

**COMMUNICATION PRACTICE ACTIVITIES
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL):
A CASE STUDY**

THESIS

**By
M. MUHAJIMIN AL BASIT**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1448 A.H**

**COMMUNICATION PRACTICE ACTIVITIES
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL):
A CASE STUDY**

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in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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BANJARMASIN
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I, the undersigned, M. Muhaimin Al Basit, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 25 June 2026

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ABSTRACT

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Keywords: Communicative Language Teaching (CLT), Teaching English as a Foreign Language, Communication Practice Activities.

The Communicative Approach is considered vital in EFL learning for shifting focus toward meaningful language use, prompting the researcher to investigate its implementation in an English Club. This descriptive qualitative study addresses three research questions regarding the effective communication practice activities used, the successful methods of their implementation, and their positive contributions to student involvement at SMK Negeri 2 Banjarmasin. This study employed a qualitative case study design to investigate communication practice activities implemented in the English Club at SMK Negeri 2 Banjarmasin, the participants included one English teacher and 10–20 students selected via total sampling. Data were collected through observation, semi-structured interviews, and documentation. Findings and discussions revealed that activities like storytelling, spelling bee, and guessing games aligned with CLT principles. The teacher acted as a facilitator, prioritizing communication fluency over grammatical correctness. These activities significantly boosted students' confidence, interaction, and bravery in using English. In conclusion, the communication practice activities at SMK Negeri 2 Banjarmasin are implemented successfully in accordance with the indicators of Communicative Language Teaching (CLT), creating an effective, student-centered, and interactive EFL learning environment that enhances students' meaningful language use.

ABSTRAK

M. Muhaimin Al Basit. 210101030197. 2026. *Communication Practice Activities in Teaching English as a Foreign Language (EFL): A Case Study*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Drs. Saadillah, M. Pd.

Kata kunci: Pengajaran Bahasa Komunikatif (CLT), Pengajaran Bahasa Inggris sebagai Bahasa Asing, Kegiatan Praktik Komunikasi.

Communicative Approach dianggap penting dalam pembelajaran EFL karena mengalihkan fokus ke penggunaan bahasa secara bermakna, sehingga peneliti memilih untuk meneliti penerapannya di English Club. Penelitian kualitatif deskriptif ini membahas tiga pertanyaan penelitian mengenai aktivitas praktik komunikasi efektif yang diterapkan, metode pelaksanaan yang berhasil, serta kontribusi positifnya terhadap keterlibatan siswa di SMK Negeri 2 Banjarmasin. Penelitian ini menggunakan desain studi kasus kualitatif untuk mengkaji kegiatan praktik komunikasi yang diterapkan di English Club SMK Negeri 2 Banjarmasin, partisipan terdiri dari satu guru dan 10–20 siswa yang dipilih menggunakan total sampling. Data dikumpulkan melalui teknik observasi, wawancara semi-terstruktur, dan dokumentasi. Temuan dan pembahasan menunjukkan bahwa aktivitas storytelling, spelling bee, dan guessing game sesuai dengan prinsip CLT. Guru berperan sebagai fasilitator yang lebih menekankan kelancaran berkomunikasi daripada ketepatan tata bahasa. Aktivitas tersebut terbukti berkontribusi positif dalam meningkatkan kepercayaan diri, interaksi, kerja sama, dan keberanian siswa. Kesimpulannya, kegiatan praktik komunikasi di SMK Negeri 2 Banjarmasin telah dilaksanakan dengan sukses sesuai dengan indikator Communicative Language Teaching (CLT), sehingga menciptakan lingkungan pembelajaran EFL yang efektif, interaktif, dan berpusat pada siswa, yang pada gilirannya meningkatkan kemampuan siswa dalam menggunakan bahasa secara bermakna.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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