

**EXPLORING COMMUNICATIVE LANGUAGE TEACHING
PRINCIPLES REFLECTED IN ENGLISH TEACHERS'
CLASSROOM PRACTICES AT SMPN 7 BANJARMASIN**

SARJANA'S THESIS

NOR'IZATIL HASANAH

REG. NUMBER: 2210117120009



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2026

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PRINCIPLES REFLECTED IN ENGLISH TEACHERS' CLASSROOM
PRACTICES AT SMPN 7 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Department**

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2026

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This is to certify that Sarjana's Thesis Proposal of Nor'izatil Hasanah Reg. Number 2210117120009 entitled "Exploring Communicative Language Teaching Principles Reflected in English Teachers' Classroom Practices at SMPN 7 Banjarmasin" has been approved by the advisor for oral examination.

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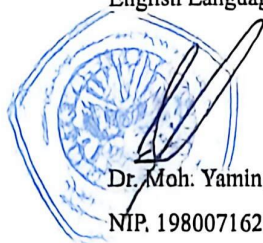
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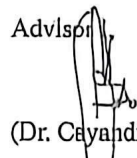
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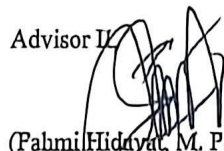
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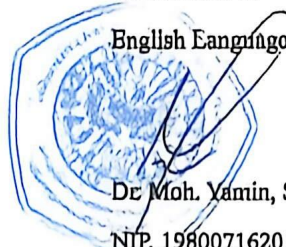
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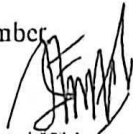
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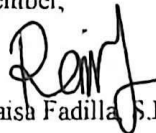
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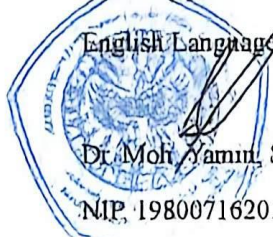
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ABSTRACT

Nor'izatil Hasanah. 2026. *Exploring Communicative Language Teaching Principles Reflected in English Teachers' Classroom Practices at SMPN 7 Banjarmasin*. Sarjana's Thesis, English Language Education Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University. The first advisor: Dr. Cayandrawati Sutiono, M.A., the second advisor: Fahmi Hidayat, M.Pd.

Keywords: Communicative Language Teaching (CLT), junior high school, classroom practices, English teachers

Communicative Language Teaching (CLT) has been widely recognized as an approach that emphasizes meaningful communication, learner participation, and the development of communicative competence in English language learning. However, the implementation of CLT principles may vary across classroom contexts due to differences in teachers' instructional decisions, students' language proficiency, and teaching conditions. Therefore, exploring how CLT principles are reflected in actual classroom practices is important to understand the extent to which communicative teaching is implemented in English classrooms.

This study aimed to explore the Communicative Language Teaching principles reflected in English teachers' classroom practices at SMPN 7 Banjarmasin. This study employed a qualitative research design involving two English teachers who taught Grade 7 and Grade 9 students. The data were collected through classroom observations and semi-structured interviews. The observation checklist was developed based on the seven CLT principles proposed by Brown (2015), and the data were analyzed using thematic analysis.

The findings revealed that all seven CLT principles were reflected in both teachers' classroom practices with different levels of implementation. Both teachers integrated communicative competence, connected language forms with functions, balanced fluency and accuracy, emphasized real-world contexts, promoted learner autonomy, acted as facilitators, and encouraged students' active participation. However, classroom interaction remained largely teacher-directed, and opportunities for spontaneous student communication were still limited. The findings indicate that CLT principles have been incorporated into English teaching practices at SMPN 7 Banjarmasin, although further efforts are needed to strengthen learner-centered interaction and students' independent use of English.

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This research has not yet achieved perfection. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. Hopefully, the findings of this research can contribute to the development of English Language Teaching and serve as a useful reference for future researchers.

Banjarmasin, July 2026

Researcher

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