential role as the spearhead in educating and educating the nation's children. The government, through the 2005 Teacher and Lecturer Law in article 1, paragraph 1, defines teachers as professional educators whose main tasks are educating, teaching, guiding, directing, training, evaluating, and evaluating students in formal institutions. Furthermore, Permendiknas No. 16 of 2007 explains that teacher competencies include personality, social, pedagogical, and professional competencies. According to Mulyasa, teacher competence is personal and complex, a unit that describes the potential of knowledge, skills, attitudes, and values possessed by a teacher related to his profession, which can be realized through the efforts of teachers to manage to learn in schools (2013: 32). Miarso (2004) states that learning is an educational effort that is carried out intentionally, with the aim that has been determined before the process carried out in a controlled manner that boils down to changes in knowledge, skills, and behavior is the result of intentional business and accompanied by controlled experience or not.

In carrying out learning, every teacher is inseparable from the application of approaches, models, and learning methods, all of which are indivisible unity but based on my observation as a school supervisor who oversees nine junior high schools in Sebatik, some teachers still need help to master pedagogical competencies, especially in applying the proper methods and approaches to

improve student's English language skills. Many teachers use conventional methods and techniques in teaching, such as giving lectures and assignments independently and only focusing on teaching materials available in textbooks. It directly impacts the soft skills of students' English language, including the ability to speak. According to Afandi et al. (2013: 16), learning methods are the way or stages used in the interaction between students and educators to achieve the learning objectives that have been set under the material and mechanism of the learning method. In contrast, the learning approach is an idea or principle to view and determine learning activities so that the scope is wider and can be applied to different learning models and methods according to its purpose. From the definition above, we get a general picture of the approach and method in which using the right approach to interact with students will determine the learning objectives.

The position of English as a foreign language in Indonesia encourages teachers to be more creative and innovative in improving the quality of learning by applying special methods and approaches that are in accordance with the needs of students, especially in the EFL class. English as Foreign Language (EFL) refers to teaching and learning English as a foreign language where students in Indonesia, including on Sebatik Island, can be categorized as EFL students. Akbari (2015) argues that ideally when learning a new language, students must be exposed to and interact with real-life material that develops their skills and improve their language skills. Therefore, according to him, the education system in the EFL country is required to accommodate this by designing a more representative curriculum. In this case, the state must be present to encourage teachers to apply the appropriate learning methods and approaches.

In teaching the EFL class, several methods and techniques can be used, including Contextual Teaching Learning (CTL), Grammar Teaching Method, and Expository but Communicative Language Teaching (CLT), which in many cases in the EFL class in Indonesia is based on several studies have had a positive impact against the achievement of student English competencies. The Communicative Language Teaching (CLT) approach is generally considered an approach to language teaching (Larsen-Freeman, 2000; Richards and Rodgers, 2001). This is based on public opinion that the main purpose of learning a language is to be used in communication. Communicative Language Teaching first emerged in European countries in the 1970s and was successfully applied to the English curriculum in other countries in the 1980s (Ozsevik, 2010). This approach is the most common approach applied in the world because it is considered the most effective in overcoming the problem of the low communication skills of students (Ying, 2010). Meanwhile, according to Savignon and Littelwood (2007), English instructors and teachers should focus more on mastery of communication competencies Instead of grammar because good communication skills will ultimately lead someone to study grammar intensively. Several activities carried out in the English class using the

Communicative Language Teaching (CLT) approach are giving instructions, conversations, and Focus Group Discussion (FGD), compiling and practising a dialogue, role play, games, and debate, where all interactions carried out by students use English.

The geographical location of Sebatik Island borders directly with Malaysia, where English in the country is used as a second language or ESL (English as a second language). This is because Malaysia has been under English. In ESL countries, various writings or announcements in public places are written in English; Even people are accustomed to using it passively or actively in daily communication. It has implications for using English on Sebatik Island, where there is a broad interaction between the two countries' populations directly bordering, especially in trade. This interaction encourages language acculturation between the two countries, especially in using English terms adopted by the people of Sebatik Island. Like a two-edged sword, on the one hand, injuring the existence of Indonesian but at the same time has a positive impact on the mastery of student English, so that the application of communicative language teaching (CLT) can be a more representative approach to recommend in improving student English competencies. This aligns view that language mastery is also controlled from outside in the form of stimulus by the environment. (Chaer, 2009: 223) where the atmosphere on Malaysian borders also stimulates the language acquisition of students in Indonesia. Teachers in Sebatik Island should respond to this fact by utilizing this potential to be more creative in teaching English with a more representative learning approach.

Most teachers who teach in junior high school in Sebatik Island also apply this approach, the island borders directly with Malaysia. However, its application may be different from teachers in other regions or countries who use the Communicative Language Teaching (CLT) approach so that it will automatically affect the results achieved. Some internal and external factors affect the difference in implementation in each academic unit, so it is interesting to study using a qualitative method with a case study approach. This study focuses on the communicative language teaching (CLT) approach applied by teachers in several junior high schools in Sebatik Island on the border of Indonesia and Malaysia. This study is expected to give an impact on increasing the ability of students to communicate using English and contribute to sustainable teacher development.

RESEARCH METHOD

Research Design

As mentioned in the previous chapter, this study aims to describe the communicative language teaching (CLT) approach used by teachers in teaching in the classroom, which aims to improve students' speaking skills in EFL classes with unique characteristics because they are located on the Indonesia-Malaysia border where Malaysia implements ESL. This uniqueness certainly encourages teachers on

the island of Sebatik - Indonesia, to apply a Communicative Language Teaching approach different from other EFL classes in other regions of Indonesia. Given the purpose, this study employs Qualitative Case Study.

Several approaches are commonly used in research, one of which is what Creswell put forward: a case study. According to Creswell (2014), a case study is a research strategy to investigate something carefully by gathering complete information using various data collection procedures. In addition, case studies are also carried out to gain a deep understanding and analyse more intensively something against individuals, groups, or situations. This type of case study approach is used to investigate and understand an incident or problem that has occurred by gathering various kinds of information, which is then processed to obtain a solution so that the revealed problem can be resolved. Meanwhile, Susilo Rahardjo & Gudnanto (2010) also explained that the case study is a method of understanding individuals that are carried out in an integrative and comprehensive manner to gain a deep understanding of individuals and their problems to solve these problems and bring good self-development.

The depth of analysis in a more specific case distinguishes case study research from other qualitative research methodologies. Data analysis and triangulation were also performed to verify data accuracy and identify whole truths. This approach is ideal for examining a specific event at the right location at a particular time. When conducting qualitative research with a case study research design, it is essential to remember that other phenomena are ignored in favour of the selected phenomenon being studied in depth. The teacher's use of Communicative Language Teaching (CLT) to help students improve their speaking skills is the phenomenon that the researcher wants to investigate in this example.

The author's reason for using a case study approach is that the application of Communicative Language Teaching on Sebatik Island has its uniqueness, which the case itself can only explain. This uniqueness is the Communicative Language Teaching (CLT) approach used by teachers on Sebatik Island in teaching that differs from its application in other areas in Indonesia that are not influenced by neighbouring countries that make English as Second Language (ESL). In several junior high schools on the island of Sebatik, many students complete their primary education in Malaysia and then continue their secondary education on the island of Sebatik, which is located in Indonesia. In general, students who complete their primary education in Malaysia are familiar with English, so when they are in junior high school, they have sufficient previous knowledge to become a supporting factor for teachers in implementing CLT. In contrast to the above phenomenon, students who live on Sebatik Island generally have parents who work as migrant workers in Malaysia, so there is minimal supervision and motivation to learn from their parents. This phenomenon makes applying the CLT approach by English teachers on Sebatik Island unique and exciting to study.

On the one hand, teachers can teach English to students who have completed their elementary school in Malaysia. Still, on the other hand, they have difficulty teaching English to students who live in Indonesia. In this case, teachers must be able to formulate appropriate teaching methods for both groups of students who have different backgrounds but are in the same classroom.

Source of Information and Selection of Informants

Qualitative research does not recognize the term sampling from the population because this research does not aim to generalize to the population but aims to dig up in-depth information so that the sample in qualitative research is called informants (Yin, R.K., 2016). Before determining the number of informants and selecting informants, the first step that the researcher must carry out is to determine the unit of analysis of the research, which describes the research location and consists of six aspects, namely people, structure, point of view, time, geography, and activity. The number of informants in qualitative research is flexible based on the conditions of adequacy and suitability. In some cases, only one informant is needed. Researchers can add, reduce, and even replace informants during the research depending on the adequacy and appropriateness of the information. The "sampling" method in qualitative research is not random, so it uses a non-probability method or is determined by the researcher (purposeful sampling). The source of information for this study was obtained from interviews with four English teachers who had and are currently implementing the CLT approach in the classes they teach, as well as direct observations conducted at SMPN 1 Sebatik Tengah, SMPN 2 Sebatik Tengah, SMPN 1 Sebatik Utara, and SMPN 1 Sebatik Barat to take a closer look at the application of this approach in schools, style and its impact on improving speaking skills in English.

The definition of an informant is a research subject who can provide information about the phenomena or problems raised in the research. Key informants have comprehensive information about the issues raised by researchers. Key informants know about the conditions/phenomena to be studied and understand the information about the main informants. In this case, the principal of the school where the above research was conducted was the key informant. English teachers who apply this approach can be categorized as key informants. While supporting informants are people who can provide additional information to complete the analysis and discussion in qualitative research. Different informants sometimes provide information that the main informant does not offer. In this case, supporting informants can be taken from teachers in other fields of study who teach at the four junior high schools on Sebatik Island and administrative staff in these schools.

Qualitative research does not recognize a minimum sample size. Qualitative research generally uses a small number of samples, sometimes only using one

informant. According to Martha & Kresna (2016), at least two conditions must be met to determine the number of informants: adequacy and suitability. The selection of informants in qualitative research is wholly determined by the researcher, so Patton (2002) calls it purposive sampling, namely choosing informative cases (information-rich cases) based on the strategies and goals set by the researcher, the number of which depends on the purposes and learning resources. This study aims to explore in-depth information about implementing Communicative Language Teaching on Sebatik Island; Based on these objectives, the researcher will designate four teachers as the main informants plus staff and students respectively as supporting informants, while the principals of the four schools will act as key informants. The selection of key informants depends on the unit of analysis to be studied. For example, in an organizational unit, the key informant is the head of the organization, so in this case, the head of a school is the principal. The selection of informants can be based on two aspects, namely theory and presumption, based on the depth of understanding or experience of the respondents/informants (not based on random choices). The selection of informants based on theory or theoretical sampling is suitable if data collection's main purpose is to develop a theory substantively.

Based on the purpose and characteristics of Patton (2002) categorizes 16 types of informant selection techniques with purposive sampling techniques. The researcher used two of the sixteen techniques, namely maximum variation sampling and convenience sampling. The selection of this technique is based on several considerations; namely, the researcher aims to obtain a range of cases to obtain a variety of dimensions. The diversity refers to four informants taken from geographically and culturally different sub-districts on Sebatik Island, namely the North Sebatik sub-district, West Sebatik sub-district, and Central Sebatik sub-district. Taking informants in three other areas is expected to present a representative picture of applying the communicative language teaching approach on Sebatik Island so that the research results can be important information for all parties. The second technique is convenience sampling which is carried out by considering the convenience of the researcher in terms of time, effort, and character of the respondents who will be interviewed in the four selected junior high schools where they are more open-minded compared to the teachers who teach in the other three schools.

Research Instrument

One characteristic of qualitative research is that researchers act as instruments and data collectors. Instruments other than humans, such as; questionnaires, interview guides, observation guides, and so on, can also be used, but their function is limited to supporting the researcher's task as a key instrument. Therefore, in qualitative research, the presence of researchers is absolute, because

researcher must interact with the human and non-human environment during the research. Data collection instruments are tools used to measure the data to be collected. This data collection instrument is inseparable from the method of data collection. The instrument is an open/unstructured interview guide if the data collection method is in-depth interviews. If the data collection method is observation/observation, the instrument is an observation or open/unstructured observation guideline. Likewise, if the data collection method is documentation, the instrument is a library or document format (Ardianto, 2010).

According to Creswell et al. (2007), qualitative researchers have quite some data collection instruments to choose from depending on their research objectives and ability to use them effectively. In collecting data through observation, researchers can use an observation checklist - a list of items examined by the observer in observing participant behaviour (Howitt, 2019). In this context, researchers in research on the application of the CLT approach on Sebatik Island will arrange items to be observed, including the condition of student study rooms, the availability of supporting facilities in learning such as the internet and projectors, the teaching methods used by the teacher and student responses when the teacher teaches with the CLT approach. In addition to observation, the author will conduct interviews using interview guides that the author will compile. An interview guide is a list of topics the researcher plans to cover in an interview with questions that need to be answered under that topic (Jamshed, 2014). The guide will guide face-to-face conversations between researchers and participants to gather relevant information to fulfill research objectives. The relevant information is all matters related to the communicative language teaching (CLT) approach applied by the teacher, such as the teacher's understanding of the CLT approach, including the teaching methods integrated into the approach, as well as the opportunities and challenges in teaching faced by the teacher in improving speaking competence. Student In cases where a researcher wants to collect narrative data from a group of individuals, a focus group discussion guide can be used. According to Guest, Namey, Taylor, Eley, and McKenna (2017), focus group discussion guides contain questions that guide researchers when they bring together people from similar backgrounds or shared experiences to discuss specific topics and interests. In this study, researchers will use four teachers as respondents from different schools, so Focus Group Discussion is also used as one of the research instruments. The documentary analysis guide is another data collection instrument available to researchers wishing to collect data from existing documents. This detailed systematic procedure guides the researcher in analysing documentary evidence to answer specific research questions (Forman, Creswell, Damschroder, Kowalski & Krein, 2008). In this case, the researcher will analyse documents that are relevant to the research to be conducted in the four schools that are the object of this research, namely SMPN 1 Sebatik Tengah, SMPN 1 Sebatik Utara, SMPN 1 Sebatik Barat, and SMPN 2 Sebatik

Barat. Analysis of this document will become supporting data that will assist in answering the research questions that have been prepared by comparing them with the results of previous observations and interviews.

Procedure of Collecting Data

According to Creswell (2016), qualitative research explores and understands the meaning of one or a number of individuals or groups of people originating from social problems and taking place naturally. Natural means that data collection activities are carried out under real-life/real-life events without any specific treatment of both the research subject and the context in which the research is carried out so that, in this case, the researcher will explore the application of the CLT approach to understanding the meaning of the reality found in field using specific procedures. The type of qualitative research that will be used by researchers in this study is a case study. A case study is a study that explores a depth case and collects complete information using various data collection procedures based on a predetermined time. This case can be an event, activity, process, or program (Creswell, 2016). Furthermore, Mulyana (2018, p. 201) defines the case study research method as research that outlines a thorough explanation of individual aspects, a group, and an organization so that in this research, the researcher must process as much data as possible about the subject to be studied.

Data collection techniques are essential for reviewing a case study. Creswell & Creswell (2018, p. 186) describes five types of data collection commonly used in qualitative research. These can also be applied to research with a case study approach: observation, interviews, questionnaires, document study, and triangulation. Referring to the research context, in collecting data for research on Sebatik Island, the authors will use three techniques: document analysis, observation, and interviews. Data in qualitative research are mainly obtained from human sources or human resources through observation and interviews. However, non-human resources exist, including documents, videos, photos, and statistical materials. Document analysis is carried out in qualitative research, and its position can be seen as secondary data. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to provide voice and meaning around the topic of assessment (Bowen, 2009). In this study, the authors will analysis several documents on implementing Communicative Language Teaching (CLT) in four schools on Sebatik Island. The related documents are in the form of learning videos and a list of English practice scores made by the teachers who are respondents to this study. After conducting a document analysis, the author will observe the implementation of learning in the classroom taught by teachers who are respondents related to the implementation of CLT. This observation aims to take a closer look at teachers' understanding of implementing the CLT approach and their teaching methods. It is crucial to ensure that the methods used by the respondents

are in line with the principles of CLT implementation. The next technique is the interview. An interview is an activity that involves the interviewer and the interviewee. The interviewer will ask the interviewee several questions to answer. Interviews can be conducted face-to-face or by telephone between the respondent and the researcher as the interviewer. Creswell (2008: 226) classifies there are four types of interviews in qualitative research; these types are one-on-one interviews, focus group interviews, telephone interviews, and electronic email interviews. Based on the type of interview, the writer will choose the one-on-one interview method in which the researcher asks in-depth questions and then records and records each participant's answers in this study. Researchers will prepare several questions related to teachers' application of the CLT approach in class and its impact on improving students' speaking competence. To collect interview data, the researcher will arrange the question concepts into an interview guide that will be submitted to the subject and transcribe the interview results. In addition to face-to-face interviews, the authors will conduct focus group interviews to enrich the data needed in this study.

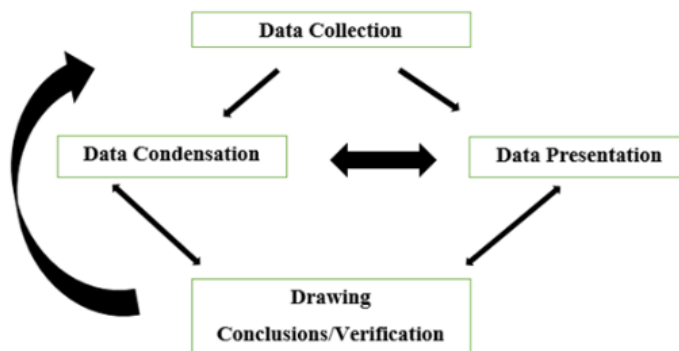
Data Analysis

Data analysis is a way of processing data into information so that the characteristics of the data become easy to understand and help find solutions to problems. To review the results of this study, the authors analysed the data descriptively or textually. The data analysis technique used is descriptive qualitative by analysing, describing, and summarizing events or phenomena from data obtained through interviews or direct observation in the field. Data processing in research includes checking, reducing, changing, and modeling to find information that will be presented as a report. The interactive model described in Concept Operationalization with the Miles and Huberman schemes is collected with the above mentioned instruments and techniques, then reduces the data or only takes the necessary data. The reduced data is then shown to be concluded.

Data will be analysed using several steps according to the theory of Miles, Huberman and Saldana (2014), namely analysing data in three steps: data condensation, presenting data (data display), and drawing conclusions or verification. Data condensation refers to selecting and simplifying by reducing data by removing unnecessary data, abstracting and transforming data that approach all parts of written field notes, interview transcripts, and documents. In this case, not all of the information obtained from interviews with four respondents from four junior high schools in Sebatik can be used as a source of information, so the writer will only use relevant data supporting this research. Likewise, with the results of observations, some of the most important will be used as a reference. After the data has been condensed, the next step is the writer will present the data and conclude it

to be used as the findings in this study. In detail, the steps according to the theory of Miles, Huberman and Saldana (2014) will be applied as follows:

Figure 1



The scheme above shows the relationship between components interactively and is an ongoing, repetitive, and continuous effort as a cycle. The problem of data reduction, data presentation, and verification becomes a picture of success sequentially as a series of analysis activities that follow each other.

RESULT AND DISCUSSION

Description of Research Object

The research objects used in this research were several junior high schools on Sebatik Island which are overseen by the Nunukan District Education Office. The selection of participants as samples in this study was determined using a purposive sampling method with several conditions, including geographical location which directly borders Malaysia, and the number of students who have attended elementary school in Malaysia. Based on the purposive sampling method, four samples were obtained from a total of ten junior high schools on Sebatik Island.

Results

Description of Observation Result servations were carried out on four English teachers who taught in four junior high school level education units on Sebatik Island, namely SMPN 1 Sebatik Tengah, SMPN 2 Sebatik Tengah, SMPN 1 Sebatik Barat, and SMPN 1 Sebatik Utara. In this activity, the author observed the implementation of the CLT approach carried out by teachers in the classroom. Observations were carried out for two weeks in classes taught by teachers.

During observations at SMPN 1 Sebatik Tengah of Mrs. Rsm. It was found that there was quite intensive interaction between teachers and students. In teaching, she applies the question and answer and discussion method using English

which is occasionally translated into Indonesian (bilingual). Several questions related to the material being taught can be answered quite well and enthusiastically by the students using English. This of course shows their strong interest in learning English. At SMPN 1 Sebatik Tengah several students completed elementary school in Malaysia who are of course quite familiar with the use of English.

Meanwhile, in observations carried out at SMPN 2 Sebatik Tengah on an English teacher named Fatmawati, S. Pd. It was found that the implementation of the CLT approach was carried out quite well and attractively. As is the case at SMPN 1 Sebatik Tengah, students also look very enthusiastic in following the material being taught by the teacher. This cannot be separated from the role of the teacher as a facilitator who facilitates students in the teaching and learning process. In this context, Mrs. Fat was able to stimulate students to actively communicate in English. This reality is of course different if the teacher applies other approaches such as lectures and does not provide sufficient space for students to interact more actively. In observations carried out at SMPN 2 Sebatik Tengah, it was seen that teachers who implemented the CLT approach in class received quite good responses among students. In this case, students also try to interact using English with their teacher, even though it is a bit stiff. It seems that students at SMPN 2 Sebatik Barat are not yet accustomed to the communicative approach applied by their teachers. Geographically, this school does not directly border Malaysia, so interactions with Malaysian residents who live on the border are not intense. This makes it quite difficult for teachers when they have to apply the CLT approach in class, so teachers have to be creative in preparing trigger questions to provoke students' responses so they can be more active.

Meanwhile, during observations at SMPN 1 Sebatik Utara, the facts found in the field were very different from the three other junior high schools observed. In this school the implementation of the CLT approach did not run smoothly. Teachers who teach students in class mostly use Indonesian as a medium of instruction. Dialogue is also mostly conducted in Indonesian. When the teacher tried to ask questions using English, it was seen that the students' responses were very poor. The class doesn't look lively, students tend to be quiet and just listen to the teacher's explanation. Likewise, when students are asked to ask questions, only a few students ask questions about how to do the assignment given.

From the explanation above, we get a general picture that the implementation of the CLT approach in each school is relatively different, influenced by various factors, both in the form of strengths and challenges in its implementation, which will be explained explicitly in the interview results.

Description of Interview Results. This research is included in qualitative descriptive research using a case study approach. The researcher used the results of the interviews which were described by outlining the conclusions based on the answers from the respondents which were processed using data collection methods.

The interview method was used to gather information about the application of the Communicative Language Teaching approach on the border of Indonesia and Malaysia.

Participant

Participants came from several people who were described in the research methods in chapter III. Respondents are given the code "R" followed by a serial number which also indicates the number. The list of participants is shown in table below:

Table 1

No.	Document Code	Description
1	P1	Teacher of SMPN 1 Sebatik Tengah
2	P2	Teacher of SMPN 2 Sebatik Tengah
3	P3	Teacher of 2 Sebatik Barat
4	P4	Teacher of SMPN 1 Sebatik Utara

Coding

Coding is carried out using the structural coding method, namely determining content-based words or phrases to represent a topic found from the data being analyzed (Saldana, 2009: 66). Determining the words used as codes was carried out using an emerging code approach, namely only 112 based on information that emerged automatically from participants (Creswell, 2017: 267). The data and respondents' answers, after being reduced, have been reduced to several themes which will then be analysed, namely:

Understanding of teachers on Sebatik Island regarding the CLT approach and its impact on improving students' speaking competence. The influence of the Malaysian border in increasing students' speaking competence. Challenges faced by teachers in implementing the CLT approach in the classroom. Attention by superiors and policy makers in developing students' speaking competence. Facilities to support the effectiveness of implementing the CLT approach in the classroom.

Discussion

Results Interview

Teachers' cognition of Sebatik Island relates to the CLT approach and its impact on increasing students' speaking competence.

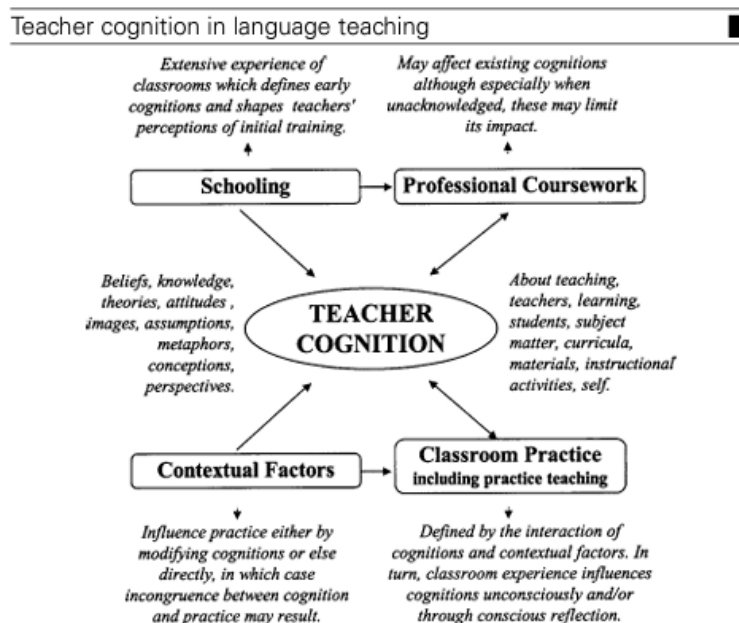
We know that teachers must have four competencies to support their duties and responsibilities as teachers. The four competencies are personality, social, professional and pedagogical. If linked to these four competencies, then understanding related to the use of approaches in teaching is included in pedagogical competencies. In general, many teaching and learning approaches, including CLT, can strengthen students' understanding and mastery of the subjects

taught (Hoque, 2016). In this case, if this approach is implemented correctly, it will help teachers attract students' interest in subjects that are considered boring. Of the four respondents interviewed by the author, two demonstrated a good understanding of the CLT approach. One understands it quite well, while the other needs to understand the importance of the learning approach in bringing students closer to the learning goals they want to achieve.

CLT emphasizes the communication aspect of real social interaction through discussions, conversations and presentations. I use this approach to encourage my students to communicate actively using English (Participant 1).

In the author's view, this is influenced by several factors, including the teacher's educational background; where two participants who showed a strong understanding of teaching approaches came from reputable and well-accredited universities, while one person did not come from a well-reputed university. One participant needed help to understand learning approaches, even though he came from a well-known university and not from the education faculty, so he needed help to understand pedagogy. Borg S. (2003), in a paper, reviews several selected studies from the field of foreign and second language teaching where he underlines that teacher cognition plays an Important role in the teaching of English by teachers in the classroom. In general, he divides it into three main themes, namely: (1) cognition and priors or language learning experiences from a teacher, (2) cognition and teacher educational background, and (3) cognition and practice in the classroom, which is simplified through the following figure:

Figure 2. Teacher cognition, schooling, professional education, and classroom practice



In a paper he compiled in the form of a research summary, many experts explained that concerning the impact of teacher education on teacher cognition, Kagan (1992) showed that this relationship was not significant. However, criticism of his synthesis by Dunkin (1995; 1996) has cast serious doubt on his conclusions. Thus, this issue remains a central issue in the study of teacher cognition to date, and several studies have discussed it with reference to language teaching. In most cases, researchers conclude that teacher education does impact cognition; although the exact nature of this impact varies between studies, the cause-and-effect relationship between teaching behaviour and teacher educational background is closely related.

I need to understand various terms when teaching English. As much as possible, I have implemented it in class. Students need more advanced communication skills to use English, which is more likely to motivate those who are weak (Participant 4).

It can be seen in his answers to interviews with the author. In this case, participants thought that this approach had a small role in English language teaching. His educational background influenced this opinion, which did not come from a teaching faculty. This fact is also strengthened by the author's observations in class, where the participants used more Indonesian in teaching English classes.

Meanwhile, in observations made on the third participant, information was obtained that he (Participant 3) needed to be used to using good English in teaching in class. Even though he has tried to use English, he looks very stiff and sometimes needs to correct words in English. In the author's view, this is not only caused by the teacher's educational background not coming from a reputable university but also driven by previous experience as a teacher. From the paper prepared by Borg (2003), a conclusion was obtained based on research conducted by Meijer et al. (1999) that the knowledge produced by teachers is the result of their experiences as teachers and reflections on these experiences.

The Influence of the Malaysian border in improving students' speaking competence in EFL classes.

Teaching English in classes in Indonesia is included in ESL because English is a foreign language. This is different from English language teaching in Malaysia, which adopts English language teaching with an ESL approach. This is based on the historical fact that Malaysia was once a British colony from 1786 to 1957, or around 171 years. This makes English quite entrenched in Malaysian society. Therefore, Malaysian middle to lower-education-level residents are quite familiar with English. These two realities are like two magnetic poles that attract each other, where interactions that occur between citizens of the two bordering countries influence each other, including in the use of everyday language, both spoken by adults and

children, as stated by Chaer (2009: 223) that language acquisition is also controlled from outside in the form of stimulation from the environment in which one lives.

In line with this, in interviews conducted regarding the learning process in classes on Sebatik Island, it was found that students living close to the Malaysian border adapt more easily to the Communicative Language Teaching (CLT) approach implemented by teachers compared to those who live far away from the border of two countries, Indonesia-Malaysia. Therefore, students at two junior high schools not far from the Malaysian border, namely SMPN 1 Sebatik Tengah and SMPN 2 Sebatik Tengah, showed a higher ability to adapt to the communicative approach applied by teachers.

The students who completed their education the basis in Malaysia are visible enough to stand out in class. They have language vocabulary _ Enough English _ and easy-to-understand instructions when the teacher teaches Language English with an approach. So, most given tasks are relatively difficult to finish compared to students who take education basically in Indonesia. This phenomenon is because they were still children when they underwent primary education in Malaysia, so the language quickly imprinted itself in their memories.(participant 1)

As we know, English language teaching in Malaysia uses ESL and has been taught since elementary school. This phenomenon is a positive trend for students who are children of migrant workers and complete their primary education in Malaysia. Learning a foreign language during childhood has special advantages because, basically, humans have a unique capacity to master languages during childhood, regardless of whether the language is their mother tongue or another language. Children learn languages more effectively due to neurological factors, so learning English at an elementary school age is right for them. Children acquire language by seeing, feeling, hearing and witnessing the use of that language. (Panjaitan et al, 2023). In this context, the students at these two junior high schools who completed their education in Malaysia have heard and experienced the language being used directly and supported by neurological factors where this process will be more easily stored in their memory.

When the teacher explained using English, they responded quite well. Likewise, when teachers ask questions, they answer quite well using English even though their grammar could be better. Different facts were found in the students of SMPN 1 Sebatik Utara; in the observations made, they seemed very passive in class when learning English. Even though this school is located on the border, there is only a little interaction between the Indonesian and Malaysian populations because, in the Malaysian region bordering the Pancang River, there are only stretches of oil palm plantations. So this is why teachers should apply other approaches as an alternative to the CLT approach. In an interview between the researcher and the fourth respondent (R4), he answered that he tends to apply a teacher-centered approach. O'Neill & McMahon (2005) state that teacher-centered is a paradigm in

the form of a learning approach in the world of education where teachers, as experts in their field, focus on conveying the transfer of their knowledge to students. When confirmed with R4 regarding the observation findings that the researcher had made, he stated that the Communicative Language Teaching (CLT) approach in the classroom was difficult to implement because students had difficulty understanding the meaning and purpose of the material being taught. If the teacher uses English, then in this case, the approach applied by the teacher is a response to the students' weak English language competence. Apart from interviews conducted with teachers, in the researcher's observations, North Sebatik 1 Middle School teachers appeared to need more mastery of pedagogical competence because their educational background did not come from the teaching and educational science faculty. This is demonstrated by the teacher's lack of use of English in class except for a few common expressions in English such as, "Do you understand?", "Any questions?" and "Please stand up!" as well as several other common expressions. Apart from that, the teaching methods applied and integrated into the approaches used are still conventional.

The approach to teaching Language English in class depends on students' readiness. It is at our school located Enough Far with limited country so that interaction between students and parents _ and with Malaysian citizens is minimal. This matter impacts teachers' difficulties in applying the CLT approach, which emphasizes communication in a way that is active in activities in class. This reality differs from SMP Negeri 1 Sebatik Tengah, which often interacts with Malaysian citizens. (Participant 3).

He also expressed the same thing in an interview conducted with the third participant (P3), namely, that the border between Indonesia and Malaysia had a significant impact, especially on the vocabulary mastery of the students he taught. He stated that students who live near the border or have parents who work in Malaysia tend to master a larger vocabulary than students who live far from the Malaysian border. Regarding the communicative approach in class, he emphasized that there were quite significant differences in his interactions, especially if the students had received primary education in Malaysia.

Challenges faced by teachers in implementing the CLT approach in EFL classes

Febriana et al. (2018) highlighted some challenges faced in teaching English in rural and border areas, including weak student competence, the mindset of students' parents and the students' mindset when learning English. Some students think that English is difficult, especially since they did not learn it when they were still in elementary school. On the other hand, some parents of students with low education and work in the informal sector think formal education is not very important for their children.

From the results of interviews with four respondents, answers were found that generally acknowledged that they faced various challenges in implementing CLT. Participant 1 (P 1) stated that the main challenge faced was students' low self-confidence in spontaneously expressing their ideas using English, except for simple and short expressions. They are sometimes haunted by the fear of making a mistake in pronouncing words correctly. Apart from that, they are also worried that their grammar does not comply with the correct rules. Almost the same information was also obtained from the second and third respondents, namely P 2 and P 3, who answered that there were concerns among students when interacting using English, especially in two aspects, namely pronunciation and grammar.

In applying the CLT approach in the EFL classroom, the biggest is that most are not confident to speak because their vocabulary those who are lacking and they worry that they use inappropriate grammar. (Participant 3)

Most likely, this reality is closely related to the psychological situation where they are burdened by fear of making mistakes, which causes them to hesitate to use English when speaking even the most straightforward sentences. This phenomenon seems familiar, and I also felt it when I was an English teacher in junior high school dozens of years ago. It can even happen to adults when studying a foreign language. Apart from that, P3 added that students' lack of vocabulary also worsened the situation. Meanwhile, P 4, in an interview regarding the challenges faced, answered the same thing. However, he added that several external factors, such as the profession of the student's parents, mostly farmers and fishermen, also contributed to students' weak learning motivation in learning English. It causes the average student at SMPN 1 Sebatik Utara to have low speaking competence, making it a challenge to apply the CLT approach in their classes.

The role of superiors and policymakers in developing teacher competence in implementing appropriate learning approaches

Educational progress in each educational unit is not only determined by teachers, but other elements play a role in their role, including the school principal as superior and related policymakers such as the Nunukan District Education Office. Law number 14 of 2005 concerning teachers and lecturers implies the important role of the government in improving the quality of education in Indonesia, where this law regulates not only the rights but also the obligations that teachers must carry out professionally. School principals and related governments must always motivate and accompany teachers in improving their performance. According to Landry and Neubauer (2016), motivated teachers can always double their efforts and compete with each other to stay motivated because teachers will try to achieve the best learning results, not just teach. The government must involve itself in this effort to obtain and complete the syllabus.

In interviews conducted with four respondents. Participant 1 answered that the Nunukan District Education Office carries out academic supervision, delegated to school supervisors only once a year, and the school principal has rarely carried out academic supervision over the past year. The same answer was also obtained from P 2 and P 3, who answered that school principals rarely carried out academic supervision, while the education service, on average, only involved school supervisors once a year. Even the participant from SMPN 1, Sebatik Utara, answered that during the last year, the principal had never supervised teachers academically. Although the latest policy related to the Merdeka curriculum, which is derived from PANRB Ministerial Regulation Number 6 of 2022 concerning Management of Civil Servant Performance, requires school principals to carry out classroom observations, it only focuses on the application of positive discipline by teachers, not on the pedagogical aspects.

School principals rarely carry out academic supervision in the classroom because they are always busy with administrative issues and frequent changes in principle exacerbate the situation. (Participant 4)

According to him, this is more due to practical political factors where school principals often change without going through the proper mechanisms. It also contributes to weak teacher motivation in implementing various appropriate approaches to teaching their students. It indirectly also has a direct impact on students. Minimal attention service education to enhance quality classroom learning impacts low teacher motivation in developing competence in teaching. This matter, aggravated by dynamics politics, caused replacement head schools to often happen. Even sometimes, the right replacement takes place as much as twice a year. Intensive supervision of teaching programs for teachers can help students achieve extraordinary performance under the desired goals because they will work on the right track (Ranson & Tomlinson, 2018); therefore, all respondents answered that school principals and the government must always accompany teachers and carrying out coaching to ensure teacher performance remains good and motivated in implementing various approaches so that students are able to absorb lesson material well, especially when teachers apply the Communicative Language teaching (CLT) approach in the classroom.

Apart from that, all participants added that there needs to be more government role in determining a syllabus that suits students' needs, which contains much material related to improving students' speaking skills. According to Friedman et al. (2015), adjustments to outdated syllabi must be made by the relevant government because this misleads many teachers and students in schools. Curriculum and syllabus effectively act as tools for achieving superior school performance because teachers must teach what students need. Even though the government has issued a new curriculum called the Merdeka Curriculum, its implementation is only effective in the Driving School Program (PSP), a pilot project

for the Ministry of Education. Next, the third participant (P3) added that in order to motivate teachers and students to speak English actively and support the implementation of the CLT approach in the classroom, the government through the Nunukan District Education Office should promote competition between students such as storytelling competitions, speech competitions, reading news competitions; this can be a stimulus for teachers and students in developing their speaking competence.

Facilities that support the effectiveness of implementing the CLT approach in the classroom

A study published in a journal entitled *The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria in 2016* emphasized the importance of the availability of physical facilities in supporting learning in schools. The article emphasizes that the availability of resources is quite important to achieve effective delivery and supervision of learning in the school system and that the unavailability of basic facilities experienced in secondary schools is one of the obstacles to effective learning.

In implementing the CLT approach, supporting facilities are one element that can accelerate students' speaking abilities. The supporting facilities in question are the availability of an internet network and an English language laboratory. All respondents expressed in interviews P1 to P4 that although teacher competency is the main thing in implementing the CLT learning approach in the classroom, the availability of supporting facilities will support this achievement. The communicative language approach is Communicative Language Teaching (CLT), a language teaching method that emphasizes communication as the main goal of learning. In this approach, students focus on learning language through social interactions, such as conversations, presentations, and discussions. CLT views communicative skills (listening, speaking, reading, and writing) as competencies that must be developed in language learning. Therefore, teachers provide realistic and enjoyable communicative situations for students so that students can learn and apply the language they have learned in real situations. Teachers in CLT must also provide content related to real life, such as social, cultural, and scientific topics so that students can learn the language in a relevant context. CLT also emphasizes the development of language skills holistically, namely by developing all communicative skills (listening, speaking, reading, and writing) simultaneously and interrelated. CLT is a language teaching approach teachers use to motivate and encourage students to use language according to the targets students need according to their abilities.

CLT underlines that the function of language is more important than Grammar and Vocabulary, which emphasizes the purpose of language to find the

meaning of language and communication (Harmer in Rumbouw, 2021). Concerning the CLT function described above, facilities are closely related to the effectiveness of implementing the CLT approach. According to Kanika Budhwar (2017), CS lecturer at FC College for Women, Hisar. Supporting facilities connected to technology provide benefits, including easy access to learning materials: - E-books, revision guides, and previous exam papers are available on the World Wide Web, and students can use them to increase their knowledge base for further learning. Meanwhile, based on the book *Theory and Application of Educational Science* written by Dr. Abdul Wahab, M.Si., Kosilah, M.Pd, and Teuku Sanwil, MA (2021) stated that education is the process of studying the atmosphere and learning process to solve the problems that occur in it to be able to offer educational action options effective. Therefore, the benefits of technology for the world of education are significant and impact students. The following are the benefits of technology for education. Thus, the availability of learning facilities in schools can support the implementation of the CLT approach in the classroom. However, ironically, all junior high schools on Sebatik Island do not have supporting facilities in the form of an English language laboratory; even one of the participants, P 2, stated that the school where he teaches at SMPN 2 Sebatik Tengah does not have an English laboratory also cannot access the internet.

Our school does not have an English laboratory, and even the internet _ is difficult to access. Facility minimal support is sufficient, making things difficult for us to apply an approach in class. However, I get around it by using methods like integrated role-play _ into the approach in class. I hope the government gives attention to enhancement facility support at school (participant 2)

Furthermore, when asked how important supporting facilities were in the effectiveness of CLT, all respondents answered that facilities such as language laboratories were very effective because they would help them learn correct pronunciation and train their confidence in communicating. Apart from that, they can easily access learning content, which will broaden their knowledge and encourage them to communicate more actively using English.

One of the government's concerns during President Joko Widodo's administration, as stated in the Nawa Cita at the beginning of 2015 was to develop Indonesia from the periphery by strengthening regions and villages within the framework of a unitary state by improving the quality of education and training with the "Smart Indonesia" program. However, this program mostly targets educational accessibility for students by providing scholarships and teacher training, so it has not focused on developing adequate educational infrastructure. Programs created by the government are often only temporary programs and need to be more sustainable (Suryana, 2009, p. 12).

Many schools, with minimal infrastructure conditions, are only rehabilitated through relatively small School Orientation Fees (BOS) and do not make the

educational facilities and infrastructure better (Suwanto, 2009, p. 32). This situation is also experienced by many schools on the island of Sebatik, which geographically borders Malaysia; even one of the schools, namely SMP Negeri 2 Sebatik Tengah faces a more complex problem where the number of students is very small, less than 50 students so that with the BOS funds they receive is quite small and cannot be used to overcome the problem of providing supporting facilities for more representative language learning. Luschei & Zubaidah (2012) stated that "the biggest educational challenge facing Indonesia is the country's vast geography and many remote areas". Hargreaves et al. (2009) stated that rural schools are inferior to urban schools because urban schools have more teachers and easier access to resources for teaching and learning. Teachers in urban schools have much access to teaching materials. In contrast, teachers in rural areas often need more teaching materials that can support them in delivering their lessons in the classroom. This condition causes the teaching and learning process to become monotonous, as researchers witnessed directly in observations carried out in several junior high schools on Sebatik Island, especially in using appropriate learning approaches in the classroom.

Description of Focus Group Discussion (FGD) Results

Babbie (2021) suggests that the FGD method, also called group interviews, is a qualitative method based on structured, semi-structured or unstructured interviews. This activity allows researchers to question several individuals systematically and simultaneously. This FGD aims to simplify or detail the findings based on interviews conducted with four respondents conducted online via Zoom Meeting. There are five theme categories in the focused discussion, which the author describes below:

Teacher understanding

From the focused discussion, a surprising fact was discovered that not all English teachers understand the CLT approach in the classroom. Some only focus on explaining the material and giving assignments to the students they teach. Some teachers need more understanding regarding appropriate teaching approaches to ensure that the CLT approach can be implemented effectively.

I need to learn more to understand the different approaches And methods of teaching in class. Possibility: Lots of actual terms _ I already applied them in class, But I do not know the term. (Participant 3)

This lack of understanding can be caused by various factors, including the background of teachers who do not come from teaching and education faculties, so their knowledge is minimal—related to pedagogy. Other things caused by the teachers' lack of updated ability to teach are they attend a workshop or House Training (IHT) to increase their teaching competence.

The Influence of the Malaysian border

In discussions with several teachers who were respondents, all of them answered that the Malaysian border had a very significant impact where students had mastered quite a lot of English vocabulary which they acquired from interactions with border communities so that the use of English by teachers. It is possible to teach the material. It is just that not all students live directly on the border with Malaysia. Some live in the middle of the island, which is relatively far from the border. However, all respondents recognized this phenomenon as a positive thing for the communicative approach applied in the classroom. Hopefully, students who live at the border and have sufficient vocabulary can pass it on to other students.

Challenges in class

Talking about the challenges faced, the participants assumed that the lack of vocabulary mastery and self-confidence among students were the biggest challenges in implementing the CLT approach in the classroom. It takes a habit to encourage them to be active and train their confidence to start conversations in English. The phenomenon is revealed through the following answer from Participant 1.

We as teachers repeatedly motivate students _ To memorize vocabulary as much as possible so they can use it in communication every day (Participant 1).

In this context, the role of teachers as guides and motivators is highly expected to push students to believe in themselves and verbally practice English. Motivation is a psychological factor that can influence student learning processes and outcomes. If students have high learning motivation, students will do more learning activities. Motivation can be achieved by presenting several examples of people who have mastered spoken and written English. Meanwhile, according to Shah and Al-Bargi (2013), most students who are categorized at lower levels of proficiency experience self-confidence problems, resulting in their lack of motivation to start a dialogue in English. Thus, motivation from teachers to students contributes to the success of second language acquisition (Anjomshoa & Sadighi, 2015)

Role and Government Attention

Government attention is an important variable that plays a role in accelerating teachers' ability to implement certain teaching approaches in the classroom. This attention can take the form of rewarding teachers who excel or holding various seminars or workshops related to improving teacher quality. According to the expressed views of participants in the discussion together with the author, the Nunukan Regency Government needs to pay more attention to the quality of teachers.

Stakeholder policy is busier with political affairs and even involves teachers indirectly in practical politics. Besides That, the enhancement of teacher competence is greater. Lots focused on the mother city, regency Nunukan, And seldom touches areas in remote corners _ from the city's centre. (Participants 2 and 4)

In this case, teachers involved in a conflict of interest will not focus on their performance or only teach to fulfil their duties without evaluating the quality of the learning they provide in the classroom. In conclusion, the relevant government, through the Nunukan District Education Office, must prepare a good education system to improve the quality of education.

Apart from that, the government is obliged to design a curriculum that can accommodate the effective implementation of the CLT approach in the classroom. This means that intervention from the government is needed to improve the quality of learning in the classroom. According to ALharbi (2020), the government must design curriculum, strategies, and techniques to enable students to use language purposefully and functionally in the classroom. It relates to the respondents' statements expressed in the author's focus group discussion (FGD).

We hope the government can develop a syllabus that encourages students to speak actively (participant 3).

Facility

Apart from paying attention to the quality of teachers, the government is also obliged to provide adequate facilities to create a comfortable and enjoyable learning atmosphere in the classroom. The Nunukan Regency Government must allocate sufficient funds to improve school facilities and infrastructure. Adequate facilities will certainly improve the quality of learning. In the contest for implementing the CLT approach in the classroom, the facilities in question provide an English language laboratory or internet access for teachers and students. Although facilities can support the effectiveness of implementing a learning approach, the teacher is the determining factor. The statement is what was conveyed by the participants.

It was revealed in a focus group discussion (FGD) with all participants, which was conducted via Zoom meeting. Among them were expressed by Masni, SS as follows:

Facilities that support the implementation of CLT in the classroom are our common concern. It is the government's responsibility to equip facilities such as language laboratories or provide projectors for each class. Schools have several projectors to make it easier for students to listen to content that can stimulate students to speak actively (Participant 4).

Facilities do make an essential contribution to improving the quality of learning; although this is not the main and only factor, it can support a more dynamic learning process. By referring to the results of discussions and observing

direct conditions in the field, which show the lack of supporting facilities for English language learning in almost all junior high schools in Sebatik, the researcher believes that the lack of facilities is indeed one of the factors that hinders the effective implementation of the CLT approach or even other approaches that are relevant to English language teaching.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Minister of National Education Regulation No. 16 of 2007 emphasizes that teacher competence includes personal, social, pedagogical and professional competence. Teachers absolutely possess these four competencies to support their profession as teachers in teaching and educating students so that they will later have competencies and skills that they can use in their daily lives after completing school. Teacher competency is personal and complex, which is a unit that describes the potential knowledge, skills, attitudes and values possessed by a teacher related to his profession, which can be realized through the teacher's efforts to manage learning at school. (Mulyasa, 2013: 32). Pedagogical competence is the ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Thus, pedagogical competence is a very important thing that a teacher must master. The application of teaching approaches by English teachers on Sebatik Island is included in this competency.

From the analysis of the results of observations and in-depth interviews with four English teachers who were research respondents in four junior high schools (SMP) on Sebatik Island combined with a Focus Group Discussion involving all respondents, several conclusions can be drawn up, which the author will describe in this chapter as answers to the research questions that have been prepared in the first chapter.

The application of the Communicative Language Teaching (CLT) approach in schools is varied and relative, depending on the teacher's level of understanding regarding this application. In this case, teachers who understand the nature of the importance of an approach in learning will be encouraged to apply it optimally. Not only that, they will also use various appropriate methods to support the effectiveness of the approach they take in class. Apart from the different levels of understanding among teachers, strong commitment and motivation to carry out their duties and responsibilities as teachers also play an important role in implementing the CTL approach in the classes they teach. Without being based on strong motivation and commitment, teachers tend to carry out their duties only moderately and teach only to fulfil their obligations.

Apart from teacher factors, the geographical location, which directly borders Malaysia, also has a significant impact on the effectiveness of implementing the CLT

approach in schools. It is known from direct observations made by researchers. In the author's observations, students who live close to the Malaysian border are able to understand the teachers' explanations well even though they use English. It is because these students are already familiar with English, which they often hear and even speak when interacting with border residents. Some students who live on the border, some of whom have even studied primary education in Malaysia, have contributed greatly to the student's ability to absorb the material being taught even though they use English as the medium of instruction. This phenomenon is clearly relatively different from students who live some distance from the border, where they found significant difficulties when teachers used English as a medium of instruction in teaching. The interactions seen in the observation process in class were very rigid.

In implementing the CLT approach in the classroom, teachers also encounter several difficulties, both internally and externally. Some of these difficulties stem from teachers themselves needing to understand how an approach is applied in the classroom. Apart from that, teachers who are used to using Indonesian as a medium of instruction in teaching English in class need time to practice their habit of using English to make the communicative approach they apply more effective. On the other hand, they also do not accustom students to adapt to the communicative approach in class. Students who are not accustomed to using English in class to respond to questions or the lessons being taught are an obstacle to the effective implementation of this approach. In line with this, teachers should have strong motivation to continue to develop their competencies, especially in applying various approaches, especially communicative approaches, in the context of improving the quality of their teaching in the classroom.

The effectiveness of implementing the Communicative Language Teaching approach must be distinct from the role of all parties, including school principals and other policy stakeholders. These two elements work together to create good quality learning. Political dynamics in the region play a major role in the non-optimal performance of school principals due to frequent changes in school principals, which has an impact on teachers' need for more control in carrying out their duties in the classroom. This phenomenon was revealed through interviews conducted with all respondents. Psychologically, this, of course, reduces teacher motivation and creativity in implementing approaches that are deemed necessary in improving students' English language competence.

The final thing that can be concluded is the need for adequate support facilities in schools, such as English laboratories, the internet, and other support facilities included in educational technology to support the implementation of the Communicative Language Teaching (CLT) approach in the classroom. Educational Technology is categorically divided into four categories, namely learning tools, educational resources, learning environments, and learning methods (R. Huang et

al., 2019). Technology as a learning tool is digital and non-digital media used to facilitate learning through interaction between students and systems, such as learning applications, multimedia devices, mobile educational applications, and so on. This educational technology supports the effectiveness of implementing the CLT approach in the classroom.

The problem on Sebatik Island is that the availability of supporting facilities, as mentioned above, still needs to be improved. In all schools, projectors (LCDs) are available, still in very limited numbers (only one or two per school), so this also contributes to the less-than-optimal implementation of the Communicative Language Teaching (CLT) approach in the classroom. In this case, even though the teacher has tried to combine the four skills in English (listening, speaking, reading, and writing) through active use of English in class, students need the presence of supporting learning technology to avoid becoming bored. On the other hand, technology can help them understand the material and can encourage them to communicate actively. In conclusion, students can experience a more interactive and varied learning experience with technology. They can access various learning resources while learning about good English pronunciation and how to converse in English. It will support applying the CLT approach in the classroom. The participants expressed this in interviews conducted by the author.

Recomendation

Based on the conclusions above, the author can suggest several points for consideration by interested parties, namely:

1. Some English teachers' understanding of various learning approaches, especially the CLT approach, needs to be encouraged and improved. Therefore, the Nunukan district education office should exercise strict control over teacher performance by empowering school principals and school supervisors as an extension of their role. In this case, the Teacher Performance Assessment (PKG), which the school principal has prepared as a tool for measuring teacher performance, must be observed before being taken into consideration. Likewise, the School Principal Performance Assessment (PKKS), which the School Supervisor has prepared, should be taken into consideration in preparing programs to increase teacher competency. It is hoped that the quality of educational services in each educational unit can be carried out optimally.
2. In carrying out the assessment, teachers should develop tests that can measure the four skills in English with an emphasis on speaking assessment. These tests can be in the form of oral tests or projects that can encourage students to speak more while training their self-confidence, such as creating drama or theater in English, practicing dialogue orally without looking at the text, creating video content, and so on.

3. The impact of the Malaysian border contributes positively to language acquisition among students, especially to good vocabulary mastery among them. Intensive interaction with border residents, both economically and through social interactions, makes students familiar with a lot of English vocabulary. It should be utilized maximally by teachers by implementing the CLT approach optimally in the classroom through the use of teaching methods that are relevant to the CLT approach so that student potential can be accommodated well. In this case, teachers must not be apathetic and must always increase their motivation to work better.
4. School principals and policymakers in the Nunukan district education office should synergize with the teachers who carry out their duties in the classroom. In this case, school principals are obliged to pay attention to the performance of their teachers by routinely carrying out classroom supervision, whether directly or indirectly, to ensure that the teachers on duty carry out their duties well. In this way, teachers will be motivated to develop their competencies and not just teach because of the demands of their profession but not pay attention to the output and progress of the understanding of the students being taught. In line with that, stakeholders in the education office, in issuing policies to replace school principals, should be based on fit and proper or based on school needs, not on mere interests. Apart from that, policymakers in the education department are obliged to pay attention to the needs of teachers in order to develop their competencies. Several activities can be used as alternatives to develop teacher competency, including holding workshops, In-House Training (IHT), seminars and other activities that can support the development of teacher competency. In addition to increasing teacher competency through various training, the Nunukan district education office can also activate inter-teacher events aimed at honing teachers' skills, such as best practice competitions, talent teacher competency events, and awards to teachers who excel. Through these activities, teachers will be motivated to develop their competence as teachers on an ongoing basis. It will impact students' speaking abilities in class and make the class livelier.

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