TEACHERS' PERCEPTION ON COMMUNICATIVE LANGUAGE TEACHING AT STATE ISLAMIC JUNIOR HIGH SCHOOL 4 PADANG

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ABSTRACT

This study aimed to find out teachers' perception on communicative language teaching at State Islamic Junior High School 4 Padang. This was a descriptive quantitative research type. The data were collected using a questionnaire for five English teachers who taught at State Islamic Junior High School 4 Padang. The results showed that most of teachers had a good understanding of the characteristics of communicative language teaching. With the average percentage of teachers who agreed on the six characteristics of communicative language teaching was 76%. Thus, it is expected that this study can encourage English teachers to use communicative language teaching methods in teaching English in the classroom. As recommended by the Indonesian Ministry of Education and Culture, this method can assist teachers in improving students' English skills at MTsN 4 Padang.
(131 Words)

INTRODUCTION

There are four language skills: reading, listening, writing, and speaking. According to Harmer (1991), reading and listening are receptive skills, but speaking and writing are productive skills. These qualities are always the ultimate goal of learning. In other words, the four language skills are the results of a lengthy learning process; they are applications of the linguistic information thatthe learner receives over that time (Kiki, 2021:145)

Despite having studied English for many years, most EFL students in Indonesia have weak English abilities. According to Campo (2016), various elements contribute to this issue. First, students do not have many opportunities to use the target language in communication to express their ideas and interact spontaneously. Second, target language use is low even in the teaching and learning process. Third, teaching practice focuses on exam preparation, encouraging teachers to focus more on teaching vocabulary, grammar, and tenses without paying attention to students' communicative competence. It is demonstrated by the presence of several students at all levels of education, including elementary, high school, and college, who are unable to communicate effectively in any language.

Most importantly, many Indonesians regardless of their educational degree are now preparing to communicate more effectively in English, given the increasing demand for skills in the future. To mix in successfully with the global world, students in schools must be prepared with great communicative abilities.To put it differently, EFL teachers in Indonesia are solely accountable for equipping students with comprehensive English communication abilities so that they can meet the challenges of the future. As a result, teachers must create a learning environment that encourages students to use their expressive abilities in class (Kiki, 2021:145)

In an era when English is greatly increasing in importance, excellent EFL teachers are needed to help achieve the national education curriculum goal. However, who are the excellent EFL teachers? The suggestion that the "good language teachers" might be doing something special or different that we could all learn from. Good language teachers have, of course, an intuitive understanding of language learning (Naiman, 1995:xii)

Certainly, successful language teachers are often committed to monitoring their own performance quite consciously, and often want to understand the language system. Using teaching strategies that are compatible with student learning styles should not be the sole approach to classroom instruction. Good language teachers should always need to build on the teaching styles and strategies that they currently use and to experiment with new other teaching methods.

Therefore, the utilization of learning methods plays a significant function and is given particular emphasis for the life of a learner. Most students have traditionally learned by passively sitting through monotonous lectures, which involves little active participation on the part of the students. Additionally,

students will duplicate the countless, incomprehensible notes that have been made on the whiteboard.

Moreover, the field of English language teaching (ELT), as a foreign(EFL) or second language (ESL) has been evolving for many years. With regard to teaching English, many methods and approaches are used, such as the grammar-translation method, the audiolingual method and the communicative language teaching approach, but not all of them are helpful in helping the teachersachieve their communication objectives. Thus, the most effective method must be chosen and implemented.

In Indonesia, a lack of sufficient teaching methods, techniques, and strategies results in poor spoken English production. According to Calle, Argudo, Moscoso, Smith, and Cabrera (2012) teachers' English class methods are based on traditional methods that do not focus on the Communicative Language Teaching approach recommended by the Indonesian Ministry of Education and Culture (Basri, 2020:1-2)

In fact, many English teachers today place a strong emphasis on communicative competence both inside and outside the classroom. However,when asked what approach the teachers use in their classes, perhaps the majorityof language teachers nowadays will respond "communicative." To be specific, responses differ greatly when asked to define what they understand by "communicative." Does communicative language teaching, or CLT, involve teaching dialogue, eliminating grammar from a course, or emphasizing open- ended discussion activities as its primary components? What do you mean when you say that language instruction is communicative?

On the other hand, Richards (2006) stated that the aim of CLT is todevelop language learners' communicative competence. Communicative competence refers to learners being able to use the language in accurate, appropriate and flexible ways in different contexts. Recently, language teachers have been aiming to improve learners' communicative competence in the new language. Furthermore, CLT activities are frequently accompanied by pictures or imagined scenarios, students are able to participate in them. As a result of becoming the show's primary characters, students can develop a natural interest in English and study it for fun.

Canale and Swain argued that CLT can also improve communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competences. The goal of this study is to employ the CLT approach to help students enhance their speaking skills.

Moreover, Nunan (1989) stated that other characteristics of CLT activities include real-world practice, skill application, and fluency/accuracy. In addition, communication, task-based, and meaningfulness are the three elements that underpin CLT activities as stated by Littlewood, 1981. To put it another way, CLT activities should encourage students to interact and use the language forms they are learning for communicative objectives.

In essence, an English teacher plays an important role in teaching English and obviously a teacher has to follow methods and use approaches in his/her teaching. Moreover, the idea of communicative competence is one of the most

influential development in language education, in language teaching. Most teachers accept the importance and benefit of using CLT approach in classroomsto develop students' communicative competence in English. However, there are still some teachers who do not practice at all.

Based on the above conditions, it is necessary to do a research entitled "Teachers' perception on CLT at State Islamic Junior High School 4 Padang"

RESEARCH METHOD

The design of this research was descriptive research which the researcher used quantitative research because it is going to find the data about teachers' perception on communicative language teaching. According to Sugiyono (2016:13) Descriptive research is a research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables.

This descriptive research includes the presentation of conclusions through statistical presentations. The main purpose of the analysis is to provide illustrations and/or summaries that can help readers understand the types of variables and their relationships (Abbas & Charles, 2010:186

This research was conducted by distributing a survey on all English teachers who taught at MTsN 4 Padang regarding the perception (conceptual understanding) of the teachers on communicative language teaching at State Islamic Junior High School 4 Padang in the form of numbers and then analyzed quantitatively.

The researcher conducted the research in a period of May to July 2022, three weeks for data collection at the end of May to June and in June to July for data processing which includes presentation in the form of a thesis report and guidance process. Data collection is done through a questionnaire where the list of questions was structured in the form of closed questions (end questions). The data collected using a questionnaire was the teachers' perception on CLT at State Islamic Junior High School 4 Padang. The following is a description ofthe blueprint of research instrument that used in the study:

Table. 1 Characteristics of CLT based on Brown's Theory

No	Variable	Indicator	Item number		Total
			Favorable	**Unfavorable**	
1	Characteristics of CLT	Overall Goals	1,2,4	3,5	5
		Relationship of form and function	6	7	2
		Fluency and Accuracy	8, 9,10	-	3
		Focus on real-world contexts	11	12	2
		Autonomy and Strategic involvement	13,15,16,17	14,18	6
		Teacher roles	19,20	-	2
	Amount		13	7	20

In this research, a questionnaire with five Likert-Scale options, for each scale, a point will be assigned. The points assigned for each scale were described as follows:

Table. 2 Likert scale

Likert scale	Favorable Score	Unfavorable Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Dis-Agree	2	4
Strongly Dis-Agree	1	5

Based on the research method that has been stated, the information data obtained was grouped and separated according to their type and given a percentage value, presented in tabular form and described Likert Scale percentage formula as follows:

$$P = \frac{F}{N} X 100\%$$

Therefore, to categorize the tendency of respondents' answers into a scale with the following formulation:

Minimum score = 1
Maximum score = 5

$$\text{Interval} = \frac{5 - 1}{5} = 0.8$$

Thus, the scale category can be determined as follows:

Table 3 Perception Interpretation Score

Interpretation	Score range
Very Poor/SD	1.00 – 1.80
Poor/D	1.81 – 2.60
Fair/N	2.61 – 3.40
Good/A	3.41 – 4.20
Very good/SA	4.21 – 5.00

Source: Husein Umar (2011, p.130)

The total scores for all items enabled the researcher to rank the items according to the lowest to the highest. It aimed to interpret how well teachers understand the characteristics of CLT. Based on the percentage obtained from the calculation, it can be classified with a score interpretation criteria in Table 3.4 as follow:

Table 4 Score Interpretation Criteria

Classifications	Range
Very Poor	0% - 19.99%
Poor	20% - 39.99%
Fair	40% - 59.99%
Good	60% - 79.99%
Very good	80% - 100%

FINDINGS

The result about the teachers' perception on Communicative Language Teaching at Islamic Junior High School 4 Padang, was described on the questionnaire. It indicated that the teachers' perceived CLT at class as the essential issue, which showed the teachers' awareness towards the lesson learned. Based on Table 4.1 below, it can be seen that the twenty statements were derived from six indicators of characteristics of CLT, which includes overall goals, relationship of form and function, fluency and accuracy, focus on real-worldcontext, autonomy and strategic involvement, and teacher roles.

Table 5 The Teachers' Perception on CLT at State Islamic Junior High School 4 Padang

NO	The Characteristics of CLT					
1	Overall Goals	Relationship of Form and Function	Fluency and Accuracy	Focus On Real-world Context	Autonomy and Strategic Involvement	Teacher Roles
	4.20	3.20	3.80	3.50	4.00	4.20
	84%	64%	76%	70%	80%	84%
	3.80					
	76%					

Based on Table 4.1 above, it can be seen that the first indicator of characteristics of CLT is overall goals. It means classroom goals are focused on all of the components of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competences, and not restricted to grammatical linguistic competence.

The percentage of teachers who agreed with the statements covering the overall goals of communicative language teaching was 84%. This indicator was summarized into five statements, namely statements no.1 up to no.5. The two of them, namely statements no.3 and no.5 were unfavorable statements. Therefore, it showed that the teachers perceived that real communication is the focus of language learning. They also agreed that class goals were focused on all communicative competencies, which includes grammatical, sociolinguistic, discourse, and strategic competences, and it focused learners on the ability to

communicate effectively and correct problems caused by communication disorders.

Moreover, the second indicator is the relationship of form and function. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language is not the central focus but rather aspects of language that enable the learner to accomplish those purposes. It indicated that the percentage of teachers who agreed with the statements which included this indicator was 64%. They are the statements no.6 and no. 7 with statement no.7 is unfavorable. It showed that the teachers agreed that language learning techniques are designed to involve students in the use of pragmatic, authentic, and functional language for meaningful purposes.

The third indicator is fluency and accuracy. They are seen as complementary principles underlying communicative techniques. At timesfluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. It included three statements, namely statement no.8 to no.10. It indicated that 76% of teachers agreed with the three statements. It proved that they agreed that fluency and accuracy are complementary principles that underlie communicative techniques and consider fluency is more important than accuracy to keep students engaged meaningfully inlanguage use. They also agreed that educators are responsible for offering appropriate corrective feedback to students' errors in communication.

Furthermore, focus on real-world context is the fourth indicator of the characteristics of CLT. It means students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the classroom. Then, classroom tasks must therefore equip students with the skills necessary for communication in those contexts. It was outlined into two statements, namely statement no.11 and no.12 where the statement no.12 is an unfavorable statement. The percentage of teachers who agreed with this indicator was 70%. It showed that they think that students are required to use language productively and receptively in contexts that are not trained outside the classroom.

The six indicators are autonomy and strategic involvement. It means students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. This indicator was summarized into six statements including statements no.13 up to no.18. Two of them are unfavorable statements, namely no.14 and no.18. A percentage of teachers who agreed to these statements was 80%. It indicated that the teachers agreed that students are given the opportunity to experiment and try what they know. They also agreed that teachers should provide opportunities for students to focus and be aware of the strengths and weaknesses of their own learning styles so that they are able to learn independently through developing appropriate strategies.

The last indicator is teacher roles. The role of the teacher is that of facilitator and guide, not an all knowing best over of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. This indicator included the last two statements, namely statements

no.19 and no.20. It can be seen that 84% of teachers agreed with the two statements related to these indicators. It means that they thought that teachers should act as facilitators and guides, not act as all-knowing knowledge providers. They agreed that teachers should encourage students to construct meaning through genuine linguistic interactions with others.

Based on Table 4.1, it showed that 76% of teachers agreed on the six indicators of the characteristics of CLT, where the total score obtained from the twenty statements covering the six indicators was 3.80. In conclusion, it was interpreted as "Good" based on the score interpretation table in chapter 3, and showed that the teachers have a good understanding of the characteristics of CLT.

DISCUSSION

Based on the findings above, there was one main finding that can answer the research questions in this regard, which was teachers' perception on CLT at State Islamic Junior High School 4 Padang. The quantitative descriptive method research question analyzed the teachers' perceptions on the characteristics of CLT. The results showed that teachers have a good understanding of CLT conceptually. It means the teachers have a positive perception toward CLT.

This finding is in accordance with previous research conducted by Gina Selvira Yanti, et al (2017) entitled "Teachers' Perceptions and Practices of Communicative Language Teaching" which found that theoretically most teachers understand and know CLT whose average percentage was above 80%. The results showed that more than half of the teachers agreed with the statement covering the seven main principles of CLT. One of the principles in question states: "Communicative competence in the communicative approach (CLT) involves language competence (linguistic competence) and social competence."

This assertion is in accordance with the first characteristic of CLT stated by Brown (2001), "Classroom goals are focused on all components of CC (communicative competence) and are not restricted to grammatical linguistic competence."

It was supported by the study conducted by Jafar, Basri (2022) which showed that the teachers have positive perception in implementing communicative language teaching (CLT) at Maritime English class since they believed that Communicative language teaching (CLT) can improve students communicative competence. It concluded that overall the teachers are satisfied with communicative language teaching (CLT) shown from the response of the teachers.

Moreover, it is in accordance with the goal of CLT as stated by Richard, (2006) CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge. It is divided into: First, knowing how to use language for a range of different purposes and functions. Second, knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written 'as

opposed to spoken communication). Third, knowing how to produce and understand different types of text (e.g. narratives, reports, interviews, conversations). Last, knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

Furthermore, Richards, (2006) noted that with the introduction of CLT, language teachers and teaching institutions all around the world soon began to reorganize their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach.

It was also supported by the findings of the study conducted by Pamela Gloriez (2021) which revealed that teachers had a good understanding of the principle of CLT. They believe that it involves meaningful and real communication. The teachers also agreed that CLT is a student/learner-centered approach, but most of the teachers showed a misconception about not teaching grammar in CLT. Meanwhile, in this study, it was found that teachers perceived the CLT focuses students on all communicative competencies including grammatical competence.

In the same vein, the study conducted by Rahaman showed the result that the CLT approach was viewed very positively by secondary school English teachers as they believed that CLT was a very practical approach to language teaching as it provided maximum opportunities to the learners in foreign-language learning settings. It has been found that most of the English language teachers of secondary level education have positive perception on CLT but there are some misconceptions regarding the nature and implementation in the classroom.

CONCLUSION

This section presents the overall conclusions to answer the research questions based on the findings and the discussion described in the previous chapters. The result of this study demonstrated that the teachers had favorable perception on the six characteristics of CLT, which include overall goals, relationship of form and function, fluency and accuracy, focus on real-world contexts, autonomy and strategic involvement, and teacher roles. Therefore, it can be concluded that the teachers at MTsN 4 Padang had a good understanding of the characteristics of CLT.

It can be implicated that communicative language teaching received a favorable perception from the teachers at State Islamic Junior High School 4 Padang. It is expected to encourage the teachers to use CLT method as an English language teaching in class as recommended by the Indonesian Ministry of Education and Culture.

SUGGESTION

The researcher presents some suggestions drawn based on the research conclusions described above; MTsN 4 Padang should encourage and support the teachers to use Communicative Language Teaching in teaching in order to improve English Language Teaching process in the classroom.

The teachers should be able to use an appropriate method to teach English as a foreign language in the classroom so that it can improve the students' English ability. One of the ways that the teachers can do this is by applying CLT as a method to teach English in the classroom. It means that the teachers act as a facilitator and guide, not an all-knowing knowledge giver. Therefore, the students are given the opportunities to focus on their own learning process through understanding their own learning styles and through developing appropriate strategies for independent learning. On the other hand, highly competent and imaginative teachers are the main requirements for the successful application of this method.

This study only investigates the implementation of teacher teaching. To draw a more comprehensive perspective, future researchers could investigate the reasons behind teacher attitudes and expand the scope of the research to English teachers at other levels as participants or even take English teachers from all levels in the city of Padang. Then, other types of perceptions that have not been discussed in this study can also be taken into consideration for further research.

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