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CHAPTER I INTRODUCTION

The first section of this introductory chapter describes the background, statement and limitation of the problem and the objectives of the study. Then, the research questions are formulated, significance and rationale of the study are also justified. Finally, the terms used are clearly defined.

1.1 Background of the Study

To develop qualified and professional human resources for educators at higher levels, Indonesian government has endorsed a regulation for enhancing teaching and learning especially at university level. In 2012, through Ministry of Education and Cultural Affairs, PP RI. No.: 8, 2012 (the Presidential Decree of Republic of Indonesia No. 8: 2012) which is stipulating the Indonesian Qualification Framework (KKNI) has been issued. This regulation becomes the fundamental base to conduct the teaching and learning at tertiary level. The State Islamic University of Sultan Syarif Kasim Riau (in short UIN Suska Riau) as one of the higher educational institutions in Indonesia is highly demanded to implement the regulation issued.

Establishing the Unit of Language Center is the way to accommodate, provide, and fulfill society and government needs in terms of English proficiency and/or productive skills as a tool of international communication in tremendous aspects and fields. Currently, this unit has already changed to Language Development Center (hereafter refers to LDC) of UIN Suska Riau.

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The main goal of LDC as stipulated in its vision is to develop highly qualified teachers, academic staffs, students and graduates who are mastering and utilizing English skills as a means of achieving the university vision as recognized university around the world in 2023. In addition, the intended standard competence to be achieved by language learners are to have communicative competences both in oral and written form in referring to contextual themes given accompanied by related exercise or assignments. To achieve those goals, LDC has organised programs that students learn English for three levels in a sequence semester in which each level is given 14 (fourteen) to 16 (sixteen) meetings with 100 (one hundred) minutes of teaching hours. Each level is given 2 (two) credits (Academic Profile of LDC, 2015).

During teaching in the classroom, teacher communicates 80% in English for level 1, 85% for level II and 90% for level III and 100% teachers are encouraged to communicate in English during in campus area particularly at office of LDC of UIN Sultan Syarif Kasim Riau. They utilise English in their teaching as a means of instructional purposes and interactional activities. Sa'adi (2010, p. 29) notes that "human linguistic interaction works in instruction and learning". Then, classroom interaction takes an important part in the process of second/foreign language acquisition and it is perceived to promote processing learners' capacity (Walsh, 2002; Matsumoto, 2007; in Petek, 2012, p.1195). In terms of classroom interaction and communication during teaching and learning in the classroom, CLT as affirmed by Brown (2004, 2009) and Littlewood (2007) have become popular and widespread in second and foreign language teaching

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and it fits for university level. In recent decades, teachers of English as a Foreign Language (EFL) have been encouraged to implement CLT to help them develop students' abilities to use English appropriately in context (Chang, 2011).

To know how the implementation of CLT at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau, the preliminary study was conducted. This was to gain information and to observe how the English teachers or instructors implemented the CLT in their actual classroom teachings. From the classroom observations done starting from December 5-20, with different classroom levels and various teachers had been noticed and informed some crucial phenomena. Then, the interview was conducted on 2014 December 15, 2014 to January 15, 2015 with instructors/teachers to supplement the data obtained from classroom observations. The interview was done to gain information in conjunction with the teachers' pedagogical beliefs in communicative language teaching (CLT) and how they manifested it in their actual classroom teaching. However, the theories and practices of CLT have faced various challenges in EFL contexts (Anderson, 1993; Ellis, 1996; Li, 1998; Liao, 2000; Takanashi, 2004; Yu, 2001; Brown, 2001). The gaps also occurred at LDC of UIN Suska Riau.

Then, the data gained from interview and classroom observations dealing with teachers' implementation of CLT found that some the teachers taught to focus on linguistic components such grammars, vocabulary and pronunciation rather than communicative competences. Teachers had not yet chosen the appropriate authentic teaching materials or focused on used handbooks provided. Almost 60% the teachers were taking control during teaching process or teacher-

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- centered learning. Teachers were viewed as someone who acted as knowledge givers and fully instructed model during teaching and learning took place.

The implementation of CLT at LDC of UIN Suska Riau was consistent with what teachers believed in, since their beliefs importantly played in deciding what happened during teaching and learning process including teacher's views on language and how language was taught and learned. Nation & Macalister (2010, p.176) emphasise that "what teachers do in the classroom is to some extent going to be determined by what they believe". Moreover, Ozmen (2012, p.1) affirms that "the beliefs of language teachers about language learning and teaching have a significant impact or relation toward their teaching practices".

Furthermore, some empirical studies done by Nishino (2009; 2013; and Bingimlas & Harraham, 2010) reported their findings that teachers' pedagogical beliefs and how they are manifested in their actual classroom teachings are strongly connected. In views of english language teaching (CLT), (Borg, 2011,

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p.371) contents that “beliefs are seen to be a key element in teaching learning and have become an important focus for research”. Thus, research findings and theoretical bases show that teacher’s beliefs and teaching practices are strongly correlated and important in selecting teaching approach and deciding it to be implemented including the Communicative Language Teaching (CLT).

By considering the current phenomena as mentioned above, and the urgencies of teachers’ pedagogical beliefs in implementing the Communicative Language Teaching (CLT) has motivated the researcher to conduct this study. Therefore, the researcher is going to conduct a qualitative research entitled: **TEACHERS’ PEDAGOGICAL BELIEFS IN IMPLEMENTING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AT LANGUAGE DEVELOPMENT CENTER (LDC) OF UIN SULTAN SYARIF KASIM RIAU.**

1.2 Statement of the Problem

In academic research as Singh *et.al.* (2006, p.24) highlight that “the problem statements will become the backbone of the study”. The statements are in relevant to the current issues of English language teaching (ELT) done by teachers during their teaching practices in the classroom representing their pedagogical beliefs on language and teaching approaches. Borg (2001) notes that “teachers’ beliefs are in connection with teacher’s pedagogic beliefs to conviction on language, teaching and learning. Their pedagogical beliefs are manifested in teachers’ teaching approach, selection of teaching materials, classroom activities, judgments, and

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behaviors in the classroom”. Then, teachers believe that the purpose or goal of teaching English is to help and enable students having good communicative competences both written and oral forms.

Hence, the communicative competences have become the main goal of CLT approach. It proposes an ideal way in teaching English both ESL and EFL contexts. Littlewood (1981, p. x) argues, “a communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structure (grammar and vocabulary), but also in terms of communicative functions that it performs”. The teachers’ classroom practices as their views on language are revealed from what they believe on English language and language teaching in ESL/EFL context. Communicative competence is a goal as the result of ELT through applying selected approach toward language teaching. Richards & Rodgers (2001) states that language is viewed as a vehicle for communicating meanings and messages. Communicative Language Teaching (CLT) has been regarded as an ideal teaching approach by many researchers, practitioners, and teachers (Brown, 2004, Littlewood, 2007 and Derakhsan, *et.al.* 2015). In recent decades, teachers of English as a Foreign Language (EFL) have been encouraged to implement CLT to help them develop students’ abilities to use English appropriately in context (Chang, 2011).

While the researchers on teacher’s instructional or classroom activities have been conducted around the globe in terms of teaching ESL or EFL, research on teacher’s pedagogical beliefs as major contributing factors towards their decisions to apply some teaching approaches especially communicative language teaching

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is still limited. Meilani (2007) reported from her study that teacher's beliefs influenced the teacher decision-making including lesson plans, use of primary teaching materials, teaching and learning taking place in the classroom, teaching and learning evaluation and professional development. Her research was conducted at fifteen junior high schools in Sukabumi, West Java-Indonesia with a total number of forty-two English teachers. In relation to related study done by Yaumi (2006) in Meilani (2007) states that doing research on teacher's pedagogical beliefs play a great importance on educational development. As quoted in her article, a survey conducted by Human Development Index (HDI) found that around 60% teachers of primary schools, 40% teachers of junior high school, 43% teachers of senior high schools, and 34% teachers of senior vocational high schools did not meet the standardized quality of our national education.

Furthermore, since the teacher's pedagogical beliefs are constantly connected to professional practices as an English teacher which influence her/his teaching practice in the classroom, a careful and scientific study dealing with teacher's pedagogical beliefs in their teaching practice towards CLT is still very important. Some related studies on teachers' beliefs done by many researchers for past decades reported that beliefs are the best indicators of the decision made by individuals in the course of their lifetimes including their professionals (Pound, 1966; Rokeach, 1968, Murphy, 1999; Borg, 2003 in Meilani, 2007). This report are of a review of published researches into teacher cognitions in language teaching listing only 64 studies since 1976 with 47 of these appearing since 1996.

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Based on references at main university library and postgraduate data at UIN Sultan Syarif Kasim Riau, only a few of the researches directly investigate the teacher's pedagogical beliefs about English Language Teaching (CLT) and learning English in EFL settings. That is why research on teacher's beliefs and their teaching practices in terms of communicative language teaching is still very vital to conduct.

In the light of the implementation of CLT as a teaching approach, the statements of the current issues occurring at Language Development Center of UIN Sultan Syarif Kasim Riau are highlighted. Then, some phenomena obtained from the preliminary study including how teachers' pedagogical beliefs influence to their actual classroom teaching toward CLT are revealed. This is suggested by Singh *et.al.* (2006) confirm that the statements of the academic research can be constructed neither in the forms of questions nor declarative statements.

From the preliminary study, pertinent questions about how teachers' pedagogical beliefs in implementing CLT done by English instructors/teachers at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau are needed to be addressed. Furthermore, the phenomena obtained from the preliminary study addressing some questions for the teachers, such as how were teachers' beliefs about language and language teaching? How did teachers manifest their pedagogical beliefs into their actual classroom teaching in terms of CLT as a teaching approach? Why did some of teachers teach focusing more on linguistic components than language functions, and why did they choose inappropriate authentic materials? Why did the teachers control their teaching or

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teacher-centered learning? In addition, why did most teacher not apply the guidelines or principles of implementing the CLT that function them as facilitator?

Finally, there is an urgent need to conduct a scientific study dealing with investigating the teachers' pedagogical beliefs in implementing the communicative language teaching (CLT) as an ideal teaching approach in a context of EFL, and it is still very important to discover. Adi (2012, p.54) "conceptually, CLT seems to be the ideal learning model, especially if the target of foreign language teaching is to use the language to communicate in various purposes both oral and written forms". Moreover, Vongxay (2013, p.13) argued that "communicative approach is the most popular direction in ESL and EFL teaching setting". Then, the researcher deliberately would like to find out what factors that help and constraint of the successful of CLT implementation done by teachers. Therefore, this present study is one among few which should contribute to development of best practices and a fuller understanding about teachers' understanding about pedagogical beliefs in implementing the CLT as well as disseminated to all related authorities dealing with the strengths and shortcomings of Communicative Language Teaching (CLT) in EFL settings.

1.3 The Limitation of the Problem

There will be a plenty of problems covering in qualitative research and those problems are obviously needed to be limited in order to focus and find the intended goals of its investigations. Educational researchers as Singh *et.al* (2006,

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p.48) note that “any research will always be limited by a number of constraints”. Then, it is impossible to carry out a research covering all problems in terms of sample size, time limitation, energy, finance, administrative stuffs, etc. Therefore, this present research limits the problems in investigating as follows:

1. The extent to which the teachers’ understanding about pedagogical beliefs in communicative language teaching (CLT) as a teaching approach.
2. Teacher’s actual classroom teachings in reference to their pedagogical beliefs in implementing Communicative Language Teaching (CLT) as a teaching approach.
3. Pedagogical beliefs that help and hinder the implementation of Communicative Language Teaching (CLT) by English teachers at LDC of UIN Sultan Syarif Kasim Riau.

1.4 The Purpose and Objectives of the Study

The main purpose of this study is to discover how the teachers implement the communicative language teaching (CLT) in their actual classroom teaching at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau. But, in particular, the following points have been stipulated as the objectives of this research, as follows:

1. To explore to what extent the teachers understand about their pedagogical beliefs in communicative language teaching (CLT).

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2. To investigate how the English teachers put their pedagogical beliefs about communicative language teaching in their actual classroom teaching.
3. To find out the kinds of pedagogical beliefs that help and hinder the implementation of communicative language teaching (CLT) by English teachers at Language Development Center of UIN Sultan Syarif Kasim Riau.

1.5 The Research Questions

Based on the theoretical outlines and the previous relevant researches, this study attempts to answer the following research questions, as follows:

1. To what extent do English teachers understand their pedagogical beliefs in communicative language teaching (CLT)?
2. How do the English teachers implement their pedagogical beliefs about communicative language teaching (CLT) in their actual classroom teaching?
3. What are the pedagogical beliefs that help and hinder English teachers in implementing CLT at Language Development Center of UIN Sultan Syarif Kasim Riau?

1.6 Significance of the Study

It is more appropriate to give some significant contributions of the study investigated since this research tries to explore more on teacher's understanding about pedagogical beliefs in implementing the CLT in their actual classroom

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teaching. As asserted by Meilani (2007) that understanding teacher's pedagogical beliefs is essential to the improvement of teaching practices as beliefs are served as bases for teacher's attitudes and behaviors in the classroom.

Sigh, *et.al* (2006, p.25) explain that "significance of study should contribute towards the body of knowledge and utilization of research findings to related authorities". This is in line with the facts as Sergeeva (2014, p.250) contents that "the current practices of foreign language teaching in higher education is oriented to the written forms of communication (reading, translation of texts, referencing, etc)". The need for the development of oral speech skill in the teaching of foreign languages suggests many researchers. By having seen and considered those mention phenomena as mentioned in the background of the study, conducting this kind of scientific work is still importantly necessitated and significantly contributed in terms of research findings, and its implications.

In brief, this research will be beneficial for theoretically and practically. Theoretically, research on teacher's pedagogical beliefs in conjunction with communicative language teaching as a teaching approach in Indonesian context where English viewed as EFL is very limited. Then, significances of the research are in cooperation with the objectives of the research, namely to explore more about teacher's pedagogical beliefs in CLT implementation based on various related theories underpinned as the body of knowledge, and how teachers' pedagogical beliefs represented in their actual classroom teaching. Regarding to teacher's pedagogical beliefs and their classroom teaching, Borg (2006, 2009) in

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Bernard & Nguyen (2010) stressed the need for more research into language teachers' pedagogical beliefs and practices in terms of diverse educational setting.

Practically, this research discovers how teachers' pedagogical beliefs influence their actual classroom teaching in terms applying the communicative language teaching (CLT) at LDC of UIN Sultan Syarif Kasim Riau. Hence, finding out the factors assisting and hindering the implementation of CLT done by English teachers at Language Development Center of UIN Sultan Syarif Kasim Riau in EFL context will be revealed. Therefore, the findings of this study are expected to contribute to the professional sources in the teaching profession particularly for teachers/instructors at UIN Sultan Syarif Kasim Riau. In addition, the research findings would enlighten other researchers dealing with teacher's pedagogical beliefs in CLT implementation and other related studies.

1.7 The Rationale of the Study

In reference to the rational of the study, Singh *et.al.* (2006) affirm that the rationale of study justifies what study goes through and communicates why a research is important to investigate and its benefits. The justification of this study is dealing with the implementation of communicative language teaching (CLT) at LDC of UIN Sultan Syarif Kasim Riau. To run CLT as a teaching approach, the leader and the teams and stakeholders held several pedagogical trainings, workshops and discussions to find the best ways and practical teaching skills and to meet CLT principles and teaching objectives. The trainings and workshops are aimed to provide and train their professional skills and change their personal

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experiences towards a comprehensive concept on teaching or pedagogical beliefs about language and language teaching approaches.

Communicative Language Teaching (CLT) as an approach aims to help language learners having communicative competences. All language-teaching approaches operate explicitly from a theory of a language and belief or theories about how language is learned (Rodger and Richards, 2006). What the teachers assume and/or believe about the theories of language and language teachings at tertiary level are very crucial to investigate. Their pedagogical beliefs are derived from various sources. Richards & Lockart (1995) in Ballelam (2013) mention that teachers' beliefs are coming from a wide range of sources such as personal experiences, educational background, pedagogical trainings, etc. Those beliefs are interrelated and practiced in their professional particularly as an English teacher. Then, Graves (2010, p.28) contents "your beliefs about which view of language should be emphasized will translate into beliefs about how the language should be learned".

Thus, this study will provide an insight of investigating the teachers' pedagogical beliefs based on conceptual theories underpinned and their actual classroom teaching regarding to CLT as a teaching approach. Kagan (1992) in Nishino, (2008) claimed that most of a teacher's professional knowledge can be regarded as beliefs. But, what shapes teacher beliefs and their actual teaching, researchers have been focusing on this question since they started regarding teachers as active decision-makers in the 1980s (Freeman, 2002). In this research,

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researcher is going to investigate and find out the factors helping and hindering in the implementation of CLT as a teaching approach.

Moreover, Cahyono and Widiawati (2004) confirm that “although there has been a consensus in Indonesia that teaching and learning English should be done in a communicative way using the communicative language teaching (CLT) approach” and English teachers differ in their beliefs about what methods or approach should be implemented. Graves (2010, p.30) states that “beliefs about teaching and the roles of the teacher are connected to beliefs about learning, although this is an area which what a teacher does is sometimes in contradiction to what he/she believes, or professes to believe”. The teacher believe that communicative approach is an appropriate to be applied in teaching EFL context regarding to their pedagogical and teaching skill owned, but the implementation of CLT is far from the expectation. Langkanawati (2007) in Desy (2009) adds that in implementing the curriculum, English teachers are lack of understanding of CLT concepts. She suggests teachers to consider teaching beliefs should be the guidance in teaching EFL.

1.8 The Definition of Terms

It is crucial to define the terms used in a research. Sigh, *et.al* (2006), it is probably true that not everyone has the same understanding of terms used in a study. A certain key term or a broad concept can mean different things in different people and in different cultures. There are some operational terms employed in this study since they are substantially important to define clearly to avoid

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misunderstanding. The terms utilized in this research are quoted from scientific works and accountable references, as follows:

1. **Teacher** refers to someone whose job to teach in a school or college (Cambridge, 2005, p. 1.331). This term is also relevant to the English instructors whose professional professions based on their related education background. Teacher teaches English as a Foreign Language (EFL) at Language Development Center of UIN Sultan Syarif Kasim Riau for tertiary level.
2. **Teacher's pedagogical belief** refers to the convictions about language, teaching and learning. Their pedagogical beliefs are manifested in teacher's teaching approaches, selection of teaching materials, classroom activities, judgment and behaviors in the classroom (Borg, 2001).
3. **Classroom teaching** represents the behaviors or activities teachers perform in their actual teaching in classroom (Zhao, 2008). It indicates from what teachers believe in language and language teaching in EFL contexts especially done by teachers at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau.
4. **Communicative language teaching (CLT)** is referred to an approach to teaching English which contains a set of principles about the goals of language teachings, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2001).