

CHAPTER V

DISCUSSION

Based on the research findings, the researcher discussed the finding of research. The discussion contains English teachers's belief about CLT at KMI Gontor and its implementation at KMI Gontor. In the discussion section, the researcher tried to make the description of the research finding with the relevant references.

A. Teachers' Belief of CLT at KMI Gontor

Belief is a kind of subjective and self experience-based knowledge. (Pehkonen and Pietila, 2003), belief is defined as a confidence in something. (Primmer, Justin, 2018). Based on the research of interview, it was found that the teachers' belief about CLT existed at there Pondok Gontor and it would always existed. The soul of CLT had been implemented at Pondok Gontor. There is function Attitude Toward the Behavior, Subjective norm, Perceived Behavioral Control and Kyai Recommendation to keep English used by every student. Furthermore, Beliefs are also defined that things that are in the mind are true. We act freely like all "social facts". (Dancy, Jonathan, 2014).

Connection with this matter, Communicative Language Teaching (CLT) is an approach (Richards & Rodgers, 2001). The CLT 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 (Hymes, 1972, Richards and Rodgers, 2001; Ying, 2010). Regarding to this matter, The concept, spirit and soul of CLT has been applied in the daily lives of students at Pondok Gontor. Even its not called as

CLT. Its applied since Gontor was founded in 1926. It is very important to teach language for communication into learning in English as a foreign Language (EFL) class, because the emphasis on student communication is more active. It correlates with the definition of communicative competence is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972).

Thus, based on interview, Communication using English in Pondok Gontor like the CLT approach has been applied together so far. It is very useful, makes it easy for students to communicate using English as an international language. This is very different compared to teaching methods based on written grammar. CLT can motivate passive students with low English skills to improve their communication skills. It also increases their interaction in the social environment with active foreign languages. All these student-centered activities related with the human spirit as social beings, when the language take a role for communication.

Furthermore, CLT activities at KMI gontor are student-centered. KMI gontor teachers only act as a facilitator. It is in line with the explanation about classroom activities should be largely learner-centred (Walia, 2012). Many activities carried out by students at KMI Gontor such as; Giving New Vocabularies, language week, practicing speech, peer conversation, Extensive Learning (learning tutorials), book study, English language development, book publishing, seminars, Practice and Guidance, teaching and learning as Muslims etiquette/manners, etc. These activities are using English and all language activities at KMI gontor are managed by students. To optimize students'

English, KMI Gontor also has a language mobilization organization such as Central of Language Improvement (CLI), Language Advisory Council (LAC), and Language Court (LC).

Although it is not called as CLT. It is Pondok Gontor own policy to use the same criteria as this approach in Gontor. So, all teachers use a teaching approach that correlates with the Gontor syllabus. To support it, Pondok Gontor has its own English hand books. They use these books to support language activities for all KMI Gontor Students.

Based on interview, English for communication in daily live be a crown of KMI Students. KMI 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. Belief is a self efficacy is important to make sure what is done is right. They also believe that what has gone well will be preserved. It related with Bandura, Belief is a self efficacy as the foundation of human agents. (Feist, G. and Feist, J. 2010).

Based on interview in research findings, In the CLT approach, every students at KMI Gontor have same opportunity to be able to understand the meaning of language in communication. For new students, they will learn like babies, gathering lots of vocabularies. They will force to speak English in Communication. So, Understanding language without grammar is natural. Because grammar knowledge might not be effective for immature students. In this case, the views of Hinkel and Fotos (2001) can be related, as they

suggested that specific knowledge of grammar might not be effective for immature learners. In brief, it can be argued that grammar teaching should not be discouraged (Ahmed, 2013),

Besides teaching and supervising students in learning language, KMI Gontor teachers did many things. The teachers at KMI Gontor are unique. Some teachers stated that besides being a teacher, KMI Gontor teachers were also assigned to manage other activities such as language development, publication, management of Gontor TV, etc. Because they were accustomed to being trained in many activities when they were still students at KMI Gontor. Because as KMI students Gontor, all KMI students must be active and creative manage the time.

Furthermore, Every KMI students who has high enthusiasm will have a great opportunity to speak English well. CLT is a learning approach that leads to understanding the speaker's language. If some researchers in other places conclude that teachers and students in EFL classrooms are still under the pressure of grammar-based teaching and learning, which was imposed during their early education and also identified as a major difficulty in adopting CLT to EFL settings, starting with learning grammar should be minimized (Sato & Kleinsasser, 1999; Gorsuch, 2000; Gamal & Debra, 2001; Musthafa, 2001; Incecay & Incecay, 2009).

Students communicate using spoken language more optimally here at KMI Gontor. KMI Gontor Students can communicate languages from their memorization. But this is not accompanied by their ability in grammar. So

students will understand what the speaker means, but students use simple language from Indonesian to English.

In interview, Some teachers said that adopting CLT into the classroom teaching and learning requires several things such as facilities, technology as well as qualified teachers and active students. KMI gontor had all those things. On the other word, teachers in KMI gontor did not faced difficulties in the adoption of CLT into their English KMI Gontor environment related with language teaching facilities.

The KMI Gontor teachers also stated that the Pondok Gontor Syllabus Teaching Guide clearly has an influence on the application of CLT in the gontor context. It had adopted in classroom and day life learning. There were several models of language exams for the final exams in KMI, both oral and written. Students must passed both of them. The teachers said that they could spend more time supervising students who were also included in the exam format in KMI gontor.

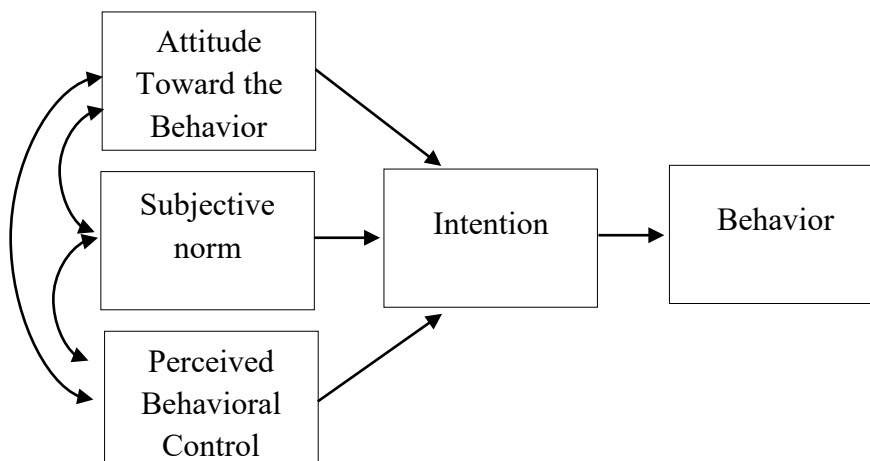
Meanwhile, in improving the quality of language activities students must speak English anywhere and with anyone. Although Student learning styles are different, communicative teaching methods that run 24 hours can be effectively applied one hundred percent. Because Teachers and students live in the same area. This makes it easy for KMI Gontor teachers to control the use of students' English. They can also ask for help from the language mobilizer like CLI and LAC. The language teaching approach wass carried from generation to generation. Its identified and evaluated for improvement when complexity was discovered. This improvement was used as a guideline for further improvement

for next generation sections. Teachers' belief of CLT in KMI Gontor blended into a culture. It becomes an inseparable part of daily communication as language culture.

Chong, Sylvia, et al. (2004) stated that teachers' belief have a relationship with both; culture and religion. To predict teachers' attitudes towards the English teachers' belief about CLT at KMI Gontor, it is necessary to know the attitudes and behavior at KMI Gontor. To further assess teachers' belief, subjective norms, and behavioral control, researchers used Theory used by Ajzen (1975), Theory of Planned Behavior (TPB).

Based on the interview and observation, Teachers' belief that CLT existed in KMI Gontor. Teachers' belief of CLT in KMI Gontor blended into a culture and realized as daily activity. It becomes an inseparable part of English in daily communication as language culture there. Teachers and students live in the same area. This makes it easy for KMI Gontor teachers to control the use of students' English. Theory of Planned Behavior said about Attitude toward the Behavior, Subjective norm, Perceived Behavioral Control. It showed an individual behavior and belief more specifically. Belief as a self efficacy is important to make sure what is done is right. They also believe that what has gone well will be preserved. The explanation can be seen as figure below;

Figure. 5.1 Theory of Planned Behavior



The relationship between the three points from Figure 5.1 above can be explained as follows;

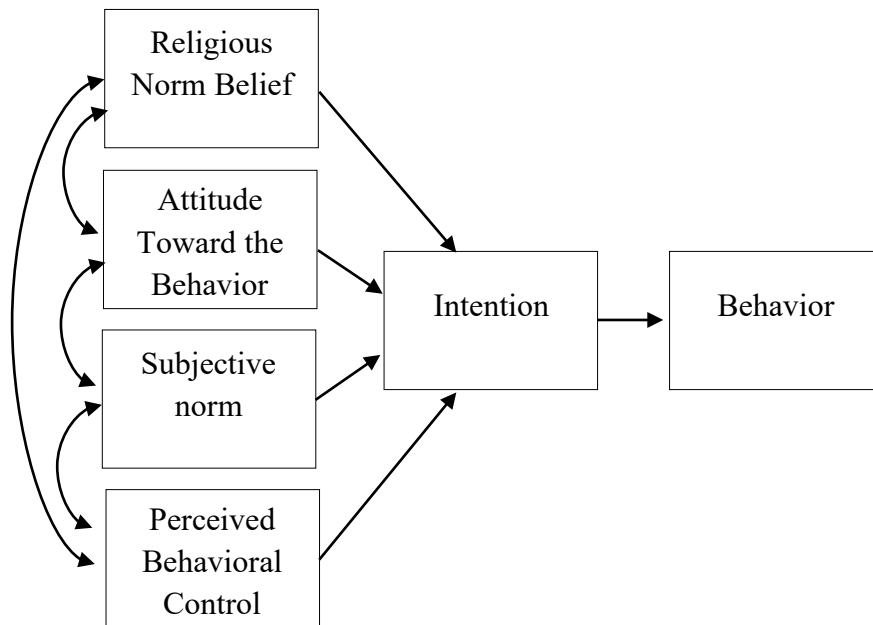
First; *attitudes towards behaviour*. Ajzen (2005) argued that Attitudes towards behavior are determined by beliefs about the consequences of a behavior, a person believed that something is true. It can be done. Its called behavioral beliefs.

Second, *Subjective norms* are individual perceptions from the expectations or action person who influence toward their lives. It Becomes a *behavioral belief* if the person belief attitude as behavior is a function of individual beliefs about the behavior to be implemented. Otherwise, it becomes a *normative belief* if subjective norms are a function of individual beliefs. It obtained from the views of others person on the object of attitudes related to individuals.

Third, *Perceived behavioral control* is an individual's perception of how easy or difficult it is to manifest certain behaviors. Rotter (1975; 1990). Proposed a *Locus of Control* or *control center* associated with individual beliefs. It is an individual's belief in all situations. A person can determine to work according to his own control.

In line with explanation above, from data of interview had recorded about English teachers' belief of CLT at KMI Gontor. Teachers' soul at KMI Gontor became the spirit of KMI Gontor teachers which underlies their sincerity in teaching English. KMI Gontor Teachers and students did something at the Islamic boarding school based on their belief in religious norms.

Figure. 5.2 Theory of Planned Behavior



The relationship between the four dimensions determining intention and behavior can be seen in Figure 5.2, with a brief explanation of each component as follows:

The relationship between Religious Norm Belief, Attitude toward the Behavior, Subjective norm and Perceived Behavioral Control impacted on teachers intention which is implemented with their behavior. KMI Gontor' teachers believe that in Islam, Religious Norm Belief very important. Its the prophet's orders, everything that is in the behaviour must be based on religious values. Furthermore, the teacher also carried the sacred task of prophetic mission, guiding and directing Students behaviour towards the path of Allah and Language became one way to open the window of science in the world. Based on the interview and observatioan, there were the teachers' soul and character educatioan supported teacher to maximum their intention become their behaviour.

1. The Teachers' Soul of KMI Gontor

In line with the CLT spirit in KMI Pondok Gontor, the spirit of the KMI Gontor teacher's soul (*ruh al-mudarris*) was important. It was part of Religious Norm Belief. Islamic religion has thought Norm Belief. A teacher was required to be an inclusive, creative, innovative and professional teacher in KMI Gontor educational arrangement. Each KMI Gontor teachers prepared a learning-planning process, implementation and evaluation of learning there after. The ultimate goals were to produce students able to easily accept lessons and students were able to develop their potential. They tried to shape the students personal character a teacher would be emphasized to combine various models, methods, and techniques in the teaching and learning process.

Furthermore, Micro Teaching (MC) (*Amaliya at tadris*) activities had to be done in the beginning for students to learn to become KMI Gontor teachers. A teacher's soul must be cultivated, so students must had an inner bond. It hoped lessons could be conveyed more easily and understandable. This learning process became an effective routine activity to rise the teacher soul. The KMI Gontor Teacher belief that one way to grow the soul of the teacher is part of the spirit of CLT in the context of Gontor.

After understanding the meaning of being a teacher in Micro Teaching (MC) (*Amaliya at tadris*) process, KMI Gontor teachers were jumped in teaching language. After getting deep understanding about Religious norm beliefs, after gaining a deep understanding of belief in religious norms, where teaching is also part of the religious order, they have taught that

English is good for students. The belief in religious norms strengthened teachers in teaching English at KMI Gontor. Its not because of money or other worldly things

Based on interview, there was another thing effecting teacher belief that happened at KMI Gontor. It was character education.

2. Character Education at KMI Gontor

In line with the teacher's belief in the implementation of CLT at KMI Gontor, there was a process called the Character education process. There were religious values in learning English at KMI Gontor. Not only as knowledges, but also making language as a character building for Gontor students. Its done by applying strict discipline. Each dormitory read all the rules at once sanctions. All students must obey discipline; time discipline, dress discipline, language discipline, activities discipline, etc. The character of the students were formed because they did what had been done in their daily activities.

On the other hand, All activities in KMI Gontor were patterned to improve student character education as a Muslim. Strict discipline as capital to provide confidence that students would get used to living with order and discipline in society. In line with this also applied to the application of language discipline. Language used as a meant of communication was inseparable from student discipline. It's supported by the statement of dicipline in language, motivation, students-centered being applied in rising language capability. (ying, 2010; karim, K.M.R 2004; feist,Gregory, Jess 2009).

3. Attitudes towards Daily Behavior of KMI Gontor Teachers

Based on interview observation data related with belief theory, The Efforts to understand individual behavior are a way to understand Teachers' belief of KMI Gontor. According to Kindsvatter, Willen, and Ishler (1988) and Abdi and Asadi (2011), the sources of teachers' beliefs are:

- a. Teachers' experience as language learners.
- b. Experience from teaching.
- c. Teachers' personality, and
- d. Education-based or research-based principles.

Teacher have various processes of self-construction. Social cultural has a great effect on teachers' beliefs. The unique culture found at KMI Gontor in the process of learning English; they use their own perspective in teaching International Language. This makes the KMI Gontor teachers confident in teaching. They also believed that the pattern of language teaching for communication has been going on since the cottage was founded.

KMI Gontor believed that students should be responsible for their learning and should practice language in both; classes and daily life. KMI Gontor English Teachers also believed that purpose of learning language for communication. Language learning making students familiar with the language broadly and to motivate them to continue learning English. KMI Gontor English Teachers shared that the teachers should create an interactive classroom and daily communication to provide students with opportunities to practice English language. This objective can be achieved

by teaching relevant topic to students daily and through discussions and conversation.

Levin and Wadmany (2006) state that classroom practice methods are easier to change than beliefs and that teacher attitudes are actually based on multiple views related to a topic, experiences rather than individual belief systems. KMI Gontor English Teachers explained that students should be provided with authentic materials and situations to help them practice and use the English language outside the class. KMI Gontor English Teachers emphasized that students' positive feedback and satisfaction do not necessarily indicate that the instructor was successful in his or her teaching. For KMI Gontor English Teachers, successful teaching is achieved when students use and become interested in using new English words or phrases and when they communicate with each other in English language. For KMI Gontor English Teachers 'one word you remember better than 100 word you forget it'

KMI Gontor teachers believe that CLT has become a culture. Chong, Sylvia, et al. (2004) stated that teachers' belief have a relationship with both; culture and religion. CLT has been implemented and has merged into a language for daily interactions. This is in related with the idea of the founder to make religious and intellectual students. Students who are ready to live according to the conditions of their time.

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

Ajzen (2005) said that Subjective norms are individual perceptions from the expectations or action person who influence toward their lives. Based on interview, observation and research findings. There is a big influence of the kyai in shaping the daily character of the students in the Islamic boarding school life. In the individual's perception that the kyai's blessings will accompany them throughout their life.

Fishbein dan Ajzen (1975) dan Ajzen (2005) stated that there are horizontal and vertical influences on subjective norm beliefs. The vertical relationship is the relationship between kyai-santri; teacher – student; Horizontal relationships occurred between teachers and other teachers, students and students or other people who are equal. This pattern of relationship is a huge source of differences in perception.

These relations provided different social strata and had an impact on the functioning of the social system. The used of language with a vertical hierarchy provided the opportunity for teachers to educate students to communicate using new vocabularies. Fixed and corrected the mistake in communication. Horizontal communication between students gave students the opportunity to communicate using the new English vocabulary they got

Subjectively, KMI Gontor teacher said that CLT has been running since it's established. Because vertical and horizontal communication happened. They used English. English is used in communication in the classroom setting, during the classroom education process. Direction of the kyai to the teacher and direction of the kyai to the students. Horizontal

communication took place with the used of English in everyday communication. Students and teachers must speak English well.

Bandura (1977) stated self efficacy. Self-efficacy can be explained as an individual's belief that he will successfully master the skills and knowledges needed to complete certain tasks.

Ethics and Common Beliefs of KMI Gontor Teachers about CLT that knowledge cannot be separated from ethics. Even in terms of ethics, "*al adabu fauqa al ilmi*" or ethics is higher than science. Using English in daily conversation must see to whom they chat. Students must speak politely to the teacher especially to their kyai.

5. Perceive Behaviour Norm and Control by KMI Gontor Teachers

Ajzen (2005) stated that Perceived behavioral control is an individual's perception of how easy or difficult it is to manifest certain behaviors. This perception can be easily worked out if each teacher has mastered the knowledge or past experience to do the assigned task. But sometimes there were new assignments given by the Kyai. Teachers did not have any knowledges or experience to do the job. There is a sense of trust from the Kyai to the teacher. His ability must be explored by delegating new assignments. It became something common in Pesantren.

Individual's perception of how easy or difficult it is to manifest certain behaviors. Implementation of CLT in Context Gontor based on students and teacher ability. Teachers delegated to their new assignments is part of education. They were chosen because of their abilities. Something

will be difficult in the beginning then it will become easy without stopping to learn.

Easy or difficult depended on how they maximum the task. To believe something is to think it is true and applicable. Believe that everything will be done is part of the educational process. it becomes important.

To make English as everyday conversation is needed a good system. Language council is important. KMI Gontor believes that the language council forced language applied toward all students. It is one way to drive English for daily conversation. Finally, it made English the crown for every students.

Levin and Wadmany (2006) state that changing the system in the teaching methods of students in class is easier than changing the teacher's own perceptions. Changing student norms to be able to speak in English required a good strategy. Perception Control of KMI Gontor Teachers' Behavior can be started from the rules, norms and beliefs. KMI Gontor managed using the language by starting Strong language control rules, become a social norm and then become a belief.

English teachers' belief about CLT at KMI Gontor is proven by the distribution of tasks for each student and teacher. Ajzen (2005) suggested that control belief strength determined and convinced students about the availability of resources in the form of equipment, compatibility, competence, and opportunities. Then, power of control factors that support or hinder predictable behavior and the size of the role from these resources.

Attard, Angele, et al. (2010) said that teachers used a variety of resources to make language a habit; develop strategies for overcoming problems that arise, provide solutions and then re-apply them into new activity. Guru KMI Gontor yakin CLT bahwa ada kontex CLT ala Gontor. Dimana fungsi utama dari CLT adalah Bahasa untuk komunikasi (Larsen-Freeman, 2000; Richards and Rodgers, 2001). To make English as a second language in everyday communication, planning is needed. In this case, KMI Gontor optimized KMI teachers to organize Pondok activity. Where some of the teachers are students' gontor themselves.

B. Implementation CLT at KMI Gontor

At Pondok Gontor, CLT had been implemented trough various activities set by Head of Pondok Gontor, while in KMI Gontor the various activities set by The directur of KMI Gontor. KMI gontor teachers expressed that they had a routine task and other additional tasks were charged every day. Teaching obligation was priority. Other additional activities were additional knowledge that they must be done together. As teachers at KMI Gontor, they had been trained in various approaches to teaching English, especially active communication to students.

When they were students, they learned to be teachers by applying teaching methods in accordance with the Gontor syllabus. They were given the spirit to always be active and smart to manage the time. Many motivational materials such as *tasyji'ullughoh* (Language Motivation) activities to motivate teachers and students to keep communicating well in foreign languages. On the other hand daily language activities were also managed by students themselves.

In line with this, English also became official at Pondok Gontor. It could not be denied that every student needs friends to learn, because KMI Gontor students were social creatures as well. The enthusiasm of each of KMI Gontor students to learn were different. It was happened because they came from different parts of the world. They came with different intentions. Even though in one intention they first came to seek knowledge. To increase their intentions, so that every students could learn to the maximum required motivation to learn. This *Tasyji'ul Lughoh* (language motivation) was very important especially for KMI Gontor language learners. They would have difficulties in communicating with foreign languages was a natural thing, because they came using mother tongue as the language of communication for daily conversation so far. To change this habit required strong motivation, the KMI Gontor teacher's belief in changing students habit. That could be done by language tightening discipline. Besides the role of Gontor regulations to guide them consistently in speaking English, its also needed especially in the Gontor cottage environment.

Based on the result of the interview, KMI Gontor teachers had done various activities such as facilitating and supervising KMI Gontor students in order to keep using English Everyday. KMI Gontor students must use English after 6 months of living in Pondok Gontor. In line with direct method theory minimize from using students' mother tongue and only using the target language. The Direct Method required teachers speak with a native-like fluency (Richards and Rodgers, 2007). In direct method KMI Gontor students learn English directly using English. In direct method KMI Gontor students learnt ;

- a. Teaching Speaking and vocabulary through learning, real-life activities
- b. Teaching grammar by using an inductive approach (In communication setting)
- c. Centrality of spoken language (Maximise in speaking rather than writing)
- d. Focus on question-answer patterns in daily live conversation.

Beside the language had been spoken by KMI Gontor students, various linguistic activities were also managed by KMI students.

1. Language Management By Students

Students are the center of learning.(Crumly, Cari; Dietz, Pamela; d'Angelo, Sarah 2014). In line with this, Each student at KMI Gontor had tried to actualize english in theirdaily live. As students center learning, all English-language activities are managed by students through various organizations; Central of Language Improvement(CLI), Language Advisory Council (LAC)and Language Court (LC) are organization held by KMI students. These organizationshad the obligation to ensure that English run in Pondok Gontor.

Focus on language learning, each Studentsin Gontor would be conditioned as if they were in Saudi for 2 weeks using Arabic and seemed to be in London for 2 weeks using English.Those organization had managedto make English Spoken by KMI Gontor Students. For new KMI Gontor students, for the first 6 months in the Gontor, they were still allowed to use Indonesian. Butafter that they had to speak English.KMI Gontor students had to express daily conversation using Englishas well as possible.

In KMI Gontor there was the language guard section. It's called CLI (Central Language Improvement). The CLI section has the obligation to oversee the language movement of students from the class 1-4 at KMI Gontor. CLI section is a Student with qualified language skills . *Nahwu Sharaf*(Grammar) with good understanding. *Tarkib* (arrangement) with Beautiful language. And have good language habits. They also Have 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, peer conversation, Language week, practicing speech, 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 at Pondok Gontor. Such as Eid al-Adha, Islamic New Year, language activity after praying, etc. CLI Also served as organizer of the Arabic and English public speaking contest, Drama Contest and all various language improvement 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 Gontor cottage area in whole activities. The CLI is responsible toward the

Language Advisory Board (LAC) or *Qismu Haiyati Isyrâfi al-Lughah (Arabic)* held by the language tutor. The Language Guidance Section is also known as the Language Advisory Council (LAC). They will discuss and guide directly the course of the language management discipline managed by LAC.

In line with the explanation of the interview results above, Nana Sudjana, (2004). Said 'One of the characteristics of successful education and teaching is seen from the quality and intensity of student learning activities. The higher the student's learning activities, the higher the chances of a successful teaching education'.

Another Language management section was called as LAC. It had almost the same role as CLI, but LAC was responsible to adult students. So the vocabularies (*mufrodat*) given was also different, for KMI Gontor students in grades 1-4 held by CLI. They were given vocabularies of nouns and initial verbs, while classes 5 and 6 were held by LAC that had started to change into more complicated vocabularies and used of higher level *tarkib* (Language arrangement).

Based on the result of interview, there was one more student organization called the Language Court (LC) or the *Mahkamah Lughoh* (Arabic). It was a language court to make students disciplined in speaking English and Arabic in their Pondok gontor environment.

The Language Court (LC) was very influential on students discipline in using English at Pondok Gontor. Every KMI student would avoid the Language Court. KMI student will use English in accordance with the

vocabulary they already have as well as possible. KMI Gontor Students who violated will be punished. They would be punished become a “Spy” (*Jasus in arabic*) and various punishments. They who had been punished would be Fasting for a speak.

In line with this, Fasting for a speak would not maximize speaking in English. At the turn of the English week. English was applied in a fairly strict discipline at KMI Gontor. There is no opportunity for students to break them. All KMI Gontor students except grade one were allowed to speak English on the week of language change.

Language week activities held every two weeks, starting after sunset prayer. The Information section would read the news. It contained announcements for meetings, summons to parts of the KMI Gontor Organization, and recitation of prayers for fellow Muslims who suffered from illness, disasters, and so on. Every conversation at that time must use English. Violations of this regulation would be subject to certain sanctions and given the status of language offenders. They had predicate language offenders would come to the language court office.

Because of obedience to language discipline, KMI Gontor students had to come to the language court office. Sanctions for violations of language discipline would be determined by the language court officers. Thus, They would responded it by fasting calmly. To avoid sanctions in the discipline of language, they were forced to use sign language. Sign language was used by them in their relationships in rayons. But this attitude

would only caused them got difficulty in understanding their English lessons later.

There was another impact from the presence of the language court role in KMI Gontor, KMI Gontor students became afraid and passive. They who has bad habit would choose fasting to speak to avoid similar mistakes in English. They who had poor learning styles and habits, they would be silent when they could not express terms in a foreign language. Passive students would certainly had an impact on their communication skills. This problem was also reported by the Rao project (2002) which investigated 30 Chinese university students about the appropriateness and effectiveness of communicative and non-communicative activities in their classrooms. Most KMI Gontor students in this Interview study report that students' poor learning styles and habits made it difficult for students to learn.

The language court provided a deterrent effect for KMI Gontor students who violate the language. They would try to speak foreign languages as well as possible. The language court also had other effects on students who were afraid. The Calm students would try to improve their language. They would maximize their vocabularies, fluency and study hard with many other friends.

In addition, besides language had managed by KMI Gontor students. They also used English language in their daily activities.

2. Using English in all Activities

At Pondok Gontor, the culture imitated was very strongly. The founder of Gontor interpreted education as; *what they seen, heard, spoken, and done were education*. All students, teachers, and Kyai live in one place.

KMI Gontor Teachers said in interview. If we went traveling around and entering the students dormitory, We would find lots of patches containing the writings of the students; in kitchen, canteen, Toilet door, bedroom doors, dorm walls, even on bathroom walls. These writings contained vocabularies and simple motivation sentences. Every places were education area for whole KMI Gontor students.

This matter is supported Minister of education and culture of Indonesia: *Education Is Not Something to Do in Schools Only*. (<https://galamedia.pikiran-rakyat. may2,2020>). All places were way for education. Its like Outdoor classroom. Education was not only in the classroom, but they could be done by inviting students to unite with nature. (Wijayant, Kurnia Eka. yogi nurjatnika 2017) education outside the classroom could be done anywhere.

Then, Language Week was a strategy that was used as a benchmark language schedule. It was an outdoor classroom language activities. It was one of the others uniqueness of improving English in KMI Gontor. They had to two speak different languages. They must speak English or Arabic. Changes to the language schedule were carried out every two weeks, two full weeks they had to conversation in Arabic and the next two weeks students had a conversation or dialogue in English. This language schedule change was announced by the Information Department or the

Announcement Section. Its done after the Maghrib prayer in congregation at the Jami 'Gontor Mosque, so there was no evidence or reason for students that they did not know what language to say in a certain place.

Thus, KMI Gontor students had to speak in English daily. Oral language was an easy language to understand. But the contrary in written. Students would easily answer oral question from their friend. It would be supported with their ability with count words and support the gestures of the words. When students felt difficulties in expressing it according to English grammar. They did not hesitate to use sign language or body gesture. It's done to avoid spies who roam which always spied students who broke or violet the languages.

Furthermore, They must use Arabic in 2 weeks and use English in the next 2 weeks. They used language in all conditions; in the cottage environment, in the canteen, in the kitchen, in sport activities etc. English in daily communication was truly a daily activity for KMI Gontor students. There is a teacher's belief in the implementation of CLT at KMI Gontor and English is made as official language for students daily communication.

In conclusion, although there were some notes of weakness in KMI Gontor students in using English. This was happened only in a few students. All KMI Gontor students were able to speak English. They used to communicate English in daily live. It had worked well in KMI Gontor.