

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings and discussion of the research. The findings are based on the data collected through classroom observations and interviews with the English Club teacher regarding the implementation of communication practice activities in English Club using the Communicative Language Teaching (CLT) approach at SMK Negeri 2 Banjarmasin.

The findings are divided into several points based on the indicators adapted from Effendi and Novita (2024), namely: (1) Authentic Communication Activities, (2) Learner Participation, (3) Teacher as Facilitator, and (4) Interactive Learning Environment.

1. Types of Communication Practice Activities

a. Storytelling Activity



Figure 4.1 Storytelling Activity

Based on the observation conducted in the English Club activities, storytelling was one of the communication practice activities used by the teacher to develop students' speaking skills. This activity was designed to encourage students to express ideas in English in a structured yet creative way. Although the main activities observed were Spelling Bee and Guessing Game (Job), the storytelling activity was also integrated as a supporting speaking task in the English Club

program to train students' fluency and confidence in producing longer spoken texts.

In the storytelling activity, students were asked to retell simple stories or personal experiences in English in front of their friends. The teacher usually provided a theme or guiding questions to help students organize their ideas, such as daily routines, memorable experiences, or short moral stories. This guidance helped students who still had limited vocabulary to participate actively without feeling overwhelmed.

From the observation, it was found that students showed different levels of ability, but most of them were willing to try speaking English even though they made grammatical and pronunciation errors. The teacher did not interrupt students frequently during their storytelling performance. Instead, the teacher allowed students to complete their ideas first, and then provided corrective feedback after they finished speaking. This approach helped maintain students' confidence and reduced speaking anxiety.

The interview with the teacher also supported this finding. The teacher explained that storytelling is important to help students develop fluency and confidence:

“We try to make students speak continuously. In storytelling, we let them express their ideas first. After that, we help them correct their sentences so they are not afraid to speak.”

This statement shows that storytelling activity is used not only to practice speaking ability but also to build students’ confidence in using English without fear of making mistakes. The teacher emphasized fluency over accuracy during the initial speaking process, which is in line with Communicative Language Teaching principles.

Therefore, it can be concluded that storytelling activity in the English Club serves as an effective communication practice activity. It allows students to practice expressing ideas in a meaningful context, improves their fluency, and builds their confidence in speaking English through supportive and non-threatening classroom interaction.

b. Spelling Bee Activity



Figure 4.2 Spelling Bee Activity

Based on the observation in the English Club meeting held on 28 October 2025, Spelling Bee was used as one of the main communication practice activities to train students' speaking ability, especially in terms of pronunciation, vocabulary recognition, and confidence in speaking English. This activity involved 20 students and was conducted in a competitive but supportive classroom atmosphere. The teacher organized the activity by calling students one by one to spell English words given by the teacher.

From the observation checklist, it was found that the Spelling Bee activity strongly supported authentic communication and learner participation. Students were required to respond orally in English in real-time situations, which created meaningful communication practice rather than mechanical repetition. Even though the focus was on spelling, students still needed to pronounce letters and words clearly in English, which indirectly trained their speaking skills.

During the activity, the teacher provided words with varying levels of difficulty and encouraged all students to participate actively. The classroom situation showed that students were engaged and attentive because they had to wait for their turn while also listening to their classmates. This created an interactive learning atmosphere where students learned not only from the teacher but also from each other's responses.

The interview with the teacher further confirmed the purpose of this activity. The teacher explained that Spelling Bee is used to increase students' confidence and participation in speaking English:

“We ask each student to take turns in Spelling Bee so everyone has the same opportunity to speak. Even if they make mistakes, we always encourage them and give motivation so they are not afraid.”

This statement shows that the Spelling Bee activity is not only focused on accuracy in spelling but also on building students' confidence in using English orally. The teacher also emphasized the importance of encouragement to reduce students' anxiety when speaking in front of their peers. In addition, when students made mistakes in spelling or pronunciation, the teacher responded in a supportive way by giving correction without discouraging them. This strategy helped students remain motivated and willing to try again.

Therefore, it can be concluded that the Spelling Bee activity in the English Club functions as an effective communication practice activity that promotes student participation, builds confidence, and improves pronunciation skills through an engaging and interactive learning environment.

c. Guessing Game Activity



Figure 4.3 Guessing Game Activity

Based on the observation conducted on 13 November 2025 in the English Club, the Guessing Game (Job) activity was used as one of the communication practice strategies to improve students' speaking skills in a more interactive and enjoyable way. In this activity, there were 10 students who participated, and they were divided into pairs to make the game more communicative and collaborative.

The Guessing Game activity required students to describe a job or profession in English without mentioning the name of the job directly, while their partner had to guess the correct answer. This type of activity

encouraged students to use descriptive language, vocabulary related to occupations, and simple sentence structures to communicate meanings effectively. It also created a meaningful communication context because students had to explain, clarify, and respond in real time.

From the observation, it was found that students were actively involved in speaking during the activity. They tried to express their ideas even though they sometimes struggled with vocabulary and grammar. However, the communicative purpose of the activity helped them focus more on conveying meaning rather than producing perfect sentences. The classroom atmosphere was lively, and students showed enthusiasm because the activity was game based and competitive in a positive way.

The observation checklist also showed that learner participation was evenly distributed. All students had the opportunity to speak and interact with their partners. The use of pair work encouraged collaboration and reduced students' anxiety in speaking English, since they only interacted with one partner instead of speaking in front of the whole class.

The interview with the teacher also supported this finding. The teacher explained that the Guessing Game was designed to make students more active and confident in speaking English:

“We use games like guessing job because students become more active and they don’t feel afraid to speak. They just try to explain and their friends will guess the answer.”

This statement indicates that the Guessing Game activity is effective in encouraging spontaneous communication and reducing students’ fear of making mistakes. The teacher acted as a facilitator who guided the activity and ensured that students stayed on task, while still allowing them to communicate freely.

The teacher also gave hints or vocabulary support when students struggled to express ideas without interrupting the flow of communication. This kept interaction going while promoting language development. Thus, the Guessing Game activity in the English Club promotes active speaking, collaboration, reduces speaking anxiety, and creates a fun and interactive learning environment for EFL students.

2. The Implementation of Communication Practice Activities in English Learning Using Communicative Language Teaching (CLT)

a. Authentic Communication Activities

Based on the observations conducted during three English Club meetings, the researcher found that the teacher implemented communication practice activities that encouraged students to use

English in meaningful and real communication contexts. The activities observed included storytelling, spelling bee, and guessing game activities. These activities provided opportunities for students to actively use English for communication purposes rather than merely memorizing grammatical structures.

In the first observation, conducted on October 23rd, 2025, the teacher implemented a storytelling activity in the English Club meeting. During this activity, students were asked to tell stories in English in front of other club members. The researcher found that the activity required students to communicate meaningfully because students had to express ideas, describe events, and deliver messages using English. Although some students still depended on scripts or mobile phones while speaking, they still attempted to communicate in English. The observation also showed that the language used by students had communicative purposes because students focused on conveying messages and ideas rather than only repeating isolated vocabulary or sentence patterns.

In the second observation, conducted on October 28th, 2025, the teacher conducted a spelling bee activity in the English Club. The researcher found that the activity also supported authentic communication because students actively pronounced and responded to

English words in front of the group. During the activity, students interacted directly with the teacher and other students. The communication occurred naturally because students needed to understand instructions, respond orally, and participate actively in the activity. The teacher also asked students to perform the spelling bee individually in turns so every student had an opportunity to practice speaking English.

In the third observation, conducted on November 13th, 2025, the teacher applied a guessing game activity about jobs. In this activity, students worked in pairs to guess professions by giving clues and asking questions in English. The researcher observed that students used English interactively to exchange information and maintain communication with their partners. This activity reflected real communication because students needed to understand and respond to each other's clues in order to complete the game successfully. The observation also showed that students actively collaborated with their partners during the activity.

The findings from classroom observation were also supported by the interview with the English Club teacher. The teacher explained that communication activities in the English Club were intentionally designed to encourage students to communicate using English in real situations. The teacher stated:

“According to me, communication is a real interaction, so as much as possible the activities in the English Club use activities that truly involve communication in English. It makes students become more familiar and also more confident in speaking English for communication itself.”

From the teacher’s statement, it can be understood that the implementation of communication-based activities in the English Club aimed to familiarize students with the use of English in communicative situations. The teacher believed that real communication practice could help students improve both fluency and confidence in speaking English. Furthermore, the teacher explained that communication activities also encouraged students to participate actively in using English, even when they still made mistakes. The teacher stated:

“We always encourage students to take turns speaking so every student has the same opportunity to use English for communication. Even though some students cannot speak English well yet, we still encourage them and help them. I always say, ‘Please just speak in Indonesian first, then we will try to make it into English.’ So, the students become more confident because they feel supported.”

The interview results showed that the teacher emphasized meaningful communication rather than grammatical perfection. Students were encouraged to express ideas freely without fear of making mistakes. This finding was consistent with the classroom observations, where students continued trying to speak English even though some still relied on notes or scripts.

The researcher also found that authentic communication activities created a more active atmosphere in the English Club meetings. Activities such as storytelling, spelling bee, and guessing games provided opportunities for students to interact naturally with the teacher and peers. During the guessing game activity, for example, students actively exchanged clues and responses using English. Similarly, during storytelling activities, students attempted to communicate stories and experiences in front of other members of the English Club.

Based on the observation and interview results, it can be concluded that authentic communication activities were successfully implemented in the English Club through Communicative Language Teaching (CLT). The activities provided students with opportunities to use English meaningfully in communicative situations, encouraged students to express ideas actively, and helped students become more

confident in speaking English. The findings also indicate that communication-based activities support students in developing practical communication skills through real interaction in the English Club environment.

b. Learner Participation

From the observation conducted in the English Club activities, the researcher found that learner participation became one of the important aspects in the implementation of Communicative Language Teaching (CLT). During the activities, students were actively involved in speaking practices and showed enthusiasm in participating in communication-based tasks. The activities observed in the English Club such as introducing themselves, Spelling Bee, and Guessing Game encouraged students to interact with the teacher and with other students by using English. The students did not only listen to explanations from the teacher, but they also actively practiced speaking during the activities.

Based on the observation checklist in the first, second, and third meetings, the researcher found that students actively spoke during the learning activities. The interaction occurred between teacher and students as well as among students themselves. In the Spelling Bee activity, all students were asked to spell English words one by one in

front of the class. This activity encouraged every student to participate and practice pronunciation publicly. Meanwhile, in the Guessing Game activity, students worked in pairs to guess occupations by giving clues and responding in English. This activity created two-way communication and increased students' participation in the classroom.

The researcher also found that learner participation in the English Club was relatively evenly distributed. The teacher continuously encouraged every student to speak and take turns during the activities. Even students who were shy or lacked confidence still attempted to participate in speaking activities. During the observation, the researcher noted that the teacher instructed students to perform activities alternately so that each student had the same opportunity to speak English. As a result, classroom participation was not dominated only by certain active students, but almost all students were involved in communication practices.

In addition, the researcher observed that students showed effort and willingness to communicate in English even though they still made grammatical or pronunciation mistakes. The students remained brave enough to express their ideas and respond during the activities. The supportive classroom atmosphere also helped students become more confident in speaking English without being afraid of making mistakes.

The findings from observation were supported by the interview with the English Club teacher. The teacher stated:

“Actually, students are different from one another. Some students have good ability and confidence in speaking English, while others are still shy. Therefore, in every activity we always emphasize taking turns so that every student has the same opportunity to use English in communication. Even if some students still cannot speak English well, we always encourage and help them. I usually tell them, ‘Please just speak in Indonesian first, then we will try to translate it into English together.’ In that way, students become more confident because they feel supported.”

Based on the teacher’s statement, learner participation was built through equal speaking opportunities and continuous encouragement from the teacher. The teacher did not force students to speak perfectly, but rather motivated them to keep trying to communicate using English.

The results of observation and interview above indicate that learner participation in the English Club activities was implemented effectively through communicative activities. The students actively participated in classroom interaction, showed willingness to speak

English, and received equal opportunities to communicate. Therefore, it can be concluded that Communicative Language Teaching implemented in the English Club successfully encouraged students' active participation in speaking activities and improved their confidence in using English for communication.

c. Teacher as Facilitator

From the observation conducted in the English Club activities, the researcher found that the teacher played an important role as a facilitator in implementing Communicative Language Teaching (CLT). In the learning process, the teacher did not dominate the classroom activity by continuously explaining the material, but instead guided, encouraged, and supported students during communication activities. The teacher helped students use English actively through various interactive activities such as self-introduction, Storytelling, Spelling Bee, and Guessing Game.

Based on the observation checklist in the three meetings, the researcher found that the teacher consistently acted as a communication facilitator. The teacher encouraged students to interact with one another and provided opportunities for students to practice speaking English during the activities. In the first meeting, the teacher guided students to introduce themselves in English and helped them when they faced

difficulties in expressing ideas. In the second meeting, during the Spelling Bee activity, the teacher asked students to perform one by one and motivated them to participate confidently. In the third meeting, during the Guessing Game activity, the teacher facilitated pair interaction by asking students to guess jobs through English clues and responses.

The researcher also observed that the teacher gave communicative feedback in a supportive way. When students made mistakes in pronunciation or grammar, the teacher corrected them politely without discouraging them from speaking. During the Spelling Bee activity, students who made mistakes were still given encouragement and appreciation by the teacher. This supportive feedback helped students feel more comfortable and confident in practicing English.

Furthermore, the teacher continuously motivated students to participate actively in classroom communication. The teacher gave positive encouragement and ensured that every student had the opportunity to speak English during the activities. The teacher also emphasized turn-taking so that all students could participate equally in the learning process.

The findings from observation were supported by the interview with the English Club teacher. The teacher stated:

“Actually, we take all roles in the English Club activities. I work together with other English teachers and trainers to create a learning atmosphere that is not boring for students. Sometimes we become facilitators who guide the activities, sometimes motivators who encourage students, and sometimes we also become material providers. We collaborate so that students can enjoy the activities and feel comfortable practicing English.”

The teacher also explained:

“We always encourage students to speak English even if they still make mistakes. I usually tell them that it is okay to speak first in Indonesian and later we can try to translate it into English together. In this way, students feel supported and become more confident in speaking.”

Based on the interview above, the teacher's role as facilitator was not only to guide classroom activities but also to motivate students and create a supportive learning environment. The teacher focused on helping students communicate confidently rather than emphasizing perfect grammar or pronunciation.

The results of observation and interview indicate that the teacher successfully implemented the role of facilitator in Communicative Language Teaching activities in the English Club. The teacher guided communication activities, provided supportive feedback, motivated students continuously, and created opportunities for all students to participate actively in speaking English. Therefore, it can be concluded that the teacher's role as facilitator contributed significantly to improving students' participation and confidence in speaking English during the English Club activities.

d. Interactive Learning Environment

Based on the observation in the English Club activities, the interactive learning environment was one of the most important aspects in the implementation of Communicative Language Teaching (CLT). The classroom atmosphere during Spelling Bee and Guessing Game (Job) activities showed that learning was not only teacher-centered, but also strongly focused on student interaction, collaboration, and active participation.

From the observation checklist, it was found that the classroom environment supported free interaction among students. Students were not afraid to make mistakes when speaking English, and they showed willingness to participate actively in every activity. The teacher created

a supportive atmosphere where errors were treated as part of the learning process. This helped reduce students' anxiety and encouraged them to speak more confidently.

In addition, the classroom interaction was not limited to teacher-student communication, but also included student-student interaction. For example, in the Guessing Game activity, students worked in pairs to describe and guess job-related vocabulary. In Spelling Bee activities, students also interacted indirectly by listening carefully to their classmates' responses, which created an active and engaging learning environment.

The teacher also played an important role in maintaining the interactive atmosphere. Based on the interview, the teacher explained that classroom interaction should be enjoyable and inclusive:

"We always try to make the classroom active. Students should feel comfortable, so we use games and turn-taking activities so everyone can speak and interact."

This statement shows that the teacher intentionally designed activities that promote interaction and prevent passive learning. The use of games and communicative tasks helped students become more engaged and willing to participate in speaking activities.

Furthermore, the physical and social classroom setting also supported interaction. Students were often arranged in pairs or small groups, which made communication easier and more natural. This seating arrangement encouraged collaboration and reduced the formality of speaking English, allowing students to communicate more freely.

Therefore, it can be concluded that the interactive learning environment in the English Club plays a crucial role in supporting the implementation of CLT. It creates a supportive, engaging, and student-centered atmosphere where learners can practice English communication naturally, confidently, and collaboratively.

3. Teacher's Perspectives on Communication Practice Activities

Based on the interview with the English teacher in the English Club, communication practice activities such as Spelling Bee and Guessing Game (Job) are considered effective strategies in improving students' speaking ability within the framework of Communicative Language Teaching (CLT). The teacher emphasized that these activities are designed to provide meaningful speaking opportunities, build confidence, and encourage active participation among students.

a. Improving Students' Confidence

Based on the interview with the English teacher in the English Club, communication practice activities such as Spelling Bee, Storytelling, and Guessing Game (Job) play an important role in improving students' confidence in speaking English. The teacher explained that confidence is one of the main problems faced by EFL students, especially at the beginning of learning, where students tend to be shy, afraid of making mistakes, and reluctant to speak in front of others.

Through the implementation of Communicative Language Teaching (CLT), students are given continuous opportunities to speak in a supportive and non-threatening environment. The teacher emphasized that mistakes are treated as a natural part of the learning process, so students are not discouraged when they make errors in pronunciation or grammar. Instead, they are encouraged to keep trying. The teacher stated:

“Some students are very shy at the beginning, but after joining activities like games and Spelling Bee, they slowly become more confident because they are always given chances to speak and we always support them.”

From this statement, it can be understood that repeated exposure to speaking activities helps reduce students' anxiety. As students become more familiar with using English in real interaction, their self-confidence gradually increases.

In addition, classroom observation also showed that students became more willing to participate during activities such as Guessing Game. Even students who were previously passive started to volunteer answers when the activity was conducted in a game-based format. This indicates that enjoyable and interactive communication activities can significantly reduce speaking anxiety and build students' confidence.

Therefore, it can be concluded that communication practice activities in the English Club effectively improve students' confidence by providing a supportive atmosphere, reducing fear of mistakes, and giving continuous opportunities for meaningful speaking practice.

b. Encouraging Equal Participation

Based on the observation and interview results in the English Club, communication practice activities such as Spelling Bee, Storytelling, and Guessing Game (Job) are effective in encouraging equal participation among students. The teacher explained that one of the main principles in implementing Communicative Language Teaching (CLT) is ensuring that every student has the opportunity to

participate actively in speaking activities, not only high-achieving or more confident students.

In classroom practice, the teacher applies turn-taking strategies and group-based activities so that all students are involved. For example, in the Guessing Game activity, students work in pairs, where each student must take turns describing and guessing the vocabulary. Similarly, in Spelling Bee activities, students are called one by one so that every learner gets a chance to perform. The teacher stated:

“We always try to make sure that all students speak. That is why we use turn-taking and group activities, so no one is left behind.”

From this explanation, it is clear that the teacher intentionally designs activities that promote fairness in participation. This approach helps prevent classroom domination by more confident students and ensures that quieter students also get speaking opportunities.

Observation data also showed that participation in the English Club was relatively balanced. Even students who were initially passive were gradually encouraged to take part because the activities were structured and game based. The interactive nature of the tasks made students feel more comfortable to contribute.

Therefore, it can be concluded that communication practice activities effectively encourage equal participation by providing structured speaking opportunities, applying turn-taking systems, and ensuring that all students are actively involved in the learning process.

c. Creating Active and Collaborative Classroom

The findings from observation and interview show that communication practice activities in the English Club successfully create an active and collaborative classroom environment. Through activities such as Storytelling, Spelling Bee, and Guessing Game (Job), students are not only required to speak individually, but also to interact, respond, and cooperate with their peers in completing tasks.

The teacher explained that CLT-based activities are designed to move away from teacher-centered learning toward student-centered interaction. In this approach, students are encouraged to work in pairs or groups, discuss answers, and help each other when facing difficulties in expressing ideas in English. The teacher stated:

“In English Club, students do not only listen to the teacher. They always work together, help each other, and communicate in groups. This makes the class more active and enjoyable.”

From this statement, it can be understood that collaboration is an important element in communication practice activities. Students are actively involved in negotiating meaning, sharing ideas, and supporting one another during speaking tasks. For example, in the Guessing Game activity, students must communicate with their partners to describe and guess words, which naturally increases interaction among them.

The observation also showed that students were more engaged when working in groups compared to individual tasks. They discussed vocabulary, corrected each other's pronunciation, and encouraged peers who were less confident to speak. This situation reflects a collaborative learning atmosphere where students learn not only from the teacher but also from their classmates.

Therefore, it can be concluded that communication practice activities create an active and collaborative classroom by promoting interaction among students, encouraging teamwork, and increasing engagement in speaking activities within the English Club setting.

d. Teacher Roles (Facilitator, Motivator, Material Provider)

The findings from observation and interview indicate that in communication practice activities within the English Club, the teacher plays multiple important roles, namely as a facilitator, motivator, and material provider. These roles are essential in supporting the successful

implementation of Communicative Language Teaching (CLT), especially in speaking-focused activities such as Storytelling, Spelling Bee, and Guessing Game (Job).

1) As a Facilitator

The findings from observation and interview indicate that in communication practice activities within the English Club, the teacher plays an important role as a facilitator. In this role, the teacher does not dominate the learning process, but instead guides and supports students so that they can actively use English during speaking activities such as storytelling, spelling bee, and guessing game (job).

From the observation, it was found that the teacher actively facilitated classroom interaction by organizing students into pairs or groups before the activities began. The teacher also provided clear instructions and ensured that each student understood their role in the activity. For example, in the Guessing Game activity, the teacher explained the rules first, then allowed students to interact freely within their groups while monitoring their progress.

During the activities, the teacher moved around the classroom to observe students' communication, helping them when they faced difficulties in expressing ideas or finding appropriate

vocabulary. However, the teacher did not interrupt students' interaction too often, as the main focus was to encourage students to communicate naturally and independently. The teacher stated in the interview:

"I just guide them and make sure they understand the task. After that, I let them speak and interact with their friends. If they have difficulties, I help them, but I try not to dominate the activity."

This statement shows that the teacher's role as a facilitator is to create opportunities for students to communicate, rather than controlling every aspect of the learning process. By doing so, students are given more space to practice speaking English actively and meaningfully.

Therefore, it can be concluded that the teacher as a facilitator plays a crucial role in supporting communication practice activities by organizing learning, guiding students, and encouraging independent interaction in the English Club classroom.

2) As a Motivator

Based on the observation and interview findings, the teacher also plays an important role as a motivator in communication

practice activities in the English Club. This role is essential because many students still feel shy, afraid of making mistakes, and lack confidence when speaking English. Therefore, continuous motivation from the teacher becomes a key factor in encouraging students' participation.

During the implementation of activities such as storytelling, spelling bee, and guessing game, the teacher consistently gives encouragement to students before and during the activities. The teacher uses positive reinforcement such as praise, supportive comments, and simple motivational expressions to help students feel more confident in speaking English. This encouragement helps reduce students' anxiety and builds a more comfortable atmosphere for communication.

From the observation, it was seen that the teacher often praised students who attempted to speak English, even when their answers were not fully correct. This approach made students more willing to try speaking without fear of being judged. In addition, the teacher also encouraged equal participations by motivating quieter students to take part in the activity. The teacher explained in the interview:

“Some students are shy, so I always try to motivate them. I tell them that it is okay to make mistakes, the important thing is they try to speak English.”

This statement shows that motivation is not only given at the beginning of the lesson, but also continuously during the learning process to maintain students' enthusiasm.

Furthermore, the motivational role of the teacher also contributes to creating a positive learning atmosphere in the classroom. Students become more active, more confident, and more willing to participate in speaking activities because they feel supported by the teacher.

Therefore, it can be concluded that as a motivator, the teacher plays a significant role in increasing students' confidence, reducing speaking anxiety, and encouraging active participation in communication practice activities in the English Club.

3) As a Material Provider

In communication practice activities in the English Club, the teacher also acts as a material provider. This role is important because the quality and relevance of learning materials strongly influence students' engagement and participation in speaking activities. Based on the observation and interview data, the teacher

carefully prepares and selects materials that are suitable with students' level and interest to support Communicative Language Teaching (CLT) implementation.

The materials used in the English Club are mainly designed in the form of communicative and interactive activities such as storytelling, spelling bee, and guessing game. These materials are not only taken from textbooks but also adapted and developed by the teacher to make them more engaging and relevant to students' daily experiences. For example, in the guessing game activity, the teacher provides vocabulary-related clues that encourage students to think critically and respond orally in English.

From the observation, it was found that the teacher provides clear instructions, supporting vocabulary, and simple expressions before students start the activity. This preparation helps students understand the task and reduces confusion during the speaking practice. In addition, the teacher also adjusts the difficulty level of the material so that all students, including those with lower English proficiency, can still participate actively. This is supported by the teacher's statement in the interview:

“I always prepare materials that are simple but meaningful. I try to choose activities that make students speak more and feel comfortable using English, like games or storytelling.”

From this statement, it can be understood that the teacher focuses on creating materials that encourage communication rather than memorization. The materials are designed to stimulate interaction among students and to support real communication practice.

Furthermore, the role of the teacher as a material provider also contributes to improving students' speaking skills. By providing varied and interesting materials, students become more motivated to participate, more confident in expressing ideas, and more active during classroom interaction. The materials also help create a learning environment that is enjoyable and communicative.

Therefore, it can be concluded that as a material provider, the teacher plays a crucial role in selecting, adapting, and designing learning materials that support interactive communication practice and enhance students' speaking ability in the English Club.

e. Benefits on Speaking Skills

Based on the interview with the English teacher of the English Club at SMK Negeri 2 Banjarmasin, communication practice activities

such as storytelling, spelling bee, and guessing games provide significant benefits for students' speaking skills. These activities are designed to create meaningful communication opportunities where students actively use English in a more natural, interactive, and enjoyable way.

From the classroom observation in the English Club sessions, it was found that students showed improvement in several aspects of speaking, such as fluency, pronunciation, and confidence. Students tended to speak more freely during game-based activities compared to conventional classroom tasks. They also became more willing to express their ideas in English, although grammatical errors were still commonly found. The English teacher explained in the interview:

“In my opinion, communication activities really help students improve their speaking ability. When they join activities like storytelling, spelling bee, and guessing games, they become more active and less afraid of making mistakes. I can see that their confidence increases because they are not only learning English, but also using it in real communication.”

The teacher further added:

“These activities also help students improve their vocabulary and pronunciation. For example, in spelling bee activities, students can recognize and remember new words, while in storytelling they try to construct sentences by themselves. Even though they are not perfect, they are improving step by step.”

In line with the teacher’s statement, the observation also showed that students were more engaged during interactive speaking activities. They participated more actively when the learning environment was fun, game based, and communicative. The guessing game activity, in particular, encouraged spontaneous speaking responses, which trained students to think and speak in English more quickly. Therefore, it can be concluded that communication practice activities in the English Club at SMK Negeri 2 Banjarmasin have positive effects on students’ speaking skills. These activities help students improve fluency, expand vocabulary, develop pronunciation, and most importantly, increase their confidence in using English in real communicative situations.

4. Students’ Participation During Activities

Based on the observation conducted in the English Club at SMK Negeri 2 Banjarmasin, students’ participation during communication practice activities such as storytelling, spelling bee, and guessing game

showed a positive development in several important aspects, namely confidence, interaction, collaboration, and speaking effort. These activities were designed based on Communicative Language Teaching (CLT), which emphasizes active student involvement in using English for real communication.

First, in terms of confidence, it was found that many students who were initially shy gradually became more confident in speaking English. At the beginning of the activity, some students hesitated to respond, but after being involved in game-based speaking tasks, they started to show willingness to speak. The observation indicated that students became more comfortable when speaking in a supportive and enjoyable classroom atmosphere. Even when they made mistakes in pronunciation or grammar, they continued to try without feeling afraid.

Second, related to interaction, the activities encouraged students to communicate actively with both the teacher and their peers. In the guessing game activity, for example, students had to give clues, ask questions, and respond to answers using English. This situation created natural communication exchanges among students, making the learning process more dynamic and communicative. The classroom was not dominated by the teacher, but rather filled with student to-student interaction.

Third, regarding collaboration, the observation showed that students worked together effectively in pairs or groups during the activities. In storytelling and guessing game tasks, students discussed ideas, helped each other in finding vocabulary, and corrected their peers when necessary. This collaboration made students more engaged in the learning process and reduced their dependence on the teacher. It also helped weaker students learn from their more active peers.

Lastly, in terms of speaking effort, students showed a strong willingness to use English even though their language ability was still limited. Many students attempted to construct sentences, describe objects, and respond to questions using simple English expressions. Although errors were still frequent, the important aspect observed was their effort to communicate meaningfully. The teacher also encouraged students to keep speaking without worrying too much about mistakes, as long as they were trying to express their ideas. The English teacher explained in the interview:

“Most students become more active when we use communication games. They are more confident, they interact more with friends, they work together in groups, and most importantly, they try to speak English even if it is not perfect.”

From this explanation, it can be understood that communication practice activities successfully increase students' participation in multiple aspects of speaking development. Therefore, it can be concluded that communication practice activities in the English Club at SMK Negeri 2 Banjarmasin play an important role in improving students' participation in English speaking activities. These activities are effective in developing not only students' confidence, but also their ability to interact and communicate meaningfully with others in English. Through continuous exposure to speaking tasks such as storytelling, spelling bee, and guessing games, students gradually become more comfortable in using English in a natural and less intimidating environment.

In addition, these activities also successfully foster collaboration among students. Working in pairs or groups allows students to share ideas, help each other, and learn cooperatively during the learning process. This collaborative situation creates a supportive classroom atmosphere where students feel more secure and motivated to participate. As a result, even students who were previously passive begin to show improvement in their willingness to engage in speaking activities.

Furthermore, communication practice activities also encourage students' speaking effort, which is an essential aspect in language learning. Although many students still make grammatical and pronunciation errors,

they demonstrate a strong willingness to try and express their ideas in English. This effort shows that students are not only focused on accuracy, but also on meaning and communication, which is the main goal of CLT-based learning.

Overall, the combination of confidence building, interaction, collaboration, and speaking effort shows that communication practice activities provide a comprehensive learning experience for students. These activities not only improve students' speaking performance, but also create a more active, enjoyable, and student-centered learning environment. Therefore, it can be said that such activities are highly beneficial in supporting the development of students' English-speaking skills in the English Club context.

B. Discussion

This discussion is organized based on the research questions of the study, covering the types of communication practice activities used in the English Club, the implementation of those activities through Communicative Language Teaching (CLT), and their contribution to students' involvement in English learning at SMK Negeri 2 Banjarmasin. The discussion is presented by relating the findings obtained from classroom observations and interviews with relevant theories of Communicative Language Teaching.

1. Types of Communication Practice Activities Used in English Club

In this section, the researcher discusses the types of communication practice activities used by the English teacher in the English Club at SMK Negeri 2 Banjarmasin. The discussion is based on the findings obtained from classroom observations and interviews. Although previous literature proposes numerous forms of communication practice activities, only three major activities were identified during the present study because they represent the regular instructional practices implemented in the English Club at SMK Negeri 2 Banjarmasin. The purpose of this part is to explain how the activities are applied in the classroom and how they support students in practicing English communication. The analysis is also related to the principles of Communicative Language Teaching (CLT), which emphasizes the use of language for meaningful and interactive communication in the learning process.

Based on the findings, the English teacher in the English Club at SMK Negeri 2 Banjarmasin used several communication practice activities, namely storytelling, spelling bee, and guessing game activities. These activities were implemented to encourage students to use English actively in meaningful communication and to create a more interactive learning process in accordance with the principles of Communicative Language Teaching (CLT).

a. Storytelling Activity

Based on the findings, storytelling was one of the communication practice activities used in the English Club at SMK Negeri 2 Banjarmasin to develop students' speaking skills. This activity was designed to encourage students to express their ideas, experiences, and thoughts in English in a structured and meaningful way. Storytelling was implemented as a speaking task that required students to speak continuously in front of their peers, either by retelling simple stories or sharing personal experiences based on a given topic.

From the classroom observation, it was found that storytelling helped students improve their confidence in speaking English. Although some students still experienced difficulties in vocabulary selection and grammar usage, they were still willing to participate and try to speak. The teacher allowed students to deliver their stories without frequent interruption, focusing more on fluency rather than accuracy at the beginning of the activity. After students finished speaking, the teacher then provided corrective feedback to improve their language use.

This approach created a supportive learning environment where students did not feel afraid of making mistakes. Instead, they were encouraged to continue speaking and expressing their ideas in English. As a result, storytelling became an effective activity in reducing

students' speaking anxiety and increasing their willingness to communicate.

The interview with the teacher also supported this finding. The teacher stated that storytelling is used to train students to speak more freely and confidently:

"We let students tell their stories first. After they finish, we help them correct their sentences. The important thing is they are not afraid to speak English."

This statement shows that storytelling activity is not only focused on language accuracy, but also on building students' fluency and confidence in speaking English. It is in line with the principles of Communicative Language Teaching (CLT), which emphasize meaningful communication and the development of speaking fluency through real language use. Therefore, it can be concluded that storytelling activity plays an important role in the English Club because it helps students improve fluency, build confidence, and express ideas in English in a more natural and meaningful way.

b. Spelling Bee Activity

Based on the finding's, Spelling Bee was one of the communication practice activities used in the English Club at SMK

Negeri 2 Banjarmasin to support students' speaking development. Although this activity primarily focused on spelling and vocabulary recognition, it also functioned as a speaking practice because students were required to pronounce letters and words orally in front of the class. This activity was designed in a competitive but supportive atmosphere to increase students' engagement and participation in English learning.

From the classroom observation, it was found that Spelling Bee encouraged students to actively participate in speaking activities. Students were asked to take turns spelling English words given by the teacher. This situation created an opportunity for all students to speak in English, even if only briefly. The activity also helped students improve their pronunciation and vocabulary recognition because they had to listen carefully and respond accurately in real time.

In addition, the classroom atmosphere during the activity was more interactive because students were not only focused on their own performance but also paid attention to their classmates. This created a sense of involvement and competition that motivated students to perform better. Even students who were initially shy became more willing to participate because the activity was structured and game-based. The interview with the teacher supported this finding. The

teacher explained that Spelling Bee is used to increase students' confidence and participation in speaking English:

“We ask students to take turns so everyone can speak. Even if they make mistakes, we always encourage them so they are not afraid.”

This statement indicates that the main goal of the activity is not only accuracy in spelling, but also to build students' confidence in using English orally. The teacher also emphasized the importance of encouragement to reduce students' anxiety and create a positive learning environment. Therefore, it can be concluded that the Spelling Bee activity plays an important role in the English Club because it promotes active participation, improves pronunciation and vocabulary recognition, and helps students build confidence in speaking English through an interactive and supportive learning environment.

c. Guessing Game Activity

Based on the findings, the Guessing Game activity was one of the communication practice activities used in the English Club at SMK Negeri 2 Banjarmasin. This activity was designed to encourage students to practice English in an interactive and enjoyable way through guessing and describing tasks. In this activity, students were usually divided into pairs or small groups, where one student gave clues or descriptions

about a certain word, while the other student tried to guess the correct answer.

From the classroom observation, it was found that the Guessing Game activity successfully promoted active speaking practice among students. Students were required to use English to describe objects, actions, or concepts without directly mentioning the answer. This encouraged them to think and speak spontaneously in English. The activity created a meaningful communication situation because students focused on conveying ideas rather than only producing grammatically perfect sentences.

In addition, the activity made the classroom atmosphere more interactive and livelier. Students showed high enthusiasm during the game because it was competitive and enjoyable. The use of pair and group work also helped reduce students' speaking anxiety, as they felt more comfortable communicating with their peers rather than speaking in front of the whole class. As a result, more students were willing to participate actively in speaking activities.

The interview with the teacher supported this finding. The teacher explained:

“We use guessing games so students can be more active. They try to describe something in English, and their friends guess the answer. It makes them more confident to speak.”

This statement indicates that the Guessing Game activity is used to encourage students to speak English spontaneously and reduce their fear of making mistakes. The teacher also acted as a facilitator by guiding the activity and supporting students when they had difficulties in expressing ideas. Therefore, it can be concluded that the Guessing Game activity is an effective communication practice in the English Club because it promotes active speaking, increases student participation, reduces speaking anxiety, and creates a fun and interactive learning environment.

Based on the findings from the three communication practice activities, namely storytelling, spelling bee, and guessing game, it can be seen that all of these activities consistently provide opportunities for students to use English in meaningful, interactive, and communicative situations. Each activity contributes differently, but they share the same focus on encouraging students to speak, interact, and participate actively in the learning process. These findings are consistent with the theory proposed by Richards and Rodgers (in Ramadhani et al., 2025), which explains that Communicative Language Teaching emphasizes

interactive, student-centered activities such as games, role-play, discussions, and problem-solving tasks to develop learners' communicative competence. In this approach, language learning is focused on meaningful communication rather than the mere memorization of grammatical rules.

Therefore, the communication practice activities used in the English Club at SMK Negeri 2 Banjarmasin can be categorized as effective implementations of CLT because they promote active participation, meaningful interaction, and spontaneous use of English. These activities also help students improve their fluency, confidence, and willingness to communicate in English within a supportive and engaging learning environment.

2. The Implementation of Communication Practice Activities in English Learning Using Communicative Language Teaching (CLT)

The implementation of communication practice activities in the English Club at SMK Negeri 2 Banjarmasin was carried out through a series of structured and interactive learning processes based on the principles of Communicative Language Teaching (CLT). Based on the findings from classroom observations and interviews, the teacher applied CLT by designing learning activities that emphasize students' active

participation, meaningful interaction, and the use of English in real or simulated communication situations.

In general, the implementation of these activities followed several stages. First, the teacher introduced the topic and explained the objectives, rules, and procedures of the activity. In this stage, students were given clear instructions so they could understand what they were expected to do. Second, students were given time to prepare either individually, in pairs, or in groups depending on the type of activity. This preparation stage helped students organize their ideas before performing the task. Third, students carried out the communication practice activities such as storytelling, spelling bee, and guessing game, where they actively used English to communicate. Finally, the teacher provided feedback, correction, and motivation after the activities were completed.

Based on the observation, during storytelling activities, students were encouraged to express their ideas freely in front of their peers by retelling simple stories or sharing personal experiences based on the given topic. The teacher provided guiding themes to help students organize their ideas, especially for those who still had limited vocabulary. During the activity, students were given the opportunity to speak continuously without frequent interruption. The teacher focused more on fluency and the flow of ideas rather than immediately correcting grammatical or pronunciation

mistakes. Corrections were given after students finished speaking, which helped maintain students' confidence and reduced speaking anxiety. As a result, students appeared more willing to speak English even though they were still struggling with language accuracy.

In spelling bee activities, students participated one by one in spelling English words given by the teacher. This structure ensured that every student had equal speaking opportunities and no student was left inactive during the activity. Each student was required to pronounce letters and words clearly in front of the class, which indirectly trained their pronunciation and speaking confidence. While waiting for their turn, other students were actively involved by listening carefully and preparing themselves, which created a focused and attentive classroom atmosphere. The competitive but supportive nature of the activity also motivated students to perform better and become more confident when speaking English in public.

Meanwhile, in guessing game activities, students interacted in pairs or small groups by describing and guessing words in English, particularly related to jobs or professions. One student gave clues by using simple sentences and descriptions, while the partner tried to guess the correct answer. This activity required students to think quickly and communicate spontaneously using English. The interaction was more dynamic because

students had to respond directly to their partners, ask questions, and provide additional clues when necessary. This situation created a collaborative learning atmosphere where students helped each other in expressing ideas, even when they faced difficulties in vocabulary or sentence construction. The game-based format also made the learning process more enjoyable, which increased students' engagement and reduced their fear of making mistakes.

The interview results also confirmed that the teacher implemented CLT by prioritizing communication over grammatical accuracy. The teacher stated that students are always encouraged to speak English, even if they still make mistakes, because the main goal is to build their confidence and communication ability. The teacher also emphasized the importance of creating a supportive environment where students feel comfortable using English without fear of being wrong. In addition, the teacher explained that in activities such as storytelling, spelling bee, and guessing games, students are given more space to express their ideas first before receiving correction. The teacher stated:

“I always let students speak first. The most important thing is they are brave to try. After that, I will help them correct their mistakes so they can improve.”

This statement shows that the teacher consistently applies a communicative approach by allowing students to focus on meaning-making during interaction. The teacher also added that continuous encouragement and positive feedback are important to maintain students' motivation and participation during communication practice activities.

These findings are in line with the theory of Communicative Language Teaching proposed by Richards and Rodgers (in Ramadhani et al., 2025), which highlights that language learning should be based on interactive activities such as role-play, games, and communication tasks that allow students to use language meaningfully in real or simulated contexts. CLT also emphasizes the role of the teacher as a facilitator who guides and supports students rather than dominating the learning process. Therefore, it can be concluded that the implementation of communication practice activities in the English Club at SMK Negeri 2 Banjarmasin successfully reflects the principles of CLT. The learning process is student-centered, interactive, and focused on meaningful communication, which helps students develop their speaking skills, confidence, and ability to use English in real-life contexts.

3. The Contribution of Communication Practice Activities toward Students' Involvement in English Learning

Based on the findings from classroom observations and interviews, communication practice activities such as storytelling, spelling bee, and guessing game have a significant contribution to students' involvement in English learning at SMK Negeri 2 Banjarmasin. These activities, which are implemented through the Communicative Language Teaching (CLT) approach, successfully create learning conditions that encourage students to be more active, engaged, and willing to participate in speaking English.

a. Communication Practice Activities Contribute to Increasing Students' Confidence in Speaking English

Based on the findings from classroom observations and interviews, communication practice activities such as storytelling, spelling bee, and guessing game play an important role in increasing students' confidence in speaking English at SMK Negeri 2 Banjarmasin. These activities are implemented in a supportive and interactive learning environment, which allows students to practice speaking without excessive fear of making mistakes.

From the observation, it was found that many students were initially shy and hesitant to speak English at the beginning of the activities. However, as they were repeatedly involved in communication

tasks, their confidence gradually improved. In storytelling activities, students were given the opportunity to express their ideas or personal experiences in front of their peers. Although some students still depended on notes or experienced difficulties in vocabulary, they were still willing to try speaking. This situation helped them build courage and reduce anxiety in public speaking.

Similarly, in spelling bee activities, students were required to come forward one by one to spell English words. This condition trained students to speak in front of others in a structured and controlled way. Even though the task was simple, it helped students become more confident in pronouncing English words publicly. The competitive yet supportive atmosphere also motivated students to perform better without feeling afraid of being wrong.

In guessing game activities, students worked in pairs or small groups, which created a more relaxed speaking environment. Students described and guessed words using English in a fun and game-based situation. This made students feel more comfortable in speaking because they were communicating with peers rather than performing individually in front of the class. As a result, students became more confident in expressing ideas spontaneously. The interview with the teacher also confirmed this finding. The teacher stated:

“Many students are shy at first, but after joining storytelling, spelling bee, and games, they slowly become more confident because they are always given chances to speak and they feel supported.”

This statement shows that continuous exposure to speaking activities and supportive feedback from the teacher help students overcome their fear of speaking English. The teacher also emphasized that mistakes are considered a natural part of learning, so students are encouraged to keep trying without feeling afraid. Therefore, it can be concluded that communication practice activities contribute significantly to increasing students' confidence in speaking English. Through repeated speaking opportunities, supportive classroom atmosphere, and interactive activities, students gradually become more confident, courageous, and willing to use English in communication.

b. Communication Practice Activities Improve Students' Classroom Interaction

Based on the findings from classroom observations and interviews, communication practice activities such as storytelling, spelling bee, and guessing game significantly improve students' interaction in the classroom at SMK Negeri 2 Banjarmasin. These activities, which are implemented through the Communicative

Language Teaching (CLT) approach, encourage students to actively interact in English not only with the teacher but also with their classmates.

From the observation, it was found that interaction in storytelling activities appears when students listen to their friends' performances and respond after each presentation. Although storytelling is mainly an individual activity, students still show engagement through giving reactions, asking simple questions, or commenting on their friends' stories. This situation creates a supportive classroom interaction where students learn from each other's speaking performance.

In spelling bee activities, interaction occurs in a structured teacher student format. The teacher provides words, and students respond by spelling them aloud in front of the class. Even though students perform individually, the whole class remains involved because they listen attentively and prepare for their turns. This condition creates an interactive classroom atmosphere where students are mentally and verbally engaged in the learning process.

Meanwhile, in guessing game activities, interaction becomes more intensive and dynamic because students work in pairs or small groups. Students must communicate actively by giving clues, asking questions, and responding to their partner's guesses using English. This

activity encourages two-way communication and makes students interact more naturally in English without feeling pressured. As a result, the classroom becomes livelier and more communicative. The interview with the teacher also supports these findings. The teacher stated:

“In activities like storytelling, spelling bee, and guessing games, students automatically interact with each other. They talk, respond, and help each other using English, so interaction happens naturally.”

This statement shows that communication practice activities are intentionally designed to create interaction among students. The teacher emphasizes that interaction is essential in CLT because it allows students to use English in meaningful and real communication situations. Therefore, it can be concluded that storytelling, spelling bee, and guessing game activities effectively improve students' interaction in the classroom. These activities encourage both teacher-student and student-student interaction, making the learning process more active, communicative, and student-centered.

c. Communication Practice Activities Encourage Collaboration among Students

Based on the findings from classroom observations and interviews, communication practice activities such as storytelling, spelling bee, and guessing game encourage collaboration among students at SMK Negeri 2 Banjarmasin. These activities, which are implemented through the Communicative Language Teaching (CLT) approach, create opportunities for students to work together, support each other, and learn collaboratively during English learning.

From the observation, collaboration is most clearly seen in guessing game activities. In this activity, students are asked to work in pairs or small groups through role-play activities in English to describe and guess jobs or professions. Through this activity, students cooperate by sharing ideas, giving clues, and helping each other to find the correct answers. When one student has difficulty expressing ideas, their partner assists by suggesting vocabulary or simpler expressions. This shows that learning becomes a shared responsibility among students.

In storytelling activities, collaboration appears when students help each other prepare before performing. They sometimes discuss ideas, organize sentences, and practice speaking together before presenting in front of the class. After the performance, other students

also give responses or encouragement, which creates a supportive learning environment. In spelling bee activities, although students perform individually, collaboration is still observed indirectly. Students support their classmates by repeating difficult words, giving encouragement, and helping each other prepare for their turn. This situation builds a sense of solidarity and mutual support among students in the classroom. The interview with the teacher also supports this finding. The teacher stated:

“Students usually help each other during activities. If one student has difficulty, their friends often give support or suggestions. That is why group and game activities are very helpful for collaboration.”

This statement shows that collaboration naturally occurs during communication practice activities because students are placed in interactive and cooperative learning situations. The teacher also designs activities that require students to work together rather than learn individually. Therefore, it can be concluded that storytelling, spelling bee, and guessing game activities effectively encourage collaboration among students. These activities promote teamwork, peer support, and shared learning experiences, which create a more active, interactive, and student-centered classroom environment.

d. Communication Practice Activities Increase Students' Speaking Effort in Using English

Based on the findings from classroom observations and interviews, communication practice activities such as storytelling, spelling bee, and guessing game increase students' speaking effort in using English at SMK Negeri 2 Banjarmasin. These activities, which are implemented through the Communicative Language Teaching (CLT) approach, encourage students to actively attempt speaking English despite their limited vocabulary and grammatical knowledge.

From the observation, it was found that students consistently tried to use English during the activities, even when they were not fully confident or accurate. In storytelling activities, students attempted to construct sentences and express their ideas in front of the class. Although some students still relied on notes or experienced difficulties in organizing their ideas, they still made an effort to speak English continuously. This shows that students were not passive learners but actively tried to communicate meaningfully.

In spelling bee activities, students were required to spell English words individually in front of their classmates. This activity encouraged students to make speaking efforts by pronouncing letters and words clearly. Even when students were unsure about the correct spelling, they

still tried to answer and participate. The competitive and supportive classroom atmosphere also motivated students to keep trying without giving up easily.

Meanwhile, in guessing game activities, students were actively involved in describing jobs or professions using English through role-play activities. Students are asked to work in pairs or small groups through role play activities in English to describe and guess jobs or professions. In this process, students made continuous efforts to express ideas, give clues, and respond to their partners. Even though their sentences were still simple and contained errors, they still attempted to communicate meaningfully in English. This indicates that students were willing to take risks in speaking English in order to complete the task. The interview with the teacher also supports this finding. The teacher stated:

“Students may not speak perfectly, but they always try. The important thing is they make effort to speak English during the activities, and slowly they become more fluent.”

This statement shows that speaking effort is an important outcome of communication practice activities. The teacher emphasizes that students’ willingness to try speaking is more important than

grammatical accuracy at the early stage of learning. Therefore, it can be concluded that communication practice activities increase students' speaking effort by encouraging them to actively use English, take risks in communication, and persist in expressing ideas despite language limitations. These activities help students develop a habit of using English as a means of communication in a supportive and interactive learning environment.