CHAPTER I
INTRODUCTION

In this chapter, the researcher presents Context of the study, Research Questions, and Object of the Research, Significant of Study and Definition of Key Term.

A. Context of the Study

Pondok Modern Darussalam Gontor Ponorogo, also known as Pondok Modern Gontor, or simply PondokGontor, is a Pesantren (Islamic boarding school) in Ponorogo Regency, East Java, Indonesia. Since its founding in 1926, the PesantrenGontor has become famous for the application of discipline, heavy emphasis of foreign languages (Arabic and English), and strong network. The pesantren is considered a backbone of Muslim society in Indonesia. Arabic and English language development is very dominant in this pesantren. (https://en.wikipedia.org/wiki/2020).

Language is the crown of the cottage (zarkasyi, 2016), so the words that are often conveyed by head of Pondok Gontor. In other terms, language is our crown or *al-lughatutaaju-l-ma'hadi (Arabic).* Like a crown, language is a symbol of the honor and pride of the Pondok Gontor. Pondok Gontor is known as a cottage that develops Arabic and English consistently. Meanwhile, Pondok Gontor is often nicknamed the living laboratory for these two foreign languages.At the dormitory, students must use Arabic or English in every conversation. There are terms in Arabic and English weeks in Pondok Gontor, or also termed with Arabic fortnight and English fortnight. While in Arabic it is given the term *al-usbu 'al-'Arabywa al-usbu' al-Injilizy*.

The application of English in this cottage is inseparable from the history of Gontor's birth. At that time, the founders of Gontor *(Trimurti)* aspired to produce a generation that was not only smart in the religious field, but also clever in other scientific fields. The three of them (K.H. Ahmad Sahal, K.H. ZainudinFananie and K.H. Imam Zarkasyi) realized the weakness of the Muslims at that time. When Indonesia was invited to attend the World Islamic Conference to be held in Mecca in 1926, none of the country's Islamic leaders mastered two foreign languages at the same time. In fact, the terms of participation in the big agenda are at least fluent in Arabic and English. Finally, K.H Mas Mansur was chosen. Who is good at Arabic with H.O.S. Cokroaminoto who mastered English to represent Indonesian muslims. (https://www.gontor.ac.id.2020)

From this, Trimurti is determined to create educational institutions that are able to produce figures with both criteria. Arabic is the key to mastering Islamic sciences and English becomes a means to understand general sciences or science. By mastering these two languages, Trimurti hopes that Gontor alumni will not only become scholars who know religion, but also master science and other sciences. In other terms, Gontor is able to score scholars who are intellect not intellectuals who know religion.

Since its establishment, Gontor has taught these two foreign languages. Gradually, Arabic and English developed. To support its development, teaching in the classroom uses Arabic and English, according to the lesson. Books in Arabic should not be translated into Indonesian, nor can books in English. Both types of lessons must be delivered using the original language.

Pondok Gontor hadfive spirits In carrying out its daily activities, they are; Sincerity, Simplicity, Self Suffiency, Islamic Brotherhood and Freedom. Pondok Gontor also had Motto; Noble character, Sound Body, Broad Knowledge and Independent mind.(Wardun, 2019)

Along with the passage of time, Modern science and technology are progresively changing the world into *'a global village'* (McLuhan, Marshall, 1962) and bringing people from different places around the world into frequent interaction. Globalisation is also reflected in the worldwide use of English language. English plays a crucial role in many areas: education, science, technology, politics, and trade. As a result, many countries, where English is taught as a foreign language, have shifted from a traditional teaching method towards communicative-focused instruction. This teaching approach is called *Communicative Language Teaching (CLT)*. CLT is generally assumed as an approach tolanguage teaching (Larsen-Freeman, 2000; Richards and Rodgers, 2001). It is started on the theory that the key purpose of language use is communication and its base goal therefore is for learners to develop communicative competence (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). In other words, itpurposes is to make use of real-life condition that necessitates interaction.

CLT first arise in European countries in the 1970s and was implemented into the English curriculum in other countries in the 1980s (Littlewood, 2007; Ozsevik, 2010). Following appear of CLT in English-speaking nations, CLT is the most dominant language teaching methodology in the world (Ying, 2010). European linguists argued the need for language teachers to focus on

communicative capability rather than on the mastery of structures alone (Savignon, 1991; Littlewood, 2007). The term 'communicative competence' was first used by Hymes, who referred to it as "*that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts*" (as cited in Brown, 2007, p. 246). Since then, writters havelooked for diligently to define and redefine the construct of communicative competence and the most extremly accepted definition by Canale and Swan (2002) that there are several different components of communicative competence: *grammatical competence, discourse competence, sociolinguistic competence and strategic competence.* CLT basicly aims at developing language learners' communicative competence (Tsai, 2007). Pei-long (2011) also comments that language teaching should focus on communicative proficiency rather than mastery of sentence structures. Therefore, some researchers identify CLT as one of the most influential and effective language teaching methodologies that increase learners' communicative competence (Liao, 2000; Savignon, 2002; Ying, 2010)

Due to the needs of international communication, the CLT perspective was introduced in many schools where English is learnt and spoken as a foreign language in EFL classrooms (Liao, 2000; Ying, 2010). In the last twenty years, there have been opposing views on the whorthiness as well as the feasibility of implementing CLT in EFL contexts. Some ELT (English language teaching) scholars have stressed the significance of the local needs and the conditions of particular EFL contexts, and the benefits of the traditional

ways of language teaching (Incecay&Incecay, 2009; Ozsevik, 2010). On the other word, several researchers have taken a strong point of view for adopting CLT in school where English is learnt and spoken as a foreign language in EFL classrooms (Liao, 2004, Li 1998).

There are many researchers who discuss their studies of CLT. Wong, Chiu-Yin (2012) explored the relationship between college-level second language (L2) educators' perceptions and their implementations of CLT.

First, Vongxay, Hongkham (2013) found Several factors that influence the implementation of CLT in the Lao context related to teacher factors include: misconceptions in the application of CLT, grammar-based approaches, teacher proficiency and minimum CLT training. Meanwhile, other problems appeared from students include: students' low English proficiency, learning styles and behavior, and low motivation to develop communicative competencies and other difficulties caused by their own education system.

Second, Rusnawati, Eri (2016) revealed that CLT improved students' speaking ability in recount learning. grammar, vocabulary, pronunciation, fluency, and student performance have improved after using the CLT Approach. This is indicated by the increased performance of the students' spoken recount. the implementation of the CLT method contributes to the improvement of the students' speaking ability in recount learning. CLT method leaded them to have the courage to construct meaningful communication with confidence.

Third, Chiu, Yin Wong (2012) revealed that The results of this study showed that the majority of the teachers said that they did not understand what

exactly CLT meant, but they agreed that CLT approach could facilitate students' learning in Communication. The findings also indicated that some teachers advocated for CLT in learning activities. They believed that it was the best way to achieve communicative competence.

Fourth, Firiady, Maryska (2018) This qualitative study Using Content analysis, this research aimed to investigate the various activities and types of Communicative Language Teaching (CLT) activities presented in the revised textbook used for teaching Level 1 students. The Finding Revealed that the textbook had various learning activities which accommodating CLT activities, they are pre-communicative, gramatical, listening, vocabularies and reading activities. In the other result revealed that The CLT activities found in the textbook were differentiated between social interaction activities and functional communication.

Fifth, Alsaghiar, Ahmed. A (2018) revealed that the instructors' implementation of CLT was limited as a few CLT features occurred across the six classes, including providing positive feedback and accepting students' errors. In the finding also revealed several factors that hinder the ability of teachers to apply CLT: lack of teaching preparation, inexperience teacher, lack of teaching freedom, textbooks approach, domination of communication and interaction in the classroom, unclear explanations, and classroom settings.

However, so many ELT researchers discuss CLT Research Objects in classrooms and schools (Vongxay, 2013; Wong, 2012; Rusnawati, 2016; Firiady 2018; Alsaghiar 2018). The object of their research were class rooms, a school institution, not a boarding school location.

Related with previous studies above. The application of the CLT approach in learning English is very significant. They also argued that the problem of language learning for communication needs to be resolved by the effective application of CLT in every school (Rusnawati, 2016; Vongxay, 2013; Alsaghiar, 2018). Evaluation of CLT teaching in materials is also needed to facilitate CLT implementation in the school environment (Firiady, 2018). Implementation of CLT also still faces obstacles and requires additional policy treatment to implement it (Vongxay, 2013; Rusnawati, 2016; Chiu, 2018; Alsaghiar, 2018).

In Gontor Cottage, English is used for communication in education daily. English was introduced into the KMI Gontor curriculum since it's founded. One of the other particular goals of this curriculum is to build and develop students' communicative competence which correlates reading, writing, speaking and listening skill in KMI Gontor. In addition, this method represents that the most important in learning and teaching a new language is emphasising communicative skills rather than grammar rules. As a result, oral communication skills were used into the curriculum of the Boarding school in the following year.

This research conducted at *Kulliyatul Mu'allimat Al-Islamiyya* (KMI) Gontor Ponorogo. KMI is a boarding school for Islamic education for male and female students, with a learning period of 5 to 6 years. It includes secondary education in Indonesian National Education. KMI was established on December 19, 1936, after the 10th anniversary of Gontor.

There is also Gontor for female students. According to the decision of the Waqf Board which was held on 6 Dzulqo'dah 1410/31 May 1990 (Wardun, 2019), KMI Gontorfor girl was officially established in Mantingan, Ngawi Regency. This pesantren is for women. Its Located 101 km (https://www.google.com/maps.2020) from the main area of PondokGontor, Ponorogo. KMI Gontorfor girl in mantingan ngawi learning curriculum and programs are similar to KMI Ponorogo, with regulations for local content and emphasizing special training for female students.The researcher will focus on the KMI Gontor for men that the object located in Ponorogo, east Java.The uniqueness of KMI Gontor compared to other institutions are; they use Sylabus, educationmethod, daily communication of students, all intracuricular and extracurricularactivities use Arabic and English. On the other hand KMI Gontor also applies strict discipline in the use of Arabic and English. Because they consider that language as their crown.

The scholarly orientation at PMDG is aimed at forming a person with obedient Islamic faith and morals and can serve the society at the same time. Gontor declared that *"education is more important than teaching".* There are somemain outlines of the aim and purpose of education at PMDG, which are the education for *community*, *simplicity*, *no partying*, and *demanding knowledge of God*. As a modern bording school, the curriculum of PMDG covers both traditional Islamic scholastic and the modern educational materials.

This researcher chooses qualitative using case study in the KMI Gontor. This research is designed to explore teacher' belief, understandings and attitudes of teachers in the adoption of CLT in a KMI Gontor context, to

potentially identify some issues around CLT and to find some possible solutions for these issues. It tries to identify the most important factors that are affecting in teaching and learning processin the KMI Gontor. This study also aims to identity the main factors influencing CLT implementation and the challenges for teachers to implement the CLT in the KMI Gontor.

In this research, the researcher investigates Teachers' Belief and practices. The reason that the reasercher chooses this study because ; *First*, Many researchers have conducted research at school locations, English language courses, even states, no one researched it at the Pondok Pesantren level. *Second*, English is used as a daily communication for 24 hours as the second language for students of KMI Gontor. *Third*, English used as a language lesson since Pondok Gontor was founded.

The research results and recommendations producing from this study can be strength to help KMI Gontor English teachers enhance English teaching efficacy in the subsequent areas: it may help them to identify the main impacts of CLT in a Gontor context. This research may provides potential suggestions for KMI Gontor English teachers to improve their teaching strategies to improve students' communicative competence. Moreover, insights gained from this research may improve the teaching and learning experiences for both teachers and students in KMI Gontor.

This research explores teachers' belief of KMI Gontor English teachers in adopting CLT in Gontor context. It holds in order to get better understand the appropriateness and effectiveness of CLT activities in their classroom

teaching practice. This research also investigates the implementation of CLT into their classroom and their whole daily activity.

B. Research Questions

Based on the the background of the research, the question of the research can be formulated as follows:

1. How are the English teachers' belief about CLT at KMI Gontor?

2. How are the implementation of CLT at KMI Gontor?

C. Objectives of the Research

The aims of conducting the research are:

1. To Know the English teachers' belief about CLT at KMI Gontor?

2. To know the CLT implementation of CLT at KMI Gontor?

D. Significant of Study

1. For the Teacher

The researcher explores methods, teaching strategies, understanding and attitudes of English teachers in KMI Gontor in the context of Gontor. The researcher explores classroom practices that they use to arouse students' interest in communicative English learning as well. The results of the study and recommendations used to assist the English teacher KMI Gontor in improving the efficacy of English teaching. It can help them to identify the main impacts of CLT in the Gontor context. This research provides potential suggestions for KMI Gontor English Teachers in improving their teaching

strategies, to improve students' communicative competence. In addition, insights gained from this study can be used to improve teaching and learning experiences for teachers and students at KMI Gontor.

2. For the Institution

The results of this study provides recommendations that can help the Director of KMI Gontor to train English teachers in communicative English. It can be one of the suggestions in taking the policy of teaching English in KMI Gontor. The new policy is expected to improve communicative English teaching in the future.

E. Scope and Limitation of the Study

The scope and limitation has a function to specify the object of the study. The researcher concern with the English teachers' belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor. The subjects are the English teachers, while the participants are KMI students at Pondok Gontor Ponorogo, East Java**.**

F. Definition of Key Term

The key terms of this study are as follows:

1. Communicative Language TeachingCLT

   Communicative Language Teaching (CLT) is an approach to the teaching process of second languages for Communication. The purpose of using language is communication and therefore its basic purpose is for students

to develop communicative competence. To take advantage of real life conditions that require interaction.

2. Teacher Belief

Teacher belief is personal judgment formed from experiences or a kind of knowledge that is subjective and experience-based.

3. *KulliyatulMualimin al-islamiah* (KMI) Gontor Boarding School

KMI is a boarding school for Islamic education for male and female students, with a learning period of 5 to 6 years. It includes secondary education in Indonesian National Education.