



**Exploring The Role of Teachers in the Implementing English
Language Teaching Strategies at SMPN 2 Telaga**
***(Mengeksplorasi Peran Guru dalam Menerapkan Strategi Pengajaran
Bahasa Inggris di SMPN 2 Telaga)***

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Abstract

This study aims to explore the roles of teachers in implementing English language teaching strategies at SMPN 2 Telaga. Employing a qualitative case study design, data were collected through classroom observations, semi-structured interviews, and document analysis of lesson plans. The findings reveal two contrasting pedagogical orientations. One teacher adopts a teacher-centered approach that emphasizes structured instruction and linguistic accuracy but limits student interaction. In contrast, the other teacher applies a student-centered and communicative approach that actively promotes student engagement, participation, and confidence in using English. The study further indicates that the student-centered approach is more effective in fostering meaningful learning, although challenges remain in addressing differences in students' confidence and participation levels. These findings highlight that effective English language teaching requires the integration of pedagogical, communicative, and affective aspects. Teachers are therefore encouraged to balance structured instruction with interactive learning, provide both corrective and supportive feedback, and create a motivating classroom environment to enhance student engagement and learning outcomes.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran guru dalam mengimplementasikan strategi pembelajaran bahasa Inggris di SMPN 2 Telaga. Penelitian ini menggunakan desain studi kasus kualitatif, dengan teknik pengumpulan data melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen berupa rencana pelaksanaan pembelajaran (RPP). Hasil penelitian menunjukkan adanya dua orientasi pedagogis yang berbeda. Satu guru menerapkan pendekatan yang berpusat pada guru (teacher-centered) yang menekankan pembelajaran terstruktur dan akurasi bahasa, namun membatasi interaksi siswa. Sebaliknya, guru lainnya menerapkan pendekatan yang berpusat pada siswa (student-centered) dan komunikatif yang secara aktif mendorong keterlibatan, partisipasi, serta kepercayaan diri siswa dalam menggunakan bahasa Inggris. Penelitian ini juga menunjukkan bahwa pendekatan yang berpusat pada siswa lebih efektif dalam mendorong pembelajaran yang bermakna, meskipun masih terdapat tantangan dalam mengatasi perbedaan tingkat kepercayaan diri dan partisipasi siswa. Temuan ini menegaskan bahwa pembelajaran bahasa Inggris yang efektif memerlukan integrasi aspek pedagogis, komunikatif, dan afektif. Oleh karena itu, guru disarankan untuk menyeimbangkan pembelajaran terstruktur dengan pembelajaran interaktif, memberikan umpan balik yang bersifat korektif sekaligus suportif, serta menciptakan lingkungan belajar yang memotivasi guna meningkatkan keterlibatan dan hasil belajar siswa.

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1. INTRODUCTION

English language education in Indonesia plays a highly strategic role in enhancing the competencies of the younger generation in the era of globalization. Amid rapid technological advancements, the increasing flow of global information, and the growing demands of an internationally oriented workforce, English proficiency is no longer merely an optional skill but a fundamental necessity. English is not only positioned as a subject in the national curriculum but also as a means of global communication that supports academic development, access to knowledge, and the competitiveness of Indonesia's human resources. Therefore, educational institutions, particularly at the junior high school (SMP) level, hold a significant responsibility in building a strong foundation of students' English language skills.

The success of English language learning is strongly influenced by the roles of teachers and students. Among these, teachers play a central role in planning, implementing, and evaluating learning activities. Teachers are not only conveyors of knowledge but also facilitators, motivators, evaluators, and designers of learning experiences that shape the quality of classroom interaction (Ramadhanti, 2023). Their ability to design and implement engaging, interactive, and student-centered teaching strategies significantly affects students' understanding and interest in learning English (Andika & Yulia, 2025). Therefore, selecting appropriate teaching strategies that align with students' characteristics is essential for creating meaningful learning experiences.

Previous studies have highlighted the importance of teachers' roles in supporting student learning success. Jannah et al. (2023) identified four key aspects of teachers' roles, namely instructional planning, teaching implementation, assessment, and professional development, which contribute to improved student outcomes. Similarly, Ly (2024) emphasizes that in student-centered language learning, teachers act as facilitators, motivators, assessors, and designers of meaningful learning experiences. These findings indicate that teachers' roles are complex and interrelated, requiring a balance between instructional planning, classroom interaction, and emotional support.

However, despite these theoretical and empirical insights, there remains a gap between ideal pedagogical practices and their actual implementation in classroom settings. In the context of English Language Teaching (ELT), teachers are expected to create communicative, interactive, and student-centered learning environments (Brown, 2021). In reality, many classrooms still rely on teacher-centered approaches that limit students' opportunities for active participation and communication. Although previous studies have discussed teachers' roles and teaching strategies, most of them focus on general or theoretical perspectives rather than examining how these roles are enacted in real classroom practices. Therefore, there is still limited empirical evidence that specifically explores how teachers interpret and implement their roles in everyday teaching contexts.

This gap is particularly evident at SMPN 2 Telaga. Based on preliminary observations, English language instruction at this school tends to be teacher-centered and heavily reliant on textbooks, with limited variation in teaching strategies and minimal use of communicative activities. As a result, students demonstrate low motivation, limited participation, and a lack of confidence in using English. In addition, teachers at SMPN 2 Telaga employ different teaching approaches, which provides a relevant context for examining how teaching strategies are implemented and how teachers perform their roles in real classroom situations.

Based on this background, this study aims to explore the roles of teachers in implementing English language teaching strategies at SMPN 2 Telaga. This study focuses on four roles proposed by Brown (2021), namely as designers of learning experiences, facilitators of interaction, providers of feedback, and motivators. By examining these roles in a real classroom context, this study is expected to provide a more contextualized understanding of how teaching strategies are implemented and contribute to the development of more effective English language learning practices.

2. RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study design. This approach was chosen to gain an in-depth understanding of how English teachers fulfill their roles in implementing teaching strategies at SMPN 2 Telaga. Qualitative research allows researchers to explore meanings, interactions, and experiences within a real-world classroom context (Creswell, 2021). A case study design was used because it allows the researcher to investigate specific phenomena within their real-life settings. According to Yin (2022), case studies are appropriate for answering “how” and “why” questions, particularly when examining how teachers implement teaching strategies in the classroom. Merriam and Tisdell (2021) emphasize that qualitative case studies rely on various data sources such as observation, in-depth interviews, and document analysis to gain a comprehensive understanding of a phenomenon. Furthermore, Stake and Visse (1995) stresses that the primary purpose of a case study is not to generalize findings but to gain a deep understanding of a specific context. In line with this perspective, this study does not aim to produce broad generalizations but rather to provide a detailed and contextualized analysis of the role of teachers in implementing English teaching strategies at SMPN 2 Telaga.

This study was conducted at SMPN 2 Telaga, located in Bulila, Telaga District, Gorontalo Province, over the course of one week. The selection of this school was based on preliminary observations indicating several challenges in English language learning, particularly low student motivation and limited classroom participation. Additionally, the presence of English teachers employing diverse teaching approaches provided a relevant context for examining how teaching strategies are implemented in real-world practice. The research subjects were English teachers at SMPN 2 Telaga selected using purposive sampling based on the following criteria: (1) actively teaching English in grades VII, VIII, or IX; (2) having at least two years of teaching experience; and (3) willing to participate in the research. Teachers were selected as the primary subjects because this study focuses on analyzing the role of teachers in implementing teaching strategies. Meanwhile, students were not treated as primary subjects; rather, their responses were used as supporting data to understand the effectiveness of the teachers' roles in the classroom.

Data collection was conducted using several techniques applied systematically to capture actual teaching practices, teachers' perspectives, and the alignment between instructional planning and classroom implementation. First, preliminary observations (pre-observations) were conducted over two days prior to the main data collection. This stage aimed to gain an initial understanding of classroom conditions, teaching practices, and student participation, and served as the basis for determining the focus of the main observations. Second, the main classroom observations were conducted over two sessions, each lasting approximately 80–90 minutes. The observations focused on identifying how teachers carried out their roles in implementing teaching strategies, which included the roles of designer, facilitator, feedback provider, and motivator, in accordance with Brown's (2021) theoretical framework. Observations were conducted directly in the classroom to capture actual teaching practices and interactions in a natural setting (Creswell, 2021). Third, semi-structured interviews were conducted with each teacher for 30–45 minutes. The interviews aimed to explore the teachers' perspectives regarding the strategies they used, their reasons for choosing those strategies, the challenges they faced, and their assessment of the effectiveness of their teaching. The semi-structured format allowed for flexibility in gathering more in-depth information while maintaining focus on the research objectives. Fourth, documentation was used as supporting data through the analysis of Lesson Plans (RPP) and teaching materials to examine the alignment between the planning and implementation of teaching strategies in the classroom.

Data analysis was conducted using the interactive model proposed by Miles et al. (2014), which comprises three stages: data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher selected, focused, and simplified the raw data from three sources: classroom observations, interviews, and lesson plan analysis separately. Observation data were reduced by identifying and categorizing teacher behaviors based on Brown's (2021) framework. The interview data were reduced by selecting key statements relevant to teachers' roles and teaching strategies, which were then coded into themes consistent with the theoretical framework. The documentary data (lesson plans) were reduced by analyzing the main components of instructional planning, such as learning objectives, methods, activities, and assessment. In the data presentation stage, findings were presented in descriptive form and thematic tables based on each teacher's role. In the conclusion-drawing stage, data from the three sources were compared to identify similarities and differences between planned and implemented strategies. To ensure data validity, this study employed source triangulation, which involves comparing data obtained from observations, interviews, and documentation analysis. This process was conducted to verify the consistency and accuracy of the findings, as well as to identify alignments and gaps between planning and the implementation of classroom instruction.

3. RESULTS AND DISCUSSION

This section presents the research findings obtained from classroom observations, semi-structured interviews, and an analysis of lesson plans conducted with two English teachers at SMPN 2 Telaga. The

findings are organized based on the four teacher roles identified by Brown (2021), namely as designers of learning experiences, facilitators of interaction, providers of feedback, and motivators. The results of the triangulation of these three data sources are summarized in the following thematic table as the basis for a more in-depth narrative analysis.

Table 1. Matrix Thematic Analysis: Classroom Observation

Category / Focus	Findings on Teacher 1 (T1)	Findings on Teacher 2 (T2)	Pattern / Theme
Teacher's Role in Learning	Teacher-centered instruction; limited interaction	Facilitates student activities; interactive and student-centered.	Teacher as Facilitator / Designer
Teaching Strategies	Repetitive strategies: reading-translating, Q&A, drilling	Varied strategies: role-play, group discussion, games, contextual tasks.	Varied Teaching Strategies (CLT-oriented)
Use of Media / Activities	Rarely uses media; relies heavily on textbook	Uses diverse media and creative activities, including ice-breaking.	Creative Lesson Implementation
Student Response	Students passive, easily distracted, low engagement	Students active, enthusiastic, and responsive.	Student Engagement
Feedback Practice	Direct corrections, accuracy-focused	Supportive feedback, praise, soft corrections	Supportive Feedback

The patterns shown in the observation matrix highlight significant contrasts between the two teachers, particularly in terms of instructional approach, interactional style, and student engagement. These observable behaviors help establish a foundational understanding of how each teacher implemented English language teaching. However, to gain deeper insight into the reasoning behind these instructional choices, it is essential to examine the teachers' own perspectives. Therefore, the next thematic matrix presents the interview findings.

The thematic matrix below synthesizes key responses from the interview sessions into major categories, allowing the researcher to identify consistent patterns and differences in each teacher's beliefs and intentions. The interview thematic matrix is presented in Table below.

Table 2. Thematic Analysis: Interview Findings

Category / Focus	Findings on Teacher 1 (T1)	Findings on Teacher 2 (T2)	Pattern / Theme
Teacher's Perception of Role	Views role as content deliverer and evaluator	Views role as facilitator and motivator	Teacher Role Perception
Reason for Choosing Strategies	Chooses strategies based on time and textbook	Chooses strategies to promote active and enjoyable learning	Rationale for Strategy Selection
Teaching Goals	Focuses on completing material	Focuses on comprehension and language use	Learning Orientation
Teaching Challenges	Students lack focus; limited time	Diverse student abilities; addressed through interactive methods	Teaching Challenges
Feedback & Motivation	Provides direct correction for quick understanding	Gives praise, humor, supportive feedback	Feedback Style

The interview findings complement the observation results by explaining the underlying factors that motivate the teachers' instructional behaviors. These insights reveal how personal beliefs, teaching goals, and perceptions influence each teacher's classroom decisions. To further verify and strengthen these patterns, the next thematic matrix presents the analysis of the lesson plans (RPP), which show how teaching strategies were planned before being implemented in the classroom.

The thematic matrix below summarizes the key components of each RPP, including learning design, teaching strategies, media selection, classroom activities, and assessment methods. This matrix provides additional evidence to understand how the two teachers prepared and structured their lessons. The thematic matrix of RPP analysis is presented in Table below.

Tabel 3. Thematic Analysis: Lesson Plan Review

Category / Focus	Findings on Teacher 1 (T1)	Findings on Teacher 2 (T2)	Pattern / Theme
Learning Design	Standard structure; minimal activity variety	Designed with collaborative and CLT-based activities	Teacher as Designer of Learning
Teaching Strategies	Basic strategies; reading, translating, Q&A	Role play, discussion, contextual tasks	Consistency of Teaching Strategies
Learning Media & Resources	Textbook as primary source	Various media and real-life examples	Variety of Learning Resources
Learning Activities	Teacher-dominated activities	Active, student-centered activities	Alignment Between Plan and Practice
Assessment Methods	Tasks and Q&A evaluation	Interactive and performance-based assessment	Assesment Practices

Taken together, the thematic matrices of observations, interviews, and lesson plans provide a comprehensive overview of the patterns that emerged during data analysis. These patterns form the basis for identifying how each teacher performed Brown's (2021) four instructional roles. The following subsections discuss these thematic findings in detail, explaining how each role was demonstrated or not fully demonstrated during the teaching and learning process.

3.1 Teachers as Designers of Learning Experiences

Classroom observations revealed fundamental differences between the two teachers in their approach to designing instruction. Teacher 1 followed a fixed, textbook-based sequence of activities, including reading, translating, and answering comprehension questions. Most interactions were controlled by the teacher, so student engagement was passive and limited to requested responses. In contrast, T2 began the lesson with an ice-breaker, followed by pair work and group discussions. Students actively participated in creating short dialogues and interacting with peers, creating a more lively classroom atmosphere. However, interview results revealed that not all students were able to participate equally, particularly in role-play activities. T1 stated that he preferred to follow the textbook sequence so that students would have a strong foundation in grammar and vocabulary before speaking. Meanwhile, T2 emphasized the importance of designing activities that are enjoyable and relevant to students' daily lives. Analysis of the lesson plans revealed a consistent pattern: Lesson Plan T1 was structured and aligned with curriculum standards, but its activities were uniform and lacked communicative tasks, whereas Lesson Plan T2 featured a more varied and student-centered design, including role-playing, discussions, and reflection sessions. These findings align with Sewagegn (2020), who assert that alignment between learning objectives, content, and assessment significantly contributes to learning effectiveness. However, consistent with Ly (2024), these findings also indicate that overly structured designs can limit student engagement and autonomy.

3.2 Teachers as Facilitators of Interaction

The difference between the two teachers in facilitating interaction was very clear from the observation results. Class T1 was dominated by a teacher-centered Initiation–Response–Feedback (IRF) pattern, in which opportunities for student-to-student interaction were very limited and the activity of reading dialogues was carried out mechanically without communicative expansion. As a result, most student responses were brief and controlled. In contrast, T2 actively managed interactions through pair and group work. The teacher monitored, guided, and encouraged participation, so students appeared more confident and active in communicating, though some still seemed hesitant. In interviews, T1 stated the need to take control of the class because students were shy and afraid of making mistakes, while T2 emphasized that students would not be able to use the language if not given the opportunity to speak. These findings align with critiques of teacher-dominated discourse that limits communicative competence (Vattøy & Gamlem, 2020), and are consistent with Vygotsky's (1978) sociocultural perspective that language learning occurs through meaningful social interaction. Posada et al. (2022) also found that collaborative practices in the classroom enhance students' self-confidence, participation, and communicative competence.

3.3 Teachers as Providers of Feedback

The two teachers' feedback practices differed significantly in both approach and impact. T1 relied on immediate corrective feedback, primarily regarding grammar and pronunciation. Although this approach supports linguistic accuracy, overly frequent corrections appeared to affect students' self-confidence—some students became hesitant and less willing to participate after being corrected. This finding is consistent with Turda et al. (2021), who noted that excessive corrective feedback can negatively impact learners' motivation

and self-confidence. In contrast, T2 provides supportive feedback by first acknowledging students' efforts before offering corrections, accompanied by positive reinforcement that creates a more comfortable learning environment. This approach aligns with Nguyen and Nguyen (2023), who found that supportive feedback enhances students' self-efficacy and engagement. Wisniewski et al. (2020) also emphasize that effective feedback must address three key questions: where the learner is heading (feed-up), how they are progressing (feed-back), and what steps need to be taken next (feed-forward). Analysis of the lesson plans reveals that Lesson Plan T2 explicitly integrates feedback as part of the learning cycle, whereas Lesson Plan T1 focuses on linguistic assessment and correction without including structured reflection activities.

3.4 Teachers as Motivators

Student motivation is influenced differently by each teacher. Class T1 is characterized by a formal atmosphere and a reliance on discipline as the primary classroom management strategy, reflecting an extrinsic motivational approach in which students participate out of obligation rather than interest. In contrast, T2 consistently integrates motivational strategies through games, ice-breakers, humor, and verbal praise. When students appear tired or unfocused, T2 introduces brief interactive activities to restore their attention. As a result, students demonstrate higher enthusiasm and active participation. The T2 approach reflects intrinsic motivation, which, according to Self-Determination Theory (Ryan & Deci, 2000), is more sustainable and contributes to better learning outcomes (Anwar & Ijie, 2023). Dörnyei and Ushioda (2021) also emphasize that teacher enthusiasm, support, and responsiveness play a significant role in enhancing student motivation. However, findings indicate that even strong motivational strategies do not automatically eliminate students' lack of self-confidence, particularly in communicative tasks; thus, motivation must be combined with sustained efforts to build students' self-confidence and emotional readiness.

Overall, the findings of this study reveal that the two teachers exhibited different pedagogical orientations, reflecting differing understandings of their roles in English language learning. These differences align with the broader pedagogical discourse regarding the teacher's role in CLT and constructivist frameworks that emphasize learner engagement, autonomy, and emotional support. This study reinforces the view of Emnijeta et al. (2023) that teachers who successfully integrate cognitive and affective dimensions into their teaching are better able to create classrooms that support both students' academic achievement and emotional well-being. The student-centered and communicative approaches implemented by T2 proved more effective in fostering engagement, while T1's structured approach provided clarity and foundational linguistic support but tended to limit interaction and participation if not balanced with communicative elements. Thus, effective English language instruction requires a balanced approach that integrates structure with flexibility, accuracy with communication, and discipline with emotional encouragement, dynamically adapted based on student needs and classroom conditions..

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

This study aims to analyze how English teachers at SMPN 2 Telaga fulfill their roles in implementing teaching strategies based on Brown's (2021) theoretical framework, which encompasses four roles: designer of learning experiences, facilitator of interaction, provider of feedback, and motivator. Based on the research findings, it can be concluded that the effectiveness of teachers' roles in English language learning is not determined solely by the use of specific teaching strategies, but rather by how teachers integrate pedagogical, communicative, and affective dimensions in a comprehensive manner within the learning process.

The main findings of this study indicate that effective English language instruction is multidimensional. Teacher 1 employed a structured approach focused on linguistic accuracy, which provided clarity and a solid foundation in grammar for the students. However, this approach tended to limit interaction, creativity, and meaningful language use, resulting in relatively passive student engagement. Teacher 2, conversely, employs a more student-centered and communicative approach, incorporating contextual learning design, facilitating active interaction, providing supportive feedback, and integrating consistent motivational strategies. This approach has proven more effective in encouraging student participation and confidence in using English. Nevertheless, challenges remain, particularly in addressing differences in students' levels of confidence and participation, indicating that even student-centered strategies still require adaptation and sensitivity to individual student needs.

These findings also confirm that teachers' pedagogical beliefs significantly influence their classroom teaching practices. When teachers view language learning as a meaningful communication process, rather than merely the delivery of content, their teaching practices tend to be more aligned with CLT principles. Overall, this study reinforces the view that the quality of English language learning at the junior high school level is shaped by how teachers interpret and carry out their roles. When these roles are implemented in a balanced and reflective manner—integrating structure with flexibility, accuracy with communication, and discipline with

emotional support—a learning environment is created that supports both students’ linguistic development and emotional well-being.

4.2 Suggestions/Recommendations

English teachers are advised to adopt a more balanced and reflective approach in carrying out their instructional role. Rather than relying on a single dominant teaching style, teachers should integrate communicative, interactive, and affective elements in a cohesive manner within their classroom practices. Additionally, teachers need to pay special attention to students who lack confidence or tend to be passive through structured scaffolding, gradual support, and individually tailored opportunities for participation. Creating a safe classroom environment where students feel comfortable making mistakes is an essential prerequisite for the development of communicative competence.

Schools and education stakeholders are encouraged to provide ongoing professional development programs focused on communicative and student-centered teaching practices, such as workshops, peer observations, and collaborative lesson planning. Schools also need to support teachers in addressing challenges related to uneven classroom participation and ensure the availability of adequate facilities and learning resources to support innovation in teaching.

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