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# TEACHERS' PEDAGOGICAL BELIEFS IN IMPLEMENTING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AT LANGUAGE DEVELOPMENT CENTER (LDC) OF UIN SULTAN SYARIF KASIM RIAU

## THESIS

A thesis submitted in partial fulfillment of the requirements for the award of  
Master Degree in English Education



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The thesis entitled : **TEACHER' PEDAGOGICAL BELIEFS IN IMPLEMENTING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AT LANGUAGE DEVELOPMENT CENTER (LDC) OF UIN SULTAN SYARIF KASIM RIAU**, by **Muhammad Absor SRN. 21391106704** had been examined on **January 11<sup>th</sup>, 2016** and revised based on the Thesis Examiner Team notes with **Judicium Very Good CGPA. 3,77**

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## ABSTRACT

Muhammad Absor (2016), this research entitled: **“Teachers’ Pedagogical Beliefs in Implementing the Communicative Language Teaching (CLT) at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau”**.

This study investigates teachers’ pedagogical beliefs in implementing the communicative language teaching (CLT) at Language Development Center (LDC) of Sultan Syarif Kasim State Islamic University (UIN) of Riau. Hence, this research aims to investigate to what extent the teachers understand about their pedagogical beliefs in CLT, how they put their pedagogical beliefs about CLT into their actual classroom teaching, and to find out the kinds of pedagogical beliefs that help and hinder the implementation of CLT by English teachers at LDC of UIN Sultan Syarif Kasim Riau. This phenomenology study generated data from multiple sources by conducting semi-structured interview with ten teachers, classroom observations and documents. Then, data obtained were analyzed qualitatively to find out teachers’ pedagogical beliefs in implementing the communicative language teaching (CLT) at LDC of UIN of Sultan Syarif Kasim Riau. Research finding showed that the teachers, in general, have sufficient understanding about their pedagogical beliefs in CLT. However, their sufficient understanding about pedagogical beliefs in CLT were not fully implemented in their actual classroom teaching. It meant that their implementation of CLT contradicted with what they believed. This study also revealed that there were some kinds of pedagogical beliefs that assist and constraints to the implementation of CLT at LDC of UIN Suska Riau. Among the findings were the student’s diverse level of English proficiencies, examination formats, and lacks of in-service about CLT training for teachers, inadequate teaching resources, and enforcements of the institutional policies. The findings of this study provide the insights and recommendation for related authorities as well as opportunities for the further research on CLT improvement LDC of UIN Sultan Syarif Kasim Riau and other similar contexts.

**Keywords:** *Pedagogical Beliefs, Communicative Language Teaching (CLT), Classroom teaching,, CLT implementation.*

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