

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

In this chapter, the researcher exposes data as the research findings after analysing the data of the study. The research finding are discussed by presenting the data from interview and observation which is held by Semi-structured in-depth interviews in form of description. It includes the description about how the teacher' belief of CLT at KMI Gontor. Then, it also included the data related to how CLT at KMI Gontor was implemented.

A. Data Presentation

The data of the study are presented in two parts; Part 1 and Part 2. Part 1 is the data presentation about teacher' belief about CLT at KMI Gontor in supporting their activities in it, while Part 2 is the data presentation about how the teacher' belief of CLT at KMI Gontor implemented.

1. Teachers' Belief about CLT at KMI Gontor

Research data were collected from KMI Gontor teachers. The Subject were identified as Subject 1, Subjects 2, Subject3, Subject 4 and Subject5. As the English teachers at KMI Gontor. Data collected through deep interview and observations. Interviews with KMI Gontor teachers were conducted to obtain detailed information about their background as English teachers at KMI Gontor, their experiences as well as detailed information on the application of the CLT spirit in the context of KMI Gontor. Interviews were conducted on May 15 and 22, 2020. The interview was also held on june 12, 19 and 26, 2020. All interview

activities were conducted on Friday, because Friday is a holiday at KMI Pondok Gontor.

The five KMI Gontor English teachers interviewed for this study. They were asked their opinions about using CLT methods in their activities at KMI Gontor Activities daily. They all said communicative language teaching meant language for communication. KMI Gontor had taught English for daily communication. They all said the concept and spirit of CLT had been applied in the daily lives of students at Gontor cottage. Its applied since KMI Gontor was founded. Even KMI does not mention it as CLT. Teaching a foreign language for communication really helped students. It get used to communicate with international language. This provided an opportunity for students to communicate and interact with their friends and teachers in Gontor Cottage. Most teachers in interview also reported that it's very important to teach language for communication into learning in English as Foreign Language (EFL) classes, because of the emphasis on active students' communication. Some teachers in this study prefer CLT Gontor Model in the context that has been applied together so far. Because, it is very useful, helped students easily to communicate using international Language, English. It's especially different if compared to written grammar-based teaching methods. It can motivate passive students with low English language skills to improve their communication skills, It also increased their interactions in the classroom with active foreign languages.

All teachers interviewed were English KMI Gontor teachers. They are being teacher based on the Kyai's recommendation to them. English material they teach now. Kyai's Recommendation gave them spirit to do the obligation as teacher. They were previously trained to become teachers at KMI gontor. Most teachers have bachelors and master's degrees, both from within countries such as UNIDA Gontor it self or from abroad, from various countries such as Malaysia, England, Egypt, Saudi Arabia, Mecca, Medina, India and numbers of countries. The following teachers had devoted themselves for being teacher at KMI gontor for years, and commented:

“...Being a teacher is my religious vocation and determination to serve and struggle in the religion of God. I have taught more than 20 years. being a senior teacher, I always pray that my students can improve their knowledges as exemplified by their teachers.” (Subject 1)

Meanwhile, Subject 2 explained that he had been being a teacher by the recommendations from the Kyai directly. Belief that what is assigned by the kyai makes the right thing. It is a special motivation for every KMI Gontor teacher.

“I have been an English teacher in KMI Gontor for about 17 years, I passed UNIDA Gontor in 2007, and got a Master's in Education from Malaysia. I teach a number of subjects and the subjects are recommendations from the Kyai directly. Including English lessons. It is still in my memory that several years ago, I had to learnt English language teaching approaches and then I got one month for practising to teach KMI students by applying the teaching methods that were trained in gontor system. I was so nervous and excited of teaching at first time and so proud of being called an *Ustadz* (Teacher). English Teachers was special person in Gontor.”(Subject 2)

In line with Subject 2, all interviewers are UNIDA Gontor graduates, they teachers in KMI Gontor must be previously a student at KMI Gontor.

Whole KMI Gontor's teachers are KMI Gontor graduates. They who does not KMI graduates are not allowed to teach at KMI Gontor, as describe by subject 5.

“...4 years 1 month exactly, I became a teacher at KMI Gontor after graduating from UNIDA Gontor. The experience of being a teacher is very fun and very challenging. Several years I became an English teacher here, I graduated in 2014 and I got my degree of education from UNIDA Gontor. I taught several subjects and it needed hard work to teach students, but I like it. Because my religion supports they who becomes a teacher. Even I do not graduate from English faculty, but I have learnt more before when I have been studied in Gontor. They who does not KMI graduates are not allowed to teach here. There is no change curriculum here. So it is ‘restudying’ I think. I also teach a few subjects. My senior teacher motivated me always to become a best teacher.”(Subject 5)

In addition, subject 3 also graduate of KMI Gontor. He added that he had got micro teaching before go to class. In different situations, Some order come from his senior. Some new activities would fill his day activities.

“I am an English teacher at KMI Gontor. I am Teaching class every day and doing kinds of order from my senior. It makes me busy every day. Before doing teaching, I have been trained with micro teaching activities long years ago when I was a Student. It can be said as *Tarbiyah al Amaliyah* (Teaching practice).”(Subject 3)

Then, in the other interview, Subject 4 mentioned his activities of KMI Gontor teacher daily.

“...long years ago, I had studied at KMI Gontor, then, went to UNIDA and now I am a teacher at KMI Gontor. I have an obligation to facilitate students to speak English in Gontor as well. Become a teacher is fun activity, I do really love it. I am so excited of being an English teacher. If I remember to be a teacher at firts time and my first class of teaching, I could control and manage my feeling. I could follow what has planned because there is “*tajaddud*” (teaching preparation toward senior teacher, before going to class). It’s also so motivated while I teach and there is a senior teacher observing, evaluating and giving advice. I alway do very well preparation practicum, I think.”(Subject 4)

In another interview, the the question focused on CLT at KMI Gontor. Subject 2 explained, teacher belief at KMI Gontor means ; the teacher feel confidence about application CLT at KMI Gontor. Even its not called as CLT, but the application and soul of CLT actually existed. KMI Gontor system, since its found had been doing the application of daily English communication. The whole activities in KMI agenda, the English is used. English communication at KMI Gontor was existed and reality.

“...since I was a students of KMI Gontor, I had to speak english after 6 months becoming a new student. communication using English is really exist since Gontor was established. Thisis become one of the characteristic why gontor is called to be a *Modern Cottage*.Communication learning in KMI Gontor is not called as CLT. English communication activities in Gontor flow naturally.” (Subject 2).

In addition, English became an official language. Its used by whole elements at Pondok Gontor. The similar argument that Communication learning is not called as CLT. Subject 5 conveyed that English communication was an obligation for all members of the cottage.

“Gontor does not invite students. students entered by themselves. They look for kinds of the knowledgesin KMI Gontor. Because they know that foreign languages has being taught here, the language Arabic and English as well.all students who stay in Pondok Gontor must follow the Gontor regulations, including speaking English.” (Subject 4)

From some statement of interviews above, we can say that in KMI Gontor all interviews had been belief that KMI Gontor had implemented CLT for the purpose of communication.S pecifically as a Second Language. This has been going on ever since Gontor was founded, now is on going and will continue. As revealed and strengthened by subject 1.

“Gontor has long time been applying English language for daily communication. Even since it was founded. It is indeed not called as CLT. But the spirit of learning English such as CLT which has been studied by many people today”(Subject 1)

To strengthen the existence about CLT at KMI Gontor, the following activities has supported as CLT that carried out by KMI Gontor. In particular, CLT in the context of Pondok Gontor is not explicitly defined as CLT. But the application of using language as communication is the CLT itself

1.1 Communicative Language Teaching (CLT) In Pondok Gontor

The five teachers interviewed for this study were alumni of Pondok Gontor. Who also taught in the same place. They taught teaching methods according to what has been carried out continuously so far, which is adapted to the current development conditions. Different development certainly facilitates the learning of students in class and motivates students to be active in English. As teachers at Pondok Gontor, they have been trained in various approaches in teaching English, especially active communication toward students. When they were students, they learned to be teachers by applying teaching methods (Micro Teaching) according to the Gontor syllabus. There were lot of motivational materialslike in *tasyji'ullughoh* (Language Motivation) activities done by KMI Gontor teachers.It material held to motivate students to communicate well the real foreign language.They also stated that;

“...Still in my mind when I was a student at Gontor, I took part in the *Tasyji'ul Lughoh* (language motivation) activities. This activity was carried out in order to improve the quality of the

student language, especially the new student in grade 1 and 1 Intensive *Kulliyatu-l-Mu'allimat Al-Islamiyah* (KMI) Gontor. This activity was filled directly by selected teachers and senior teachers. The activities held for four days. They were carried out inside and outside the classroom by giving various kinds of vocabularies. The objects were around them. With this *Tasyji'ul Lughoh*, it is expected that students in Class 1 and 1 Intensive can be discipline using language by improving their English.” (Subject 2)

Similar arguments with subject 2 about *Tasyji'ul Lughoh*, the activity can help students to improve their English-language. It statement also stated by Subject 3 in the other interview, As follow;

“Every student needs friends to learn, because students are social creatures. Each student's enthusiasm for learning is different. This is happened because they come from different parts of the world. They come with different intentions even though in one destination. They first came to gontor to seek knowledge. To improve their intention, to make each student can maximally learn is needed motivation in learning. This is usually called *Tasyji'ul Lughoh* (language motivation). This is very important especially for new language learners. They will get difficulty in communicating. As foreign languages learner are a natural thing. Because they use their region or mother tongue as the language of communication for daily conversation so far. To change this habit is required strong motivation. The role of Gontor regulations will guide them consistently in speak English. These regulations are needed especially in the Gontor cottage environment.” (Subject 3)

Then, in the other interview, supported of subject 3 statement, the Subject 4 mentioned some activities in KMI gontor. He mentioned that CLT spirit has run from long time in KMI Gontor.

“For me CLT approach is not new, it is an old teaching method. Gontor has used it from long time. But it needs to be modified and upgraded all the time in order to improve our teaching and learning process. I used to be trained since I was a student in KMI Gontor. On the other hand, I cannot say which methods I applied in my class. Because there is gontor policy to use approach between speaking and grammar-translation. In teaching approach have to be applied in KMI Gontor English in class teaching. Therefore, in my class both of them are used. It depending on

topics and classroom situations. Gontor has its own syllabus and English hand books references to the entire KMI gontor Students.”(Subject 4)

Based on the interview to other subjects 4 above; Subject 3 in this study stated that in using the teaching approach must be based on the level of student ability. Activities carried out by the class using textbooks and memorizing vocabulary must be practiced and spoken. Subject 3 in interview also stated that language learning activities at boarding school continued to be focused on the application of communication-based skills. Students come from different places around the world. They brought different languages. To change this habit is required strong motivation. The role of Gontor regulations will guide them consistently in speak English. These regulations are needed especially in the Gontor cottage environment. The main purpose of language is to be able to communicate. In line with this statement, subject 2 added *Tasyji'ul Lughoh* (language motivation) activities. This activity was carried out in order to improve the quality of the student language, especially the new student in grade 1.

In line with interview CLT above, to maximize English can be taught well and to become a good teacher, it requires the spirit within the teacher him self. The detail explanation below relates to the soul of a teacher. This is to open our mind of how important the bond of a teacher's soul to his students. It also supported CLT application in Gontor context.

1.1.1 The Teacher's Soul is more important than the Teaching

Method

Dealing with CLT, The soul of a teacher's spirit is Important, In KMI Gontor education setting, a teacher is required to be a creative, innovative and professional teacher. It is needed in the learning planning process, the implementation and evaluation process of learning as well. The goal is to produce students who are able to develop their potential. In shaping student character. A teacher will be emphasized to combine vary learning models, methods, and techniques. But there is one thing that is very important of all, the Teacher's Soul or spirit of *ruhal-mudarris* (teachers).As their statement;

“My teacher Kyai Ahmad Sahal gave me motivation to be good a teacher; He always said in general meeting “*at-thariqahahammu mina-l-maddah, wa al-mudarrisahammu mina-t-thariqah, waruhu-l-mudarrisahammu mina-l-mudarrisnafsihi*”it means ; *a teaching method is important than Material, a teacher is important than a teaching method andTeacher'sSoulor spirit of al-mudarris(teachers) is important than teacher themselves.*” (Subject 2)

As mentioned by subject 2 above, we can take the advantage the quote. A teacher must have a sincere in his soul, specially in teaching. Therefore, it is important to understand how to teach good in advance. Before the KMI Gontor teacher appears in front of the class, to make them know the spirit of teaching, each KMI gontor teachers must go through the stages of teaching practice. Its called Micro Teaching (*Amaliya at tadris*). This opinion was stated by Subject 3 in the interview.

“Micro Teaching (*Amaliya at tadris*) is one of the beginning for students to become a teacher. The soul of a teacher must grow, so, the students have inner bonds and lessons can be delivered in both easier and understandable.” (Subject 3)

Related with subject 3 statement, subject 1 also said how important teacher soul in teaching process.

“The soul of a teacher will feel happy if their students can master the knowledge being taught. a teacher gives a lamp to students so that they can walk with the guidance of their knowledge. That knowledge will develop if students also want to practice knowledge to others. the soul of an important person because the teacher is the heir to the prophets (*Al 'ulamau warasatul ambiya*).” (Subject 1)

Then subject 4 also said in interview, Learning methods are important, but the soul of the teacher in teaching even give with a simple method will be very important.

“A teacher's soul in teaching process will have an impact in teaching. a teacher will sincerely teach students the easiest knowledge as possible. students can feel the message in the learning process that is given with sincerity and that is given with only modest. The teacher's soul in the implementation of the teaching and learning process greatly affects student learning processes. However good the method of learning if the teacher's soul is not sincere in teaching will be useless. Learning methods are important, but the soul of the teacher in teaching even give with a simple method will be very important.”(Subject 4)

Gontor' teachers believe that in Islam, the teacher's figure is very important. They carry out scientific missions, so the students can master the religious sciences. The teacher also carries the sacred task of prophetic mission, guiding and directing students towards the path of Allah. Language is one way to open the window of science. Subject 5 mentioned that gontor has been taught more complex in teaching language for communication.

“I already have the ability and skills in teaching. I think I have done enough to facilitate and modify CLT activities in the context of my class in the classroom that I worked on gontor so far. I know a little bit about what CLT was when I was a student. But in gontor has been taught more complex than just a students who only can communicate. Because I have become a teacher here, I am taught to provide understanding that language is not only for communication but also conveys ideas, and create creativity.”(Subject 5)

Thus, CLT is actually what Gontor has been doing all this time. Cooperation between teachers are important, as Subject 3 in interview said to conect with other teacher. He often ask to his friends on same topics to make it clear in class activity.

“When I found the communication topics that I do not have enough information about them, I often ask to my friends on same topics. For example, describing the living style of Americans, England and French or the conversation about transportation in overseas country. I facilitate my students that I have well information about it.”(Subject 3)

As has explained by subject 3 above, to convey knowledges and sciences, a teacher must have confidence. They can ask friends. The information from friend is important .In addition, in the other interview subject 1 also noted that belief is part of confident it self. It can be interpreted as confidence in something.

“...belief is often equated with the terms attitudes, opinions, philosophy, or values. belief can also be interpreted as motivation and conception. Thus belief can be interpreted as confidence in something. The teachers' belief in the success of teaching English is the teacher's who belief in the English material being taught toward students. It that can influence students' additional knowledge in english. A teacher's beliefs are influenced by themselves and their environment. Teacher belief that CLT is exist in Gontor.”(Subject 1)

From interview subject 1 above, belief can be interpreted as confidence in something. The teacher's belief meant what he thought is true. It also correlates with the English material being taught toward students. Another interview with subject 4 explained teacher activity before teaching. To increase belief in teaching, to make Teacher be confident in the class, they have to *doi'dadud tadrīs* (teaching preparation) before teaching.

“KMI Gontor has taught that teachers must be confident in the knowledge that will be given to students. Teacher must not hesitate to convey knowledge. There is *i'dadud tadrīs* (teaching preparation) before they teach a lesson toward students. This will provide confidence that the teacher is truly ready to convey new knowledge to students. This can be guidance.”(Subject 4)

Subject 5 added that in creating confident as well, teacher must have physical, mental health and have confidence in carrying out their duties.

“Teachers are the spearhead in improving the quality of education and will create quality students as well. In a boarding school, the teacher is a figure that should be emulated and asked as a place for students to ask questions. They have to carry out their duties as a teacher optimally, a teacher must have physical, mental health and have confidence in carrying out their duties. A teacher who has confidence can easily express his full potential, and he will not feel in doubt.”(Subject 5)

Then, in the other interview, Subject 3 added that a teacher must show in perfect condition in the class.

“A teacher's confidence can be reflected in every behavior. Therefore, to see one's confidence, it can be seen from the attitude and appearance of the teacher when teaching. being a teacher is required to dare to speak in front of the crowd, especially to students. To be able to speak in front of students, a teacher must have a strong mentality and confidence. To build strong mentality and self-confidence must begin with proficiency in knowledge that will be conveyed to students”.(Subject 3)

Subject 3 also mention the way to that teachers can do in the teaching activity in growing teacher confidence while teaching. This method can be done by other teacher outside. They can apply this and try at home:

“First, Pray and Always practice. To generate confidence means to always practice as often as possible.

Practice can be done in front of a mirror, as if speaking in front of a large crowd. By using mirror media, of course students will be able to see how facial expressions, body movements, and by using mirror media students will be able to assess how they are when teaching in front of the class.

Second, relax. when it comes to teaching, the teacher must be calm and dress well. because if a teacher feels tense when teaching will only trigger adrenaline which makes the brain also tense so it is difficult to think.

Third, just think as you have in known. make it as simple as possible. Practice teaching with confidence. After teaching, review what has been done, which are good and which aspects need to be improved in the teaching and learning process.

Fourth, Interacting with students. If there is no interaction with students then this can make students bored in following the lessons delivered by the teacher. Interaction between teacher and student is required. Because with this interaction can find out whether students understand what we are conveying.” (Subject 3)

Because of builds the mentality of teachers in educating students are not easy to need practice and habituation that is done continuously, so, the teachers have optimal mental readiness to be able to teach well.

The confidence included in the teacher's self-concept will have a very strong influence on the quality of teacher teaching in the learning process. Subject 5 explained what KMI gontor always remember based on *Mahfudzot* (Wise Words).

“In the KMI gontor there is lots of motivations in Arabic and English taught. The lesson is called *Mahfudzot* (Wise Words). One of them as weknow;

أَخِي لَنْ تَنَالَ الْعِلْمَ إِلَّا بِسِتَّةِ سَأْنِيكَ عَنْ تَفْصِيلِهَا بَيَّانٍ: ذُكَاءٌ وَحِرْصٌ
وَاجْتِهَادٌ وَدِرْهَمٌ وَصُحْبَةٌ أُسْتَاذٍ وَطَوَّلُ زَمَانٍ

Brother, you will not gain knowledge except with six matters, I will tell you the details clearly: Intelligence, Greed (towards knowledge), seriousness, Money (fee), Close to the teacher and long time.

Being close to the teacher will increase students' trust in their teacher.” (Subject 5)

As subject 5 above shared, feeling close to the teacher is an important part of the education process. students feel comfortable and not afraid. In another interview, Subject 3 said; another role called sincerity. Sincerity is the main struggle of teachers and students in living in the Gontor. The soul of sincerity is as encouragement, belief and trust how importance of education.

“...The teachers and students Belief in teaching and learning activities in the Gontor is based on sincerity. Student is sincerely directed, supervised, taught, evaluated, criticized, and punished. While the teacher sincerely directs, supervises, teaches, evaluates, criticizes, and punishes. Teachers in Gontor are not paid. This is Gontor's way to instil a spirit of sincerity. As Trimurti (the founder of Gontor) had taught by giving away they land to the Muslim people, when they were poor.” (Subject 1)

Another subject said ;

“Students and teachers live side by side in a one area. The term sincerity serving is the soul of the struggle to educate students who come from all corners of the world. They struggle with sincerity without expecting anything in return.” (Subject 3)

Some of the subject noted, the whole activities in class have to start with ; teacher belief in changing student behavior, encouragement and support from the environment around students, and the behavior of students themselves. A teacher is a writer in a blank book. They have to have belief in teaching in order they students get their knowledges well.

“Teacher beliefs in changing student behavior must exist. Each teacher is like a writer in a blank book. Student is that blank sheet. the teacher will provide color in growing and developing student knowledge.”(Subject 4)

In line with what has been explained above. In carrying out CLT activities, KMI Gontor teachers also conduct Character education toward KMI students. This activities were fostering sense of trust and enthusiasm of the teachers at KMI Gontor. The following is an explanation of the results of the interview which showed about Character Education. This activity is an integral part of education at Pondok Gontor

1.1.2 Character Building at KMI Gontor

Subject 2 said; the teacher's belief that he could sent a Knowledge toward students were important. The teachers must provided examples when in the classroom and in the boarding school environment. A teacher must dressed neatly, come to the class in time and always spoke well.

Teachers at Gontor have a multifunctional role, teachers at Pondok Gontor also done a lot of work outside of learning.

Besides they are a teacher, they also go lecture and help the leadership of the Pondok Gontor.

“...Education process at Gontor both inside and outside the classroom (dormitories) is massive and integral; the teacher in the class is also the supervising teacher in the cottage and outside the classroom.” (Subject 5)

In line with subject 5, the Subject 3 in interview added that, gontor had taught by a message, what they seen, heard, experienced, and felt were education.

“At Gontor, the culture imitates very strongly. The founder of Gontor interpreted education as; what they seen, heard, experienced, and felt were education. All students, teachers, and kyai live in one place, every day. The students will see all the movements of the teachers and kyai. They can see directly the behaviour, how to eat, worship, how to dress, etc.” (Subject 3)

In same statement with subject 3, Subject 4 also said, Gontor students imitates what their predecessors has done as far.

“Everything they have experience at the Gontor will be implanted in their hearts and minds. Gontor *Students* imitates what their predecessors have done, and so on, its going on for years over and over. Character education in KMI boarding school is instilled through lessons in the Qur’an, Al-Hadith, *Mahfudzhat* (Words of Wisdom), *Muthala’ah*, including lessons in State Administration, History, etc.” (Subject 4)

Meanwhile, the activity to rise students’ character has done by giving rule in dormitory. All students must obey the discipline. As subject 5 mentioned.

“The process of character education in Gontor is accompanied by the application of strict discipline. Every cottage room must read all the rules. Students will get sanctions if they proven violate. All students must obey the discipline; time discipline, dress discipline, language discipline, discipline of all activities, etc. the character of the Students are formed because they are doing what is the breath of movement in the gontor.” (Subject 5)

The whole activities at KMI gontor are patterns to improve the character of students as a Muslim. The strict discipline is to provide confidence that students will get used to living with order and discipline in the community. The whole disciplines at Gontor are Important. English-language discipline are part of the discipline. Its aimed to create knowledgeable students.

1.1.2 Attitudes towards Daily Behavior of KMI Gontor Teachers

Subject 1 said; Beliefs about the consequences of a behavior determined the attitudes towards behavior. As KMI Gontor teachers, each of them must 100% believe that what they are assigned is part of the educational process. KMI Gontor teachers must use good English. English in CLT Approach is for communication. They must speak English in class, even in everyday life at KMI Gontor. KMI Gontor teachers believed that CLT is already existed in KMI Gontor, this is proven by they must provide examples of communication behavior in using English well, they must speak fluently and confidently in their daily life, as stated subject 1

“for KMI Gontor teacher there is no word “no” if they are assigned directly from their senior teachers or from Kyai directly to them. Language is Our Crown. So, we have to use good English every were. I believed that CLT is already existed in KMI Gontor, this is proven by we have to provide examples of communication behavior in using English well, we must speak fluently and confidently in our daily life. We have to keep English used by every student” (subject 1).

Meanwhile, subject 3 also said that if they were given a task, it was an obligation that had to be done for them. Seniority still applies as a form of respect for elders. Other evidence that CLT has been used is the use of English in all daily activities; in class lessons, scouting activities, drama arena, student performances, in sports fields, in kanten, in the kitchen, etc

“Each teacher holds their respective roles and duties. They can complement each other. The value has thought so far are the spirit to act as one family in cottage. They will help each other if they get difficulties in it. Gontor like a big family that we feel like brother. Personally I really believe and confident that all the tasks given to me, whether as a teacher, as an organizational officer, etc., these will provide new knowledge and experience for me, talking about CLT, CLT has been used. It is the used in our daily activities; in class lessons, scouting activities, drama arenas, student performances, in sports fields, in kanten, in the kitchen, etc we use English for communication. Wherever they are in English becomes their language of communication. If there are who don't use English, there is a language division section and a language court that will discipline them”. (subject 3).

Related with subject 3, Instilling the value of discipline and language discipline in KMI Gontor greatly influences toward the attitude of the KMI Gontor teachers. All teachers did the activity in full action all of them must use English in communication. From the sun rises to the sun set they were busy with kind of activities, as mentionen by subject 4.

“...*al ma'hadu la yanamu abadan*, The pesantren doesn't sleep forever. This motto is known well by whole teachers and students here. They all moved. There is no idle hours. Maybe that's an expression of the busyness of activities at KMI Gontor. All activity related to each other. As a crown for KMI students and teachers they believe that English must be used as well and fluently as possible. So why I

belief and confident that CLT exist here. Wherever they are in English becomes their language of communication. If there are who don't use English, there is a language division section and a language court that will discipline them". (subject 4).

Educational activities in Islamic boarding schools are carried out for 24 hours, as well as the use of English. The pesantren does not sleep forever. Every educational activity is carried out in relation to one another. Kyai and santri live in the same area, they also use English in communication. So, educational activities getting closer. Teachers are ready to always provide the best education for their students, they also speak an international language, English. There is not a single activity in the pesantren that is not called education. Even the little things are an important part of the educational process itself. Based on the interview and observation CLT became reality in KMI Gontor.

The attitude towards the daily behavior of the KMI Gontor teachers is reflected in the education in everyday life at Pondok Gontor as part of their daily lives. It is an attitude that is believed to be part of all educational processes. As the kyai always says, "*what you see and hear naturally becomes education*". This principle emphasizes that Pondok Gontor lives a full day 24 hours, a month or even a year, learning activities will not stop.

1.1.3 Subjective norms, Ethics and the collective beliefs of KMI Gontor teachers

Teacher in KMI Gontor believed that Kyai as figure for them. The mosque became the central of education and value and English as a crown. Kind of islamic religious activities done at mosque as well. Subjective norms in each KMI teacher gontor are individual perceptions of the expectations of those who influence their lives. Other evidence of CLT existing at KMI Gontor showed that English is used wherever, whenever. Language as crown using in every were. The Senior teachers and Kyai have a big influence on the journey of English language education at Pondok Gontor as mentioned subject 4.

“...The Kyai is best figures for students, and teachers. Language as our crown and the mosque is the center of the activity that always animates for whole activities. The education in the Pesantren is best sample in education system. The mosque is the center of the Pesantren civilization. There are various kinds of activities carried out in the mosque such as; prayer, Qur'an memorization, speech practice, worship practices etc. in daily live we have to communicate using two international languages, English. CLT in gontor context is existing at here. its showed that English used wherever, whenever. Language as our crown. We use it in every were ” (subject 4).

Furthermore, Subject 4 stated that every part of gontor civilian has to help each other as one big family. KMI Gontor Teacher Convinced that what is done in every part of the language activity process at KMI Gontor is an inseparable part of the language educational process. They have to show their good manner, good speaking and moral value in daily lifes as mentioned subject 4.

“...Every resident in the Pesantren should be an example for others and also for himself. They have to speak in two international languages. Moral values are guarded in such a strong and solid manner. All KMI students and teachers believe that what is taught by the kyai through the KMI Gontor education system will provide additional knowledge and learning experiences for them. English as part of two international languages requires constant practice. it must be spoken and used every day” (subject 4).

Language is very important in the KMI Gontor education system. KMI Gontor believe that by applying language every day will build language itself in each KMI Gontor students and teacher. In line with subject 4, the subject 5 said that blessing in knowledges were the better education purpose. They had to seek it. Respect to the teacher was important thing in pesantren.

"How much your knowledge is important, but how much your blessing is more important". So seek this blessing through *Suhbatu-l-ustadzi* or “respect your teachers”, your educators, your lecturers; respect for their absolute nature without a "but" (subject 5).

Belief that ethics in the teaching process is very important. All educational processes require respect for their teachers. This is the difference between pesantren education and other education. Islamic boarding schools applied ethics above knowledge. This belief is very influential for student’s life after graduating from the pesantren.

In line with it, The subjective norm that exists in KMI Gontor teachers is the perception of each KMI Gontor teacher of the expectations from their senior teachers or Kyai who are very influential in their lives (significant others). It's all about what the

KMI Gontor teachers do or don't do which will be an important part of their final ethical sense as subject 1 said;

"... The soul of a teacher in teaching will be more important than the method used. In other words, teachers who have a teacher spirit are teachers who have ethics towards themselves, the environment, other people and even ethics towards their own students. The struggle of a teacher will not stop in the method. A teacher educates students from zero to the end. However, the most important thing is how a teacher *"leads students to the vast and unlimited blessings and mercy of Allah"*." (subject 1).

Creating students to be good students requires many aspects, but the most important thing is the ethics and the spirit of the teacher themselves. Students get many thing from their teachers.

1.1.4 Perceive Behavior Control by KMI Gontor Teachers

Subject 4 said that The daily activities carried out in Pondok Gontor are important tasks. It used english in communitation. It is also part of the education process. Doing activities with the guidance of senior teachers is easy. Every delegation of tasks, at KMI Gontor always given a senior teachers or supervisor. He believes that this will benefit every teacher to do something.

"I do really believe that Pondok Pesantren becomes a place to change the character of students from less disciplined to more discipline. From those who don't know to know. Because in the cottage as a place to seek knowledge. Even, Every teachers doing their task as well. I Can be confidence that all activities can be done. The daily activities carried out in Pondok Gontor are important tasks. I am sure that It is also part of the education process." (subject 4).

Related with subject 4, subject 3 commented KMI Gontor teachers doing activities in accordance with the assignments given to them. Every teacher will have confidence by being given task provisioning first.

"...talking about Perception of KMI Gontor in doing something depends on their previous experiences. This perception provides an overview of the final result. Each assignment provides experience to each teacher. This experience will give you the attitude to handle other new tasks. As a KMI Gontor teacher, whatever assignment is given will be done with full responsibility. It will also make for an educational experience for them. There is motivational word in gontor; "*what you see, what you hear and you do is education*". In line with teacher daily task, each assignment will provide a good experience for every teacher at KMI Gontor. Difficult things will become easy with the guidance of a senior teacher. I am really sure of that" (subject 3).

In line with subject 3 above, The whole activities at KMI Gontor becomes education for KMI gontor Teachers. They can learn from many aspect there. Students must respect their teachers before they get their right to be loved, taught and respected. Likewise a teacher, a will not get for his right to be respected before respecting and cherishing his students. The experiences that have been done so far at KMI Gontor have made good in developing knowledges here. Mutual respect for each other makes the life of the pesantren into harmony. In line with subject 3, subject 5 declared.

"every teacher must be able to control their language. We have to use good English. That is why teachers at KMI Gontor are chosen people. In the context of gontor, CLT

acts not only as a language of communication but also a maturation of attitudes and roles. To facilitate the language learning process, there is teaching preparation we call *it i'dadut tadrīs*. Every teacher must prepare himself, so that they can be easy to deliver language lessons. The preparations also apply to all kinds of other activities”

From the explanation of subject 5 above, there is an interesting thing that becomes the material for language reporting for communication, 'a good preparation'. CLT in gontor context shows that the teacher's perception becomes easy to apply English as the language of everyday communication.

1.1.5 Division of Tasks for KMI Gontor Teachers

KMI Gontor teachers believed that there is an important part in to success CLT in gontor context, its called '*division of tasks*'. The division of tasks is carried out to maximize the use of English for each student and teacher in an orderly manner. Everyone will have the task to succeed the activities will be done. The activity in KMI Gontor planed and managed well. Teacher got many experiences in every division of task. Direction and division of tasks usually done at the Meeting Hall of KMI Gontor. As subject 5 mentioned.

"... all teachers will be gathered in the meeting hall to get new assignments according to their education level. Each new assignment that will be read and become an experience for each teacher. Various kinds of division of tasks are also carried out in the meeting hall such as; preparation for the implementation of exams for each student, preparation for

seminars, preparing for student performance activities etc. All KMI Gontor teacher believes that repeated activities in the meeting hall had beneficial for their knowledge and experience" (subject 5).

Meeting hall became unforgettable place. Each KMI Gontor felt many experiences in that place. Mental and character education are two identical types of education at KMI Gontor. All kinds of assignments will have an impact on KMI Gontor teachers. Educational experience is also obtained from the assignment and division of labor to each teacher. Not only as place for meeting, but also as take part as language education place. Subject 3 said, Division of Tasks for KMI Gontor Teachers is important in educational activities at KMI Gontor. Every task is part of the educational process. There is knowledge, experience that will be achieved from the implementation of the assigned activities.

“All activities are education process. Teachers and students will get assignments according to their level. All of these activities are an important part of the educational process at KMI Gontor. We believe There are many things they can get from doing their respective assignments; knowledge, experience and best memory, which will be achieved from the implementation of assigned activities. CLT in the context of KMI Gontor is all part of the activity where English becomes the language for direct communication and teaching” (subject 3)

In line with subject 3, as mentioned subject 5 said that the role of each student and teacher makes the activities at KMI Gontor run orderly and smoothly. The educational system is

running well. He really believe taht this cannot be achieved without a good division of tasks by senior teachers.

“...*“Tanzhiimul ‘amali yuwaffiru nishfal waqti”* or the arrangement (management) of the work takes up half the time. The teacher will have multiple assignments for 24 hours. They must be good at managing time. CLT in the context of gontor we believe really existed before it was born. This is evidenced by the KMI teachers who teach language by managing the time to use language in such a way”. (subject 5)

The explanation of subject 5 above is very clear. KMI Gontor teacher's belief that in using of English as a language forcommunication is carried out by dividing the roles and assignments to each teacher.

Mahfudzot's expression of arrangement (management) takes half of the time. it really motivates KMI teachers to always believe that what is going to be done must be well planned and coordinated, as well as in the effort to habituate English as a communication language.

In applying language as a crown and getting used to English as a colloquial language is important. It requires a division of tasks and roles. Language for communication can work well. Good planning is a good effort to achieve the use of language as a language for communication.

2. CLT Implementation at KMI Gontor

In this section described the Implementation of CLT at KMI Gontor.

Here describes activities that supported the implementation of CLT in KMI Gontor. These activities have long been running at KMI Gontor.

2.1 Students Dare to speak

Speaking in English is an obligatory, like prayers, as it is one of the motivations to encourage students at Gontor to always actively study and practice the foreign languages. Gontor is very strict in maintaining the culture and traditions of bilingual language, speaking Arabic and English among its students. Subject 5 commented;

“...have been long as a teacher at KMI Gontor, I always try to provide motivation in language development to students, so, they can communicate actively. when the morning rises after dawn prayer, there are special lessons to give new vocabulary. One or two sentences are very important to them. There is the term "*Kalimatunwaahidatun fi alfjumlatin khoyrun min alfikalimatun fi jumlatinwaahidatin*", the meaning is “one sentence in a thousand series is better than a thousand series in one sentence”.” (Subject 5)

From subject 5 above, Teachers had to provide motivation in language development to students. For students of KMI Pondok Gontor, in effort to instill various motivations in English, students certainly cannot be separated from Arabic expressions. Its happened because they were muslims students. There were many motivational words for students to develop their Arabic and English, as subject 2 mentioned;

“...*almajnun fil qoohiroh yatakallamu billughoh al'arobiyyah* (crazy people in Cairo speak Arabic), *man yurid and yatakallamu*

al lughoh al'arobiyyah jayyidan, isma' allughoh al'arobiyyah jayyidan (Who wants to be proficient in Arabic well, should often listen to conversations in Arabic often speak while speaking Arabic), *idza aradna an nafham alqur'an jayyidan labudda lana an nafham allughoh al'arobiyyah* (If we want to access good about the qur'an, it is necessary for us to use arabic)." (Subject 2)

What subject 2 above said was true. It's also correlated with English section as well. They who want to master in English should love literature of English and others regulation. Its happened at KMI Gontor. Students have to be dare to speak English.

Therefore, Focus on language learning, each Students in Gontor will be conditioned as if they were in Saudi for 2 weeks using Arabic and seemed to be in London for 2 weeks using English. (Subject 2) This is done so that students continue to use international every day in the cottage environment. Subject 1 mentioned kinds of activities at KMI Gontor have to be spoken in English.

...Every Gontor students must be dare to speak Arabic and English. Various activities carried out also use English. Scout activities, sports activities, art activities, etc. Students must use English to communicate. To support students' courage in speaking a foreign language, ways to support language improvement are also carried out here. All subject matter is delivered in a foreign language from the original sources. Punishment for language offenders is one of the supporters of the effectiveness of Arabic and English used in the Gontor. (Subject 1)

In addition, even KMI Gontor student have to speak English, but there is tolerance for new students, even only six months as subject 3 said;

"...For new students, for the first 6 months in the Gontor, they are still allowed to use Indonesian. But after that they have to speak English. as well as possible students have to express daily conversation using English. if a students violates, they will be

punished. one of the penalties that apply is to be a spy to supervise other students who do not use English in the Gontor.” (Subject 3)

In addition to dare to speak, students must dare to use English inside and outside the classroom.

2.2 Using English inside and outside the classroom

Some of the interviews noted that foreign language activities in both Arabic and English are carried out in the classroom and in out the classroom. Language learning in the classroom activity uses English as well. The use of language in class lessons depends on the subject matter. The subject 3 gave detailed explanation.

“Many curricular activities carried out in the KMI Gontor such as; daily worship, Extensive Learning (learning tutorials), book study, foreign language development, speech, book publishing, seminars, etc.), Practice and Guidance, teaching, learning etiquette/manners and da’wah toward Muslims. These activities are using English. There is also Extracurricular activities or outdoor activities, Students can choose one of them; Organizational training and practice (leadership, administration and management), exercises and courses (scouting, skills, arts, health, speech/discussion in 3 languages, sports, cooperatives and entrepreneurship, & environmental awareness), mandatory group dynamics & or various Students choices/interests.” (Subject 3)

Meanwhile, various kinds of activities in KMI are managed by students themselves as subject 3 explained above. Therefore, KMI Gontor need teachers who are smart, creative and agile. Subject 1 said that KMI teachers are the chosen teachers. They have abilities above the average of other friends.

“CLT requires several teaching tools to motivate and support the progress of Education. May be, there are many challenges and difficulties in adopting CLT in teaching and learning in the classroom such as teacher teaching skills, students' English proficiency, student abilities and teaching guidelines out side. But

Teachers who teach at KMI gontor have been trained to become skilled teachers to guide and teach language to KMI students. KMI teachers are the chosen teachers. They have abilities above the average of other friends. To teach thousands of students, KMI Gontor chose teachers who had been selected previously. They came from the qualifications of outstanding students at KMI Gontor who entered UNIDA and returned to help teach at KMI Gontor.” (Subject 1)

24 Hours Students study at KMI Gontor. The obligation to use a foreign language (Arabic and English) every day makes students accustomed to speak the foreign language. Subject 1 also added;

“Students stay in the boarding school environment will easily communicate using English. They are conditioned by the assistance of strict cottage language regulations. Both inside and outside class the Students are confronted with foreign language communication. It makes students confident to communicate using foreign languages.” (Subject 1)

In another interview, subject 4 mentioned, The obligation to use English in learning interactions applies to teachers and students. having English skills will make it easy for students to communicate in the daily live.

“English is one of the languages taught in the classroom. To learn English students must have type books. these books must be sought after by students such as reading books, grammar and conversations. The obligation to use English in learning interactions applies to teachers and students. The need to use English is important given that English is an international language. so having English skills will make it easy for students to communicate in the international community. learning English also motivates students to be able to think freely.” (Subject 4)

Based on the interview to other subjects; Subject 5 also said the same opinion about the making discipline in English. In addition, Subject 5 explained that Regulations will support students to be usual

in foreign language. The regulation will make easy English be applied at this boarding school.

“Students who living and studying in one dormitory is one of the strengths to make it easier to apply international languages at one time. Regulations will support foreign language be applicated. It also can be applied at this boarding school. A number of regulations and supervision are carried out to maximize the use of students’ English.” (Subject 5)

KMI Gontor required KMI students to use Arabic and English.

There is a division of time using the language as explained below.

2.3 Language Week (*al-usbu 'al-'Arabywa al-usbu' al-Injilizy*)

Language week or commonly called *Arabic fortnight and English fortnight* is a strategy that is used as a benchmark language schedule, speaking English or Arabic. Change of the language schedule is done every two weeks, two weeks full of the students to *muhadatsah* or communicates in Arabic and the next two weeks the students have a conversation or dialogue in English. This change in language schedule was announced by the Information Department or the Announcement Section after the Maghrib prayer in congregation at the Jami’ Gontor Mosque, so there was no evidence or reason for the students that they did not know what language to speak at a certain time, as subject 5 declared;

“...This system has been long times applied in KMI Gontor. Every students have to use foreign language, Arabic and English. They will communicate Arabic in two week and use English in next two week.” (Subject 5)

In line with subject 5, Subject 4 also added, every place on the screen is an educational arena. If we walk surround gontor, we will find

a lot of Arabic and English writing. Each part in pondok Gontor are a language learning arena. As Subject 4 noted.

“when traveling around and entering the students dormitory we will find lots of patches containing the writings of the students; in closets, bedroom doors, dorm walls even on bathroom walls. These writings contain pearls of wisdom from their Kyai, Arabic and English conversations as well as vocabulary that students must understand and memorize. here can be interpreted that Gontor students do not know the term unemployed or even daydreaming, because their whole lives are really for work, study and reading.”(Subject 4)

In another interview, subject 3 said that even new KMI Students must dare to speak English in daily conversation. They will be pressed totally to speak after 6 month stay in Gontor.

“after 6 months at the KMI Gontor boarding school and the various adjustments have made by students, in terms of speaking in Students language, the the regulation of Pondok Gontor boarding school will be forced them to speak the two required languages, Arabic and English. Students must dare to speak these two languages in everyday conversation. an opportunity for them to improve their language as well as possible. they must use Arabic in 2 weeks and use English in the next 2 weeks. they use language in all conditions; in the cottage environment, in the canteen, in the kitchen etc.(Subject 3)

Every student must speak English. There is a language manager conducted by students to support the use of language in KMI Gontor.

As explained in the results of the interview below.

2.4 Central of Language Improvement (CLI)

In Gontor there is a language guard section called CLI (Central Language Improvement) and LAC (Language advisory Council). CLI is escorted by students of grade 6 if LAC is done by teachers. As Interview with subject 2, the CLI division has the obligation to

oversee the language movement of students from the class 1-4, while the LAC oversees the language of students in the class 5 and 6. (subject 2). Differences classes to keep the CLI division from being underestimated by the students. while students in grades 5 and 6 are directly under the direct supervision of the LAC (Teachers).

subject 3 said that CLI is a Student with qualified language skills. *Nahwu Sharaf* with good understanding. *Tarkib* (arrangement) with Beautiful language. And have good language habits. Also has many *Arabic mufrodat* (Vocabularies). Besides that they understand English Grammar better than other students, the CLI division does not speak Indonesian at all.

CLI Has a lot of tasks for language development. Routine work which is done by CLI such as preparing new vocabularies every day as treasury for students, at the end of the year they are tasked with preparing language examinations for students, in addition CLI is also tasked with supervising the discipline of language every day at Pondok Gontor. Or Prepare a specific vocabularies at every moment in Gontor. Such as *Eid al-Adha*, Islamic New Year, etc. CLI Also served as organizer of the Arabic and English Drama Contest between Rayon in Pondok Gontor. All of these are handled by students aged 16-20 years.

Central Language Improvement (CLI) has a target to instill students' love of language by changing their mindset in thinking, that language is pleasure not pressure. Cli oversee the course of language

discipline in the hostel and in the cottage area in whole activities. The LAC is responsible toward the Language Advisory Board (LAC) or *Qismu Haiati Isyrâfi al-Lughah (Arabic)* held by the language tutor. The Language Guidance Section is also known as the Language Advisory Board (LAC). they will discuss and guide directly the course of the language management discipline managed by LAC.

CLI or *Qismulhyâi al-Lughah al-Markazy (Arabic)* Section under the guidance of the Language Advisory Council (LAC). The guidance aims to make the language program run smoothly, especially as this is the first step in "Speaking." As subject 3 mentioned.

“...the activities carried out were the spearhead of the language movement in the cottage. making language a crown requires a lot of energy to create, various competitions and support activities for language enhancement such as language activities 2020 are a means for students to use foreign languages. We have to make *Students* think that “language is pleasure not presure” (Subject 3)

Subject 5 also explained that CLI has creative idea to rise student english ability.

“...One way is to hold a language race with unique name; "Language League" the name refers to the premier league or the English league which is the most popular league in the world. The Language League also uses the same point system as soccer leagues that involve rayon members and administrators. For the competitions are public speaking, broadcasting, fathul munjid and oxford, and spelling.” (Subject 5)

Besides CLI. There was a teacher-organization. The organization to guide CLI who managed the language section at KMI Gontor. The language organization is explained below.

2.5 Language Advisory Council (LAC)

The Language Advisory Council (LAC) is a division at Pondok Gontor that moves to improve Arabic and English. (Subject 3) This division has a tough task, because language is largely dependent on the activities of this division. LAC oversees CLI. Activities designed by LAC will be carried out and assisted by CLI.

LAC has almost the same role as CLI, but LAC is responsible to adult students. So the vocabulary (mufrodats) given is also different, for students in grades 1-4 given vocabulary of nouns and initial verbs, while classes 5 and 6 have started to change into more complicated vocabulary and use of higher level tarkib. For language discipline, grades 1-4 use "controlled by" while grades 5-6 use the "Known by" pattern. teacher. They have started to be taught with a different approach.

Students who work as CLI sometimes become LAC directly. There are times when other teachers who are not in the CLI division but who have good grammar can become LAC. Because learning languages is learning culture. And cultural learners are the best with the best quality morality available.

In an effort to increase mastery and development of Arabic Language, the KMI Gontor through Language Advisory Council (LAC)

held various language seminars that present speakers from native speakers. It aims to provide scientific insights into the language according to native speakers. Subject 4 described ;

“...Language Advisory Council (LAC) Develops to improve language at KMI Gontor. LAC Also plans and makes new books to improve English. This book is translated sentences commonly used in everyday conversation, namely conversation sentences commonly used by English people in everyday relationships. In addition, LAC will also make a text collection book that will be used for muhadloroh (Practicing Speech) activities.”(Subject 4)

Meanwhile, Subject 5 to maximize the potential of the santri language, LAC makes a variety of discussion activities.

“...LAC also makes films that feature Studentsdiscussions in official languages. For this program, LAC works with Gontor TV. In addition, LAC also holds language competitions between language courses. Similar competitions were also held for members of the Special Forces and Pondok Gontor Scouting Movement.” (Subject 5)

Students and teachers facilitated the use of language at KMI Gontor. There is one other language controlling organization as explained below.

2.6 Language Court (LC) (*Mahkamah Lughah*)

The Language Court (LC) or the *Mahkamah lughoh (Arabic)* is a language court to make studentsdiscipline in speaking English and Arabic in their cottage environment.(Subject 2)

Students who violate will be punished. and one of the penalties for Studentis they become “Spies” (*Jasus in arabic*). (Subject 4). The Spies will Supervise every other Studentswho uses Indonesian or

regional languages. This is repeated to maximize the language used in all parts of the cottage. If students cannot communicate a foreign language well, students will choose silence as subject 5 said.

“Students can only use Indonesian if accompanied by previous questions; *'Maza naquwlu billugatil Arabiyyah: evening prayer'* or *'What we say in English: evening prayer.'* If you cannot communicate a foreign language well, students will choose silence. Therefore, the expression of silence is golden on the shack of the hut just to avoid the punishment of the spy who has been convicted before.” (Subject 5)

In other interview Subject 3 said that LC has influential on student discipline in English at Pondok Gontor.

“The Language Court (LC) is very influential on student discipline in English at Pondok Gontor. Every student will avoid the Language Court as much as possible in English in accordance with the vocabulary they already have.” (Subject 3)

Another interview explained ;

“The Language Court (LC) has a great influence on the perseverance of students who use Arabic and English. Regardless of fear. The role of the Language Court in Pondok Gontor has its own significance in the effectiveness of the language that still exists in Pondok Gontor.” (Subject)4

From subject 4 explanation, that why The role of the Language Court in Pondok Gontor has its own significance in the effectiveness of the language that still exists in Pondok Gontor. In line with subject 4. Various efforts of KMI Gontor in improving the students' communication skills in language are to provide opportunities for each Studentsto fight as hard as they can. The language court is one of the guardians of the language, as subject 5 mentioned;

“...There was another impact from the presence of the role of the language court in KMI Gontor, students became afraid and

passiv. Students will choose silence to avoid mistakes in language when they cannot express terms in a foreign language. Passive Students will certainly have an impact on their communication skills. The language court gives a deterrent effect to students who violate language. Students will try to speak foreign languages as much as possible. The language court also has other effects on students who are afraid. Student becomes reserved. Quiet students will try to improve their language. Student will maximize their memorization.” (Subject 5).

students avoid language errors because they have limitations. as mentioned by subject 5. To minimize student deficiencies, there were daily activities. Its done routinely. Its as explained below.

2.7 Giving New Vocabulary (*Ilqou Al-mufrodat*)

KMI Gontor students are required to use Arabic and English in daily conversation 24 hours a day. every morning students are required to memorize new vocabularies. this is important for students, at least three new vocabulary words. *"its Not too much, but continuously every day,"* (Ust. SHU). Every communication requires vocabulary. Students desperately needs new vocabulary. After students are accustomed to using a foreign language in daily activities or in class lessons, they can use that language to understand a variety of literature that refers to original sources. (Ust. TA)

This strategy to improve Students capability in language, Routine activities are carried out in Every morning, its right after the Morning Prayer and reading the Qur'an, each students will be enriched with new vocabularies. (Ust. TA) each students hostel in the gontor cottage was enlivened by loud students voices. they imitating CLI to

recite new vocabularis. The vocabularies are given every day varies, which naturally comes from the Language Mobilization Center (CLI). Every day students will receive three new vocabulares according to the level of each classes. this is important, because language improvement lies in vocabulary.(Subject 3)

Apart from explanation above, there are peer Conversation activities as described below.

2.8 Peer Conversation

To support the improvement of students' abilities in language, various activities are held. Even though Gontor already speaks English everyday in communication, students are still trained to practice their English and routinely communicate between students.

“To support communication activities so that students become better, at KMI gontor held peer conversation. This activity aims to hone English better. Peer conversation held on Tuesday and Friday and it is supervised by the teacher. A student will chate with another friend with a different theme”(Subject 5)

Correlate with Subject 5 explanation above, Peer conversation activities were held on Tuesday and Friday routinely. It is overseen by the teacher. There were other language improvement activities. This activities required the mental role of each student to be able to perform. Its activities explained below.

2.9 Practicing Speech (*Muhadlarah*)

Muhadlarah (Speech Training) associated with afternoon learning activities (afternoon courses) with held by Afternoon Lesson Advisory Council(ALAC). (Subject 5)

Muhadharah is a form of concrete learning speaking at Pondok Gontor in practicing public speaking and speaking skills. The format is as simple as weekly speech training, but the technical implementation is quite challenging and improving student ability in communication.

The name *Muhadhoroh* itself is taken from Arabic, which means lecture or delivery of material or speech. Three times a week, these middle school students (junior-high school level) gather in classrooms that are specially formed for speaking exercises in front of the audience. One group was filled by a number of students from several classes, mixed in one oration forum. Subject 4 explained that *Muhadlarah* (Speech Training) is holded by Public Speaking and Discussion Advisory Council (PUSDAC) programs.

“*Muhadlarah* (Speech Training) is a routine activity in the form of speech training in three languages, one of the Public Speaking and Discussion Advisory Council (PUSDAC) programs. Arabic speech training began on afternoon, while Indonesian language training exercises were held at night with the same duration of time. English language training is held every Sunday evening. This duration is the same as the time to practice Indonesian speeches every Thursday night. During the exercise, Class 6 students are assigned to help PUSDAC supervise and guide them.” (Subject 4)

In line with subject 4, subject 3 also added that *Muhadlarah* (Speech Training) activity is carried out routinely 3 times a week.

“*Muhadlarah* (Speech Training) is a non-academic activity which is also required by all students of the Pondok Gontor 1-5 KMI class. This activity is carried out routinely 3 times a week. In this activity students learn to make speeches in 3 languages, Arabic, English and Indonesian. This activity aims to train their mentality to speak in front of many people and also improve their skills in Arabic and English.” (Subject 3)

In another interview, subject 2 said that Studentspondok gontor especially in grade 5, will receive more than having speech activity, they will get higher named *discussion training*.

“Beside *Muhadlarah* (Speech Training) Studentspondok gontor especially in grade 5, received discussion training. They take turns as speakers, moderators, and minutes. With this activity, students are accustomed to discussing to broaden their horizons and exchange ideas with one another. In addition to the above two things, students are also taught the Language Improvement Program, in their daily lives. Students are required to use Formal languages in both ; Arabic and English.” (Subject 2)

Besides practicing speech above, there were similar activities with larger scale.

2.10 Public Speaking Contest (PSC)

Based on CLT, the focus of language education is ability to communicate in the target language. CLT also focuses on the teacher being a facilitator. Furthermore, Subject 4 explained the approach is works on developing sound oral/verbal skills before to know reading and writing. Subject 3 gave notes that every student must have the courage to speak in public. after practicing regular speeches once a week. students will be honed in their speaking skills in a larger forum.

“KMI Gontor Public Speaking Contest (PSC) is a prestigious speech contest between classes. The agenda held for grade 1 to

grade 4 KMI Gontor. It is held twice a year. The first PSC activity was held in Indonesian. And the second one uses Arabic and English. The event held on Thursday for Indonesian and Sunday for Arabic and English. The event Located in the main meeting hall of Gontor. All Speech contest participants must take part in two steps. The first selection is held in the PSC Zone (beginning of the year). After qualifying, the teacher was re-elected by Jami'yyatul Khutoba (JMK) (Like a speech division). Participants were asked to make a speech preparation on a full 2 sheet folio paper and report it to 4 supervisors: class teacher, *StudentsCare* staff, PUSDAC staff, and Teaching division.”(Subject 4)

Students who won the contest above are students who excelent at KMI Gontor. They will bring the language experience for the future live.

B. Research Findings

Based on the results of Semi-structure in-depth interviews and observations through video records, the researcher found many things, and in detail it can be said that the activities carried out at KMI Gontor are related to one another. The followings are the findings of the research that divided into two findings:

1. Findings on the teachers’ Believe about CLT at KMI Gontor

This part dealt with the finding on the teachers’ Believe about CLT at KMI Gontor.

Based on on the the result of se mi-structure in-depth interviews and observations through video records The subject of this study revealed that all activities in KMI Gontor gave confidence to teachers. KMI Gontor had beliefs and confident that CLT existed. This can be reflected in various teachers’ belief about CLT in the Gontor context as as follows;

(1) The Teacher's Soul is more important than the Teaching Method, (2)

Character Building at KMI Gontor gave them confidence became good teacher, (3) Attitudes towards Daily Behavior of KMI Gontor Teachers, (4) Ethics for KMI Gontor Teachers, (5) Perceive Behavior Control by KMI Gontor Teachers, (6) Division of Tasks for KMI Gontor Teachers.

2. Findings on the implementation of CLT at KMI Gontor

This part presented the research findings found by researcher through Semi-structure in-depth interviews and observations through video records, it related the implementation of CLT at KMI Gontor.

Based on the the result of Semi-structure in-depth interviews and observations through video records The subject of this study revealed that all daily activities at KMI Gontor are an integral part of developing students to be able to communicate using English. The activities they do can help them to be active in speaking English. There are ten activities implemented to help students develop English as a second language of communication, such as; (1) Students have to be dare to speak English daily, (2) Using English inside and outside the classroom, (3) Language Week (*al-usbu 'al-'Arabywa al-usbu' al-Injilizy*), (4) Central of Language Improvement (CLI), (5) Language Advisory Council (LAC), (6) Language Court (LC) (*Mahkamah Lughah*), (7) Giving New Vocabulary (*Ilqou Al-mufrodat*), (8) Peer Conversation, (9) Practicing Speech (*Muhadlarah*) and (10) Public Speaking Contest (PSC).