

## ABSTRACT

Martono, Slamet. Registered Number Student 12510184030. 2020. *The Implementation of Communicative Language Teaching (CLT) in KMI Gontor Boarding School: Teachers' Belief and Practices*. Thesis English Education Department. Magister Program. State Islamic Institute (IAIN) Tulungagung. Advisors: Dr. Susanto.S.S, M.Pd and DR. A. Rizqon Khamami, Lc, M.A.

**Key words:** Communicative Language Teaching (CLT), Belief, Practices

Pondok Gontor is a *Pesantren* (Islamic boarding school) in Indonesia. The Pesantren is unique. The Pesantren has become famous for the application of discipline, heavy emphasis of foreign languages. English is one of daily communication there. Language is managed by students. Language is the crown of the cottage (zarkasyi, 2016). Like a crown, language is a symbol of the honour and pride at Pondok Gontor. Along with the passage of time, Modern science and technology are progressively changing the world into 'a global village (Mc luhan, marshall, 1962) and bringing people from different places around the world into fast interaction. As a result, many countries, where English is taught as a foreign language, have shifted from a traditional teaching method towards communicative instruction. This teaching approach is called *Communicative Language Teaching (CLT)*. However, some researchers have conducted English research for communication in various countries, government schools and courses institutions. Here the researcher focus on research the English teachers' belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor.

Based on the case above, the statement of the research problems emerged are How are the English teachers' belief about CLT at KMI Gontor? and How are the implementation of CLT at KMI Gontor?

This qualitative study investigated the English teachers' Believe about CLT at KMI Gontor and the implementation of CLT at KMI Gontor. A case study approach was applied in order to explore teachers' Believe about CLT at KMI Gontor. Five English teachers from KMI Gontor were interviewed using semi-structured interviews. The study discussed about communicative English teaching with the findings of data collected from these five one-to-one, in-depth interviews in the same setting.

The findings revealed that Teachers' belief about CLT were clasified as religious norm belief, attitude toward the behaviour, subjective norm, and perceived behavioural control. They became intention then turns into behaviour to be believed. So, the teachers of KMI at Pondok Gontor had a strong belief about the Existed of the spirit of CLT at Pondok Gontor. They also believed that the CLT offered positive result on student's eagerness to practice use English in their daily activities. CLT at Pondok Gontor was implemented in various activities done by the members of pondok Gontor.

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Martono, Slamet. Nomor Induk Mahasiswa 12510184030. 2020. Penerapan *The Communicative Language Teaching (CLT) di KMI Pondok Modern Gontor: Keyakinan Guru dan Penerapannya*. Tesis. Tadris Bahasa Inggris. Pascasarjana. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Dr. Susanto.S.S, M.Pd, DR. A. Rizqon Khamami, Lc, M.A.

**Kata Kunci:** Communicative Language Teaching (CLT), Keyakinan, Penerapan

Pondok Modern Gontor adalah sebuah *Pesantren* di Indonesia. Pesantren ini sangat istimewa. Pesantren menjadi terkenal karena penerapan disiplin, penekanan berat pada bahasa asing. Bahasa Inggris adalah salah satu bahasa komunikasi sehari-hari di sana. Penggunaan bahasa dilakukan sendiri oleh siswa. Bahasa adalah mahkota pondok (zarkasyi, 2016). Ibarat mahkota, bahasa merupakan lambang kehormatan dan kebanggaan di Pondok Modern Gontor. Seiring dengan berjalannya waktu, ilmu pengetahuan dan teknologi modern secara progresif mengubah dunia menjadi sebuah ‘desa global’ (Mc luhan, marshall, 1962) dan membawa orang-orang dari berbagai tempat di seluruh dunia ke dalam interaksi yang cepat. Akibatnya, banyak negara, di mana bahasa Inggris diajarkan sebagai bahasa asing, telah beralih dari metode pengajaran tradisional ke pengajaran komunikatif. Pendekatan pengajaran ini disebut Communicative Language Teaching (CLT). Namun, beberapa peneliti telah melakukan penelitian bahasa Inggris untuk komunikasi di berbagai negara, sekolah negeri dan lembaga kursus. Disini peneliti fokus pada penelitian tentang keyakinan guru bahasa Inggris tentang CLT di KMI Gontor dan penerapan CLT di KMI Gontor.

Berdasarkan kasus di atas, maka rumusan masalah penelitian yang muncul adalah bagaimana keyakinan guru bahasa Inggris tentang CLT di KMI Gontor? dan bagaimana penerapan CLT di KMI Gontor?

Studi kualitatif ini menyelidiki keyakinan guru bahasa Inggris tentang CLT di KMI Gontor dan penerapan CLT di KMI Gontor. Pendekatannya menggunakan studi kasus yang diterapkan untuk mengeksplorasi keyakinan guru tentang CLT di KMI Gontor. Lima guru bahasa Inggris dari KMI Gontor diwawancarai menggunakan wawancara semi terstruktur. Studi ini membahas tentang pengajaran bahasa Inggris komunikatif dengan temuan data yang dikumpulkan dari lima wawancara mendalam satu-ke-satu dengan pengaturan yang sama.

Temuan mengungkapkan bahwa keyakinan Guru KMI tentang CLT diklasifikasikan sebagai keyakinan dengan norma agama, sikap terhadap perilaku, norma subjektif dan kontrol perilaku yang mereka rasakan. Hal inilah yang menjadi niat yang kemudian berubah menjadi perilaku yang mereka percayai. Sehingga para guru KMI di Pondok Gontor memiliki keyakinan yang kuat tentang adanya semangat CLT di Pondok Gontor. Mereka juga percaya bahwa CLT menawarkan hasil positif pada keinginan siswa untuk berlatih menggunakan bahasa Inggris dalam kegiatan sehari-hari mereka. CLT di Pondok Gontor dilaksanakan dalam berbagai kegiatan yang dilakukan oleh warga pondok Gontor

## ملخص

سلامت مارتونو, رقم دفتر قيد ٠٣٤٨١٠١٥٢١ , ٠٢٠٢ تنفيذ تعليم اللغة التواصلي (CLT) في المعهد الاسلامية دارالسلام غنتور : معتقدات المعلمين وممارساتهم.

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