

Preparing Bilingual Ninth Grade Students Before Turning to Senior High Schools : Digging up EFL Teacher's Instructional Strategies to Create Sustainable Communicative Language Teaching (CLT) Environment

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ABSTRACT

Pervasive power of English communication has led several reforms in education system for nations all over the world, no exception Indonesia. The reforms cover the integration of English communication skill as life skill into curriculum which familiarly has been introduced as twenty century skills called as 4Cs skills integration. This study revealed the EFL teacher's instructional strategies in creating communicative teaching and learning by using conceptual framework of Communicative Language Teaching (CLT). Case study qualitative research design is employed to answer research questions. The respondents are bilingual ninth grade teacher and school principal. To collect data, this study uses semi structured interview, observation and document analysis. The interview was aimed at knowing the EFL teacher's instructional strategies in creating communicative teaching and learning environment. The collected data were then supported by observation and document analysis. The result of this study revealed that EFL teacher uses several instructional strategies to create communicative teaching and learning environment including role play, games, map-reading, surveys, presentation and the other kinds of classroom activities.

Keyword : Communicative Language Teaching (CLT), communicative competence, bilingual, instructional strategies

INTRODUCTION

As response to the ever-changing nature of the world, education sectors make reforms in many ways. One of the reforms is the integration of needed skills or can be called as 21st century skills into schools curriculum. Twenty-first century skills are actually built to improve social intelligence which is related to human relationships (Goleman, 2006). The skills which are commonly known as 4Cs skills consist of critical thinking, creativity, communication and collaboration. The 4C expertise as a solution to global challenges through critical thinking in creating new ideas as creative individuals, able to solve real problems and able to work together and make collaboration in team works. The basic concepts of the 4C are about how to improve the quality of individual personally as reflected in critical thinking and creativity skills. Moreover, communication and collaboration encompass problems about how to interact and collaborate with other people. In the case of fundamental skill to socially interact, communication skill is the most recommended issue to discuss as revealed that nowadays's lifestyles and the utilization of technology force people to be good in communication (Khoiri, A, et.al, 2021).

Communication is regarded as an essential 21st skills in the category of social skills. Communication skills are taken into account as the most emphasized in social interaction to be combined with collaboration skills (Chalkiadaki, 2018). The aims of communication enactment are to be skilled and effective in oral and written communication instead of regarding mother tongue and multilanguage communication as attention which gain more significance since globalization issue was introduced (Heinrich et al., 2016). Situated in globalized world, people from different ethnic and racial cultures, religious cultures, class cultures, national and regional cultures around the world are encouraged to accelerate in making interaction and communication. The proposal of communication in the framework of interpersonal communication and intercultural communication brings people to adapt and construct new ideas of being communicative in multiple ways. Therefore, ideally the skill of being communicative called as communicative competence should be improved earlier since people start learning or attaining education in schools. As the result, the schools should incorporate all aspect of life skills including communicative competence into curriculum.

The integration of communication skill into education system particularly schools curriculum, are expected to bring new paradigm of teaching and learning. Specifically in term of being communicative in foreign language in this case English, the conceptual framework of communication skills involve several core terms such as communicative competence and Communicative Approach or Communicative Language Teaching (CLT). The dominance of globalization efforts has led the mastery of English communication become prominent matter as recognized language for acquiring technology and knowledge (Crystal, 2002). This reason raises issues about the importance of English communication to be taught at early ages. Accordingly, schools as places to attain knowledge become appropriate starts to teach and learn English. In the reality, EFL teachers are expected to handle this function as facilitator for students in delivering materials and also improving communicative competence in English.

Communicative competence is regarded as very important skill in teaching and learning particularly language teaching and learning. Communicative competence is defined as competence needed by speaker at disposal to participate in normal discourse in addition to his linguistic competence, basic qualification of speech and symbolic interaction (role-behaviour) or in another word as competence to be mastered in an ideal speech situation. (Habermas, 1970). Canale & Swain (1979) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. There are four competences specified as components of communicative competence as follows :

1. Grammatical competence, the ability to apply the rules of grammar to produce or interpret ideas to gather message correctly. This linguistic competence is definitely essential for students or language learner to comprehend basic structure of a language which finally can be learned purposively to master a language. Grammatical competence is needed as a first key to use and even communicate a language.
2. Sociolinguistic competence, this component is made as sociocultural rules of language use. This competence is necessary to produce and understand appropriate utterances in context which language is used.
3. Strategic competence. This competence covers verbal and non verbal communication strategies.
4. Discourse competence, the ability to combine language structures and language functions into a coherent and cohesive text.

In the respect to the improvement of communicative competence, teacher who has role as main character in conducting teaching and learning process need to consider the most appropriate strategies for particular needs and learning outcomes. In the process of teaching and learning, there are several aspects including approaches and procedures which holistically can be called as instruction. Instruction is an activity process that is helping individual's self-actualization and self-fulfilling in teaching and learning process (Moore, 2000). Instruction is also considered as an effort that supporting the individual's growth and formation. Instruction refers to the whole process (sum of teaching and learning process (Akdeniz, 2016). Due to the function of instruction which is extremely important in teaching and learning, the conceptual framework of instruction-based strategies or called as instructional strategies provide wider horizon for teaching and learning strategies. Instructional strategies are defined in various ways in the related literature. Instructional strategies is the ways and approaches followed by the teachers to achieve fundamental aims of instruction. The theory of instructional strategies come from several Instructional strategies cover framework include instructional organizers and arrangers which also regard the application of instructional processes, instructional methods, instructional techniques, and instructional tactics (Akdeniz, 2016). In the implementation, certain instructional strategies have several benefits and multiple ways in the application to classroom particularly bilingual classroom.

Many experts argue about instructional strategies for instance Marzano (2003) who states that instructional strategies influence learners' achievement and let teachers diversify the instructional applications. According to Marzano, the effectiveness of instruction can be achieved especially by preventing the random or mysterious occurrence of this process. The instructional process

should be structured, applied and evaluated in a purposeful, planned, and systematic way.

The conceptual framework of instructional strategies proposed by Erişti and Akdeniz (2012) underlines that instructional strategies are supposed to meet certain criteria to consider them within a scientific systematicity. It may be better to regard applications failing to meet these criteria not as instructional strategies but as methods, techniques, and tactics in line with their pattern. They created some basic criteria created depending on the review of the related literature constitute the basis for the classification of instructional strategies developed in their study. These criteria are as follows:

1. Strategies should be able to explain how information will be processed;
2. Strategies should be able to be associated with instructional models;
3. Strategies should be able to explain how the instructional process will be applied (Erişti and Akdeniz, 2012)

Table 1 Classification Criteria for Instructional Strategies

Teaching, Obtaining, Gaining and Creating the Information According to the Related Theory	Executing the Instructional Process According to the Focus	Some of the Instructional Models to Act as a Source for Instructional Strategies
A. Constructivist Learning/Teaching Theories	A. Learner-Focused/ Student-Oriented Instruction	Behaviorist Model Information Processing Model Individual Learning/Teaching Model Social Learning/Teaching Models
B Behaviourist Learning/Teaching Theories	B Instructor-Focused/ Instructor-Oriented Instruction	Jung’s Learning Styles Model Bloom’s Mastery Learning Model Learning States Model Humanist Model Kolb’s Experimental Learning Model Activity Model Androgogia -others

In relation with classification of instructional strategies, Eristi & Akdeniz (2012) proposed two group categories of instructional strategies; focus and process strategies. Focus strategies consist of (1) instructor/teacher-focused and (2) learner-focused instructional strategies. Process strategies consist of modelling and role playing and simulation strategies (2) question and answer strategies (3) thinking and interrogating and interpretation strategies (4) discussion and brainstorming strategies (5) problem solving and sample event strategies (6) presentation strategies (7) making write and taking notes and summarize activities and (8) project and research strategies.

Table 2 Instructional Strategies

Eristi & Akdeniz (2012)	Focus Strategies				Process Strategies				
	Instructor-Oriented	Learner-Oriented	Modeling, simulation, role playing str.	Discussion, brainstorming str.	Problem solving-case studies str.	Thinking, criticize, comment str.	Question answer str.	Project, investigation str.	Presentation str.

The instructional strategies above are usually implemented in classroom combined and intergrated with certain approaches. Communicative Language Teaching (CLT) as an approach certainly also needs the impenentation of specific instructional strategies. The instructional strategies in CLT are used to gain learning outcomes, such as to improve communicative competence (Richads, 2005) and also create communicative learning and teaching environment. Basically, as a guideline to create CLT environment, there are the conceptual framework of CLT which covers the characteristics of CLT environment. As principles of CLT environment proposed by (Doughty & Long, 2003) such as (1) make the central unit of instruction “Task-Based” (2) promote learning by doing (3) input needs to be rich (materials need to be authentic, real-life situation and demand-based, maximize the use of target language) (4) input needs to be meaningful, comprehensible, and elaborated (5) promote cooperative and collaborative learning (6) focus on form (7) provide error corrective feedback and (8) recognize and respect affective factors of learning.

Current studies prove that there are several instructional strategies which can be implemented to create CLT environment such as role play, question and answer, thinking, interrogating and interpretation activities and discussion and brainstorming activities. Bakar, et al. (2019) conduct strategies to improve communicative competence or communicative environment by implementing Project-Based Learning (PjBL) in which PjBL is effective to be implemented in order to could alleviate the problem of low command of English among the Malaysian graduates. Bower, et al. (2011) reveal another strategies to develop communicative competence by using an online video reflection system. Video reflection system is proved to give positive impact to students’ communication skills and provide evidence for the interrelationship between the cognitive, behavioural and affective dimensions of communication. Another investigation by Zha, et al. (2006) reveals that communicative environment can be achieved by using electronic discussion boards. Electronic discussion boards can be utilized as a learning environment to encourage students to observe their peers' written language in online communicative learning environment. Reflecting upon the literature review, research on instructional strategies in CLT classroom involving Indonesian EFL teachers is a rare undertaking. Therefore, this research is conducted to reveal (1) instructional strategies implemented by EFL teacher to create CLT environment. (2) benefits and challeges teacher encountered in implementing the instructional strategies.

METHOD

The study was conducted using a qualitative case study research design. As stated by Stake (1994) states that a “case study is used to analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. Case study is appropriate for this study due to researcher wanted to investigate specific condition in specific place in this case is EFL teacher in an institution namely international islamic school which implement bilingual program for each level of students. The data were collected through semi-structured interview, observation and document analysis which were designed to answer the research questions related to the objectives of the study. The semi-structured interview consisted of 19 questions, in form of open-ended questions which were divided into three areas of discussion namely general ideas area, instructional strategies area and benefits and challenges area. The questions cover various kinds of instructional strategies implemented by teacher in classroom how the process of implementation in classroom and benefits and challenges of teachers in implementing instructional strategies to create communicative teaching learning environment. The questions were constructed in respondent’s first language to make respondents answer more accurately. Therefore, the semi-structured interview was constructed in Bahasa Indonesia since this study investigated Indonesian EFL teacher.

In this study, two respondents were selected to participate in this study. The first respondent was teacher who handled ninth grade bilingual classroom in islamic international junior high school and the second respondent was the principal. of the school. This school implement national curriculum and extra additional curriculum namely global and islamic aspects as their special characteristics. The aspect of being global means understanding and using English as foreign language in daily activities. The EFL teacher and school principal’ responses were then analyzed and interpreted to answer two research questions.

FINDINGS AND DISCUSSION

Findings

Instructional strategies used by EFL teacher to create communicative language teaching environment

In answering the research question, from semi-structured interview the instructional strategies implemented by EFL teacher to create communicative language teaching and learning environment are included in theoretical framework from Richards (2005) and Eristi & Akdeniz (2012). After passing several steps in content analysis: coding data, decide categorization and themes, organizing data and themes, and identify the data from interview, supported by observation and document analysis. The EFL teacher’s instructional strategies were revealed in reference to the classification of instructional strategies and communicative language teaching strategies framework.

Based on Richards (2005), there are several instructional strategies which can be implemented to create communicative language teaching environment. The classification is based on the type of activities for students in classroom. These communicative language teaching instructional strategies are arranged based on the framework from Eristi & Akdeniz (2012) into two categorization namely focus and process strategies. Focus instructional strategy consists of learner-focused and student-focused instructional strategies. Grounded in basic principles of instructional strategies proposed by Eristi & Akdeniz (2012) which consist of focus strategies and process strategies, (1) Focus strategies cover teacher-focused and learner-focused instructional strategies and (2) process strategies cover modelling and role playing and simulation strategies, question and answer strategies, thinking and interrogating and interpretation strategies, discussion and brainstorming strategies, problem solving and sample event strategies, presentation strategies, making write and taking notes and summarize activities and project and research strategies.

The basic principles of Communicative Language Teaching (CLT) instructional strategies proposed by Richards (2005) such as (1) accuracy versus fluency activities (2) mechanical meaningful and communicative practice (3) information-gap activities (4) Jig-saw activities (5) task-completion activities (6) information gathering activities (7) opinion-sharing activities (8) information-transfer activities (9) reasoning gap-activities (10) role plays.

At last, the basic principles of CLT environment proposed by Doughty and Long (2003) are (1) make the central unit of instruction “Task-Based” (2) Promote learning by doing (3) Input needs to be rich (materials need to be authentic, real-life situation and demand-based, maximize the use of target language) (4) Input needs to be meaningful, comprehensible, and elaborated (5) Promote cooperative and collaborative learning (6) Focus on form (7) Provide error corrective feedback (8) Recognize and respect affective factors of learning

1. Focus Instructional Strategies

1.1 Learner-Focused Instructional Strategies

The learner-focused instructional strategies show that the instructional process has a learner-oriented structure and that instruction is designed in line with the learner’s needs, interests, desires, and skills. In the table below is the framework of examples and tips of activities from Akdeniz (2016).

Table 1.1 Learner-Focused Instruction Activities (Akdeniz, 2016)

Tips	Activities
For effective instruction - Use peer learning and teaching activities - transform instructional practices to the games - give immediate feedbacks - encourage the students to cooperation as much as possible - keep group sizes small - support solidarity	1. Benefitting from metaphors in the instructional process 2. Choosing real-life examples related to the learning context by taking the students’ characteristics into consideration 3. Explaining instructional goals of the course to the students 4. In the instructional process, preferring to use cooperation and discussion skills effectively rather than teaching simply

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5. In the instructional process, establishing a relationship between the students' background knowledge and what they have just learnt
 6. Helping students determine the contents of subjects for student independent studies
 7. Encouraging students to direct more questions and to state their views
 8. Having students discuss the problem-solving strategies they apply in the learning process
 9. Having students make their learning preferences on the basis of their interests in the subject being taught
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In dealing with learner-focused instructional activities, EFL teacher in bilingual classroom uses them to give students freedom and opportunities to create communicative language learning environment. The teacher usually uses metaphors and real-life examples in the teaching process. The example of the interview responses are in the following lines.

“ when teaching I usually use comparison or similarity and difference in explaining the related materials...for example, in delivering materials about daily activities I ask students to make list of activities like they do everyday and relate the materials in textbook whether it is similar or not with their real life.” (teacher)

The application of using metaphors and real-life examples, Communicative Language Teaching approach also suggests similar activities to achieve communicative competence improvement as asserted by Brown (2000), Communicative Language Teaching (CLT) approach has characteristics such as the existence of authenticity, real- world simulation and meaningful task. Moreover, in the classroom activities CLT also imply the roles of students to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning (Richards, 2005). It is line with point 4 in Table 1.1 which states that in the instructional process, teachers prefer to use cooperation and discussion skills effectively rather than teaching simply.

Dealing with the instructional activities which emphasize on the students' learning preferences on the basis of their interest in the subject being taught and help students to determine the contents of subject for students independent studies, CLT approach also proposes similar statement as explained by Brown (2000) that students in CLT approach are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

As supporting elements in the tips above, learner-focused strategies should consider amusing activities because the characteristics of students specifically in junior high school level who seemingly always want to play everywhere and everytime. Therefore, there must be strategies to transform instructional

strategies to games in teaching and learning activities. In accordance with proposal from Richards (2005) about instructional strategies namely task-completion activities for instance games and puzzle. In the implementation, EFL teacher in bilingual classroom uses games frequently. They create games activity which fits with the materials they deliver to gain more attention from students in order to involve as many as students in the classroom activities.

“...because students become easily bored, I always play games to deliver the materials, I frequently play games. Moreover, the ninth grade students are categorized as students who get bored and refuse teacher’s instruction easily..”

As asserted from the results of study, it can be concluded that teachers undertake amusing technique for students to make students enjoy the teaching and learning process. Due to the characteristics of students who got bored easily, teachers initiated to conduct fun teaching and learning process. In addition, teachers had aims to make the delivered materials were understandable for students.

1.2 Instructor-Focused Instructional Strategies

Teacher-focused instructional strategies refer to application and execution of basically teacher-oriented instructional activities during the instructional process. The concept of teacher-focused activities are suggested by Akdeniz (2016).

Table 1.2 Instructor-Focused Instructional Activities

Tips	Activities
For effective instruction <ul style="list-style-type: none"> • Be a facilitator • Make a positive class climate • Take into account of your personality • Control amount of the information 	<ol style="list-style-type: none"> 1. Teaching by considering all the students in the class and their individual differences 2. Assigning the same duties and responsibilities to the students in class regarding the content of instruction 3. Correcting the deficiencies and mistakes in students’ products 4. Having students take notes regarding the subject during the lesson 5. Having the whole class acquire all the gains envisaged in the curriculum

Looking at what become tips from instructor-focused instructional strategies, it is in line with the characteristics of Communicative Language Teaching environment by Brown (2000) which asserted that the role of the teacher is that of facilitator and guide, not all-knowing bestower of knowledge. Students are encouraged to construct meaning through genuine linguistic interaction with others.

The application and execution of teacher-focused activities are conducted by teachers who are suggested acted as facilitator rather than actors who hold fixed authority to undertake teaching and learning activities. Becoming facilitator means that there are shifting ways and requirements for teachers

which may challenge teachers to be better in conducting teaching and learning. It is affirmed that as facilitator teachers should spend more time in formulating learning plans and make the objectives of learning become clear and functional (Clapper, 2009). Being a facilitator of learning also means that strategies and activities are included that brings the learner to a state of understanding that lead to accomplishment of the objectives. Moreover, by the shifting ways in their roles, teachers should realize that they are not merely as models for correct speech and writing and one with primary responsibility of making students produce plenty of error free sentences, but as models with different views to facilitate and guide the flow of teaching and learning activities.

2. Process Strategies

2.1 Modelling and Role Playing and Simulation Strategies

The first instructional strategy is modelling and role playing and simulation. Those activities are usually implemented in classroom at for example speaking session. Modelling, role play and simulation materials are usually provided in textbooks in line with theme and topic of discussion. Due to the characteristics of modelling, role playing and simulation activities are similar to the characteristics of CLT concepts which emphasizes on the use of communicative skill in classroom, It can be clearly concluded that this instructional strategy fit the requirements to be implemented in classroom to create CLT environment. The following table is conceptual framework of modelling, role playing and simulation consist of suggestions and recommended activities proposed by Akdeniz (2016) :

Table 2.1 Modelling and Role Playing and Simulation Activities

Tips	Activities
For effective instruction - Use sources effectively! - Choose the surviving-competitive materials! - Focus on details! - Encourage the pupils to make drafts!	1. Clothing as appropriate to the subject of the lesson and dramatizing the situation 2. Having students develop a role model regarding the subject students are interested in and having them present this role model in class 3. Having students develop a process model for laboratory studies and test the process model they have developed 4. Having students develop a solution model regarding a problem/subject as a result of their structured observations 5. Having students prepare an application plan covering the goal, content, instructional processes, measurement and evaluation criteria regarding the learning context

Modelling, role playing and simulation are activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. In term of what instructional strategies that EFL teacher implement, it was found that EFL teacher undertook several kinds of instructional strategies and planned to deliver materials in various ways. One of instructional strategies was role play. The EFL teacher stated, “.....*sometimes I have plan to do role play in certain topics.*” Role play is activities in which students are assigned roles and improvise a scene or exchange based on given information or clues (Richards, 2005). In this activity, students were given certain topics for example conversation takes place in restaurant between crew and customer, in school between teacher and student, in hospital between doctor and patient and the other possible themes.

A number of studies prove that role play is essential element in the way of communicative and interactive environment. As asserted by Samsibar & Naro (2018) that role play is very important in creating communicative teaching and learning because it gave students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allowed students to be creative and to put themselves in another person’s place for a while. A study by Thornbury & Slade (2006) finds that dialogue is an informal speech among students, develop the skill to participate in dialogues as a favorable aim of leaning of language. Some language students feel that their most urgent need is to improve communicative competence, and they regularly choose “conversational” as their principle objective when answering needs analysis survey.

In order to meet the requirements of good role-play as an effective technique for teaching and learning. The requirement and procedure cover problem what are the procedures, what teachers will do if the situation is “out of control” and how the teacher should respond to the errors made by students (Liu & Ding, 2009). It is summarized that there are identification consists of four vital factors for roleplay success such as the topic chosen should be real and relevant, the teachers need to “feed in” the appropriate language, they should correct errors in a proper way and teachers’role are as facilitator,spectator and participant. Afdillah (2015) indicates some steps for good use of role play: first, arrange or prepare scenarios to be performed by the students, choose some students to learn about the scenario several days before, classify students into groups of five, explain competence to be achieved, request a group to play the prepared scenario, while students in other groups observe, end performance, each student is given work sheet for discussion of the performance, every group gives a conclusion about scenario performed, the teacher gives a general conclusion, evaluation, and closing

2.2 Question and answer strategies

Question and answer activities are aimed to encourage students become communicative and give students opportunities to show the bravery to communicate with other friends. Question and answer activities can be categorized in information gathering activities. In this case, for example students conduct surveys, interviews and searches in which students are required to use their linguistic resources to collect information. From teacher’s interview, it is known that teacher uses survey to create communicative environment. The steps in doing this activity are firstly when the materials in

book are appropriate with the characteristics of survey or interview, students are asked to list questions items by themselves

Table 2.2 Question and answer activities

Tips	Activities
For effective instruction <ul style="list-style-type: none"> • Bring into play the questions of WH! • Encourage the pupils to ask compelling questions! • Make the questions and answers are clear! 	<ol style="list-style-type: none"> 1. Encouraging students to direct appropriate questions to each other 2. Randomly choosing the students to ask questions during the lesson 3. Having students wait for a while before they direct consecutive questions 4. Asking open-ended/unfinished questions to students 5. Having students prepare questions about a subject that interest students and provide answers to these questions 6. Having students ask the subject-related questions they have prepared to each other and provide answers to these question

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“In relation with CLT, I usually do taking survey for my students. Firstly when we have materials which can be transformed into survey activities, we will do it. The students usually do taking survey for other subject classrooms for example like the class of Physical Education (PE) and guidance and counseling in which it will not disturb the class. Before we do survey we will ask for permission first from the teachers. The students are assigned to interview their friends related to the topic or materials that day”.

A number of question and answer activities for instance survey and interview surely consist of question and answer item composition. Due to answering activities actually follow the concept of question items, therefore question items and frameworks are regarded as the most important thing to pay attention. As asserted that questions are essential component of effective teaching (Bell, 2009). Questions are also aimed to enrich teaching by evaluating

knowledge acquisition, creating motivation, attracting attention, solidifying concepts and assessing understanding (Bond, 2007).

2.3 Thinking and interrogating and interpretation activities

In classroom, thinking/interrogating/interpreting activities are frequently implemented in many forms. In teaching language, the first activity stated above is the activity of thinking which becomes very essential due to the typical of teaching and learning which need thinking activity all the time. Students think about the materials and instruction teachers give, students think to answer questions and evaluation and many ways of thinking activities. Meanwhile, interrogating and interpreting activities are mainly (but not exclusively) related to the development of learners' speaking and listening. The three activities are actually aimed to occupy a key position in communication in introducing and facilitating activities particularly interrogating and interpreting which are categorized in communication-based activities.

A report of National Reading Panel listed examples of comprehension strategies which are appraised including elaborative interrogations (Grabe, 2009). Through this technique students are expected to improve understanding of various oral text, cultures, characters of participants or listeners, as well as mastering the topics to be translated, adjusting the intonation, pronunciation, and speed of the delivery of the messages spoken by the speakers of the source language.

Table 1.2.3 Thinking and interrogating and interpretation activities

Tips	Activities
For effective instruction <ul style="list-style-type: none"> • Direct the pupils use both of hemispheres! • Engage the pupils to challenging situations! • Support individual experience! • Control environmental factors in class! • Constraints the pupils time to time! • Use compare and contrast activities! 	<ol style="list-style-type: none"> 1. Having students emphasize the unanticipated dimensions of a salient problem 2. Having students interrogate the strategies applied by the teacher and other students to solve a problem 3. Having students make predictions regarding a new situation and provide alternative related explanations 4. Encouraging students put forward their contrary views and challenge other students' views 5. Encouraging students use their imagination power and creativity regarding a subject 6. Helping students revise their views when their views are not in line with their knowledge or with their personal observations

As seen in the table above that accommodating thinking, interrogating and interpretation activities mean emphasizing on the particular problem provided

to be solved by students. The example of these kinds of activities are categorized in task-completion activities which are defined as kinds of classroom tasks in which the focus was on using one's language resources to complete a task like puzzle, games and map-reading. In puzzle time, students were assigned to for example arrange paragraphs into good order based on students' understanding and knowledge related to the order which one should be placed in certain order number. This activity certainly needed not merely thinking skills but also knowledge of paragraph contents like main ideas, supporting idea and the rule of using grammar like pronoun. Games and map reading activities could be transformed from appropriate materials for example about direction and position. Games could be implemented in every material depending on teachers' knowledge and need. In relation with CLT environment, these activities actually employ both creativity and thinking skills. Moreover, students were encouraged to be brave to make interaction and communicate with their friends. These stimulate students to be communicative, for example by making discussion, playing games, interrogating and many other activities.

2.4 Discussion and brainstorming activities

Tips	Activities
For effective instruction <ul style="list-style-type: none"> • Always make the pupils well-prepared! • Make clear the border of discussion! • Use effective feedbacks! • Address distracting behaviors! • Make a safe zone! 	<ol style="list-style-type: none"> 1. Forming student discussion groups regarding the instructional context 2. Encouraging students to share their thoughts to help them reach broader concepts and generalizations 3. Encouraging students to put forward as many views as possible about the subject in the instructional process 4. Having students make evidence-based discussions 5. Having students discuss their views with each other

Two teaching and learning activities which are frequently stated in lesson are discussion and brainstorming. Discussion is regarded as an orderly process of face-to-face group interaction to exchange ideas about issues for the purpose of solving problems, answering question, enhancing knowledge of understanding or making a decision (Killen, 2000). Discussion activity is usually conducted to make interaction among students in group, between two students in pairs or between teacher and student. The discussion of the material which is being learned within cooperative learning groups has at least two dimensions : oral explanation and listening. The activities of discussion cover summarizing, explaining, elaborating on the material being learned and also as peer feedback, other groups listen to check the accuracy of summary and ask questions to make the speaker have further understanding and elaboration of material. All of these activities such as explaining and checking are effective to gain students' active participation (Yager, et al., 1985).

As revealed in this study that the activities of discussion and brainstorming actually become the most frequent activity which EFL teachers conduct. In the lesson plan developed by teacher, there are discussion and brainstorming activity in the beginning of class and in the middle of teaching and learning process. Teachers ask students to brainstorm the ideas related to the topic in that way. Furthermore, students are assigned to discuss the vocabularies they use in the topic and other related vocabularies.

“Discuss vocabularies (*noun phrase, verb phrase, adverb phrase*) the language features of preferences, agreeing and disagreeing, asking repetition, asking for information, and giving advice.”

“Discuss expressions in interview, school announcement, an email, letters and postcards, a city brochure and an ads.”

(Lesson Plan Three)

Another activity in this group of instructional strategies namely brainstorming. Brainstorming is a term which is stated popularly in teaching and learning concepts. Brainstorming is usually found in the lesson plan as warm up activity for students. The definition of brainstorming proposed by Al-khatib (2012), “Brainstorming is a group creativity forum for general ideas.” He also purposes some importance of brainstorming for the students namely helping students to solve problems, helping students to benefit from the ideas of others through the development and build on them and helping the cohesion of the students and building relationships among them and assess the views of others. The activity of brainstorming in the observed bilingual classroom was

”Brainstorm the ideas of asking and answering questions related to topics that are going to talk about”

(Lesson Plan One)

As found in teachers’ lesson plan which consists of steps and in the warm up step, there was suggested activity for students to brainstorm students’ ideas by asking and answering questions related to the topic will be discussed. This activity was aimed to start teaching and learning before conducting or entering the core activities in four categories of skills such as listening, reading, writing and speaking. As affirmed by Sayre (2006) that the topic selected was usually based on the chapter in textbook. Teachers used textbook as source and reference to transform all students’ activities into creative task-based activities which were suitable for specific topics. In addition, the brainstorming activity was intended to stimulate students’ awareness towards topic and materials instead of improving students’ critical thinking.

DISCUSSION

The results of this study revealed that EFL teachers in an islamic international junior high school with bilingual program actively and frequently implement instructional strategies based on CLT approach to create communicative teaching and learning environment due to the characteristics of

international schools which seemingly have higher expectation for the learning outcomes. In this school, students were expected to be able more communicative and effective by implementing CLT practices for their teaching and learning programs. The teachers and principal also emphasizes on the use of English in real life situation for example in school area, library, classroom and many other places. In classroom, the EFL teachers implement strategies or can be called as instructional strategies to create CLT environment such as the implementation of learner-focused, modelling and role playing and simulation activities, question and answer, thinking, interrogating, interpretation, discussion and brainstorming activities.

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