

ABSTRACT

Fitrah Amalia Nurullah, 2026, *“An Analysis of Innovative Teaching Strategies to Enhance Communicative Competence in Indonesian EFL Classroom”*. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervisor by Ardiana and Achmad Basir.

This study aimed to explore the implementation of innovative teaching strategies and students' perspectives on their use in Indonesian EFL classroom. The study employed a descriptive qualitative design and was conducted at SMA Negeri 1 Baubau. The participants consisted of two English teachers and ten Grade from eleventh students. Data were collected through field note observations and semi-structured interviews with teachers and students. The data were analyzed through data reduction, coding, data display, and conclusion drawing. The findings revealed that the teachers implemented several innovative teaching strategies, including Project-Based Learning, Collaborative Learning, Technology-Based Learning, and Game-based learning. These strategies were implemented through project work, pair and group discussions, presentations, role plays, problem-solving activities, digital learning resources, and educational games, which provided students with opportunities to participate actively and use English in meaningful contexts. The students generally perceived these strategies positively, particularly in relation to their confidence, fluency, vocabulary, grammar, interaction, and engagement in English learning. However, students also experienced challenges related to vocabulary and grammar limitations, difficulty understanding some materials, and differences in participation and learning preferences. The findings indicate that innovative teaching strategies provided meaningful opportunities for students to practice and develop aspects of communicative competence, although appropriate linguistic support and adaptation to students' needs remained necessary.

Keywords: *Innovative Teaching Strategies; Communicative Competence; EFL Classroom; Students' Perspectives; Descriptive Qualitative Research*