



**TEACHERS' PERCEPTION  
OF THE IMPLEMENTATION  
OF THE COMMUNICATIVE APPROACH  
TO TEACH LISTENING TO CONVERSATION  
The Case of 10<sup>th</sup> Grade Teachers' Lesson Plans of Islamic Senior  
High Schools in Semarang**

**A THESIS**

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in English Language Education**

**by**

**Abdurahman Ahmed Ali Milad  
0203514090**

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## **APPROVAL**

This Thesis entitled **”TEACHERS’ PERCEPTION OF THE IMPLEMENTATION OF THE COMMUNICATIVE APPROACH TO TEACH LISTENING TO CONVERSATION (The Case of 10<sup>th</sup> Grade Teachers’ Lesson Plans of Islamic Senior High Schools in Semarang)”**

by,

Name : Abdurahman Ahmed Ali Milad

Student Number : 0203514090

Study Program : English Education

Has been approved and presented on February 11, 2016.

### Board of Examiners

Head of Examiners

Secretary

Prof. Dr. rer.nat. Wahyu Hardyanto, M. Si.  
NIP.196011241984031002

Dr. Januarius Mujiyanto, M.Hum  
NIP.196204271989011001

First Examiner

Second Examiner/Second Advisor

Drs. Ahmad Sofwan, M.A., Ph.D  
NIP.195312131983031002

Dr. Dwi Anggani L.B., M.Pd.  
NIP.195901141989012001

Fourth Examiner/First Advisor

Prof. Dr. Dwi Rukmini, M.Pd.  
NIP. 195104151976032001

## **STATEMENT OF AUTHORSHIP**

I hereby state that, this thesis entitled “Teachers’ perception of the implementation of the communicative approach to teach listening to conversation (The Case of 10<sup>th</sup> Grade Teachers’ Lesson Plans of Islamic Senior High Schools in Semarang)” is definitely my own work. I am completely responsible for all the contents. Other writers’ opinions or findings included in this thesis are quoted and cited in accordance with ethical standard.

Semarang, February 2016

Abdurahman Ahmed Ali Milad  
NIM. 0203514090

## **MOTTO AND DEDICATION**

”The magnificency of someone cannot be measured by his or her great effort but by his or her attitude”

“One child, one teacher, one book, one pen can change the world.”  
Malak Yousafzai

To  
My beloved parents, brothers and sisters  
My beloved fiancée, H. M. S

## ABSTRACT

Abdurahman Ahmed Milad. 2014. *Teachers' perception of the implementation of the communicative approach to teach listening to conversation, the Case of 10<sup>th</sup> Grade Teachers' Lesson Plans of Islamic Senior High Schools in Semarang*. Thesis, English Language Education Study program, Graduate Program Semarang State University of Semarang. Advisors: (1) Prof. Dr. Dwi Rukimini, M.Pd (2) Dr. Dwi Anggani Linggar Bharati M.Pd.

**Key words:** *communicative approach, teachers' perception, listening.*

This study investigates the implementation of the communicative approach (CA) in relation to teachers' perception. The problem statements were formulated as follows: (1) how do teachers perceive the implementation of the communicative approach to teach listening to conversation in grade 10 of Islamic senior high schools? (2) how is the implementation of the communicative approach to teach listening to conversation in Islamic senior high schools' grade 10 viewed from lesson plans? (3) what are the teachers' strengths and weaknesses in implementing the communicative approach to teach listening to conversation in Islamic senior high schools in Semarang?

The design of the research was a descriptive qualitative. The subjects of this study were 6 English teachers of 6 Islamic senior high schools. A questionnaire was used in collecting the data and teachers' lesson plans as observing the documents is a pure qualitative method based on the underlying theory of (Creswell, 2013).

The present study revealed three findings. First, teachers have responded positively to the items contained activities and materials used in the classroom. Therefore, they positively perceived the implementation of the CA. Second, only one lesson plan followed the instructions of CA literally. However, CA was realized in the planned activities of the 6 targeted lesson plans. Third, teachers had some weaknesses and strength points; in which teachers' strengths were realized due to their sufficient prior knowledge about the CA's principles. On the other hand, teachers' weaknesses were realized through the difficulty of differentiating between activities in developing students' fluency and their ability to write correct grammar; this indicated the inconsistency between theory and practice. Other findings were the grammatical mistakes that have occurred in teachers' written responses to the questionnaire.

In conclusion, the present study could successfully achieve its goal in obtaining teachers' perception towards the implementation of CA in teaching listening to conversation texts as well as describing its implementation through the level of lesson plans. The suggestions are proposed to the English teachers to train more and attend some conferences/seminars related to the teaching of English as a foreign language, teaching and learning theories to have deeper knowledge about the fundamental principles of the communicative approach to reflect their teaching in the real classroom.

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Semarang, February 2016

Abdurahman Ahmed Ali Milad  
NIM. 0203514090

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## **CHAPTER 1**

### **INTRODUCTION**

In this section, I explain the background of the study, reasons for choosing the topic, problems of research, the significance of the study, definition of key terms, and limitations of the study.

#### **1.1 Background of the Study**

Today, the global development is marked by the extensive use of English amongst most people across the globe. This fact has promoted the significance of English as a means of communication in almost all countries; Indonesia has promoted the significance of English as a means of communication as well. English is then assumed as being an important subject that must be taught both in formal and non-formal education. In the context of Indonesia, English as a foreign language is a compulsory subject to be taught in all schools from junior high to senior high schools. At the university level, English is one of the general courses offered for almost all courses of studies. Today's EFL teaching and learning have been dominated by "learner centeredness". With regard to the methodology, which is the "learner centeredness" since it is very much in favour of Communicative Language Teaching (CLT) approach. CLT preserves the principle of excluding students' first language (L1). L1 is excluded in favour of the use of "authentic" communication which draws upon realistic target language (L2) text when possible, and which aims at developing students' listening skill through extensive pair and group interaction. Earlier than this, Direct Method also saw L1 as an impediment to learning L2: learners were to be 'stretched' into

communicating in L2 by drawing upon whatever resources they could muster (Howatt & Widdowson, 1984) (p. 255). Indonesia has promoted the significance of English as a means of communication, as the English language has become global. The English language is considered an important subject that must be taught in junior, senior high schools, and universities. Learner centeredness with regard to methodology dominated EFL teaching and learning. CLT's principles preserve the first language and EFL students due to the use of authentic communication which aims at developing students' listening skill through pair and group interaction. Meanwhile, many countries have adopted the CLT (the communicative approach) to language teaching because it develops the competencies and abilities of ESL/EFL learners to be fluent, proficient and accurate in the target language. Those competences have met with the argument of (Brown, 2000a:) as he argued that the communicative competence is widely accepted as the best way to ensure successful language teaching (p. 266).

In regards to English language teaching, the communicative approach starts from a theory of language as communication; the goal of language teaching is to develop what (Hymes, 1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence (p. 277-78). Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic)

in applying his knowledge of the language in actual performance (Chomsky, 1966). Hymes and Chomsky have contrasted perspectives about CA, in which the former argued that CA in language teaching starts from the theory of language as communication; therefore, the goal of language teaching is to develop the communicative competence, while the latter's perspective of CA is a communicatively viewed and the theory of competence that the linguistic theory is concerned with an ideal speaker-listener in a homogeneous speech community that considers not only the communication but also the grammatical structures of the language.

Supporting Hymes's perspective about the communicative approach, (BNSP, 2006) claimed that English is a tool to communicate orally and in writing; which means that understanding and expressing information, thoughts, feelings are achieved through communication. The ability to communicate within the meaning of the whole is the ability of the discourse itself, namely the ability to understand and / or produce spoken text and / or write realized in the four language skills, namely listening, speaking, reading and writing. The part of listening as cited in (BNSP, 2006). It consists of (understanding the meaning of an interpersonal and transactional conversation in the context of everyday life). Therefore, subjects in English are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain level of literacy. The present study is conducted in six Islamic senior high schools who implement the communicative approach of teaching listening skill based on the national curriculum in Indonesia 2006. This national curriculum is called KTSP

(Kurikulum Tingkat Satuan Pendidikan) or school-based curriculum which has been applied since 2006 in Indonesia. This curriculum gives autonomy to schools to develop and manage their syllabuses themselves based on the standard suggested in the curriculum and under the supervision of the local government. Also, the curriculum is developed by adjusting to the potential and characteristic of local area, social-cultural characteristic of the community as well as characteristic of learners (Mulyasa, 2011). However, the 2006 curriculum (KTSP) has been called 'characterized curriculum' involving three important parts namely exploration, elaboration, and confirmation as the element of process in the main teaching instruction (Badan Standar Nasional Pendidikan [BSNP] or Board of National Education Standard, 2007). The teachers acquire the knowledge about these elements and implement them in the syllabus and lesson plan. However, they do not fully understand what these elements are and how to utilize them appropriately in the teaching instruction. Therefore, the trainings and workshops are really fruitful for them (Mulyani & Kasim, 2015).

Based on the prior knowledge of the researcher; not all the Islamic high schools use the communicative approach namely as the method of teaching in their lesson plans. However, the communicative approach is realized through the planned activities in the lesson plans and applied in the classroom. As (BANCIU& JIREGHIE, 2012) claimed that communicative approach puts great emphasis on listening, which implies an active will to try to understand the others. Thus, communicative language teaching often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based

activities that encourage learners/students to develop their confidence, role-play in which students practice and develop language functions, as well as judicious use of grammar and pronunciation, focused activities. Some of the most frequently classroom activities used in communicative language teaching are: (e.g., Activities, Role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work). The communicative approach also emphasizes the idea of an effective communication between the teacher and the students and focuses on language as a medium of communication. It recognizes that all communication has a social purpose; in which learners have something to say or find out. Classroom activities maximize opportunities for learners to use the target language in a communicative way for meaningful activities. The emphasis lies on meaning (messages they are creating, a task they are completing) rather than form (correctness of language and language structure) as in first language acquisition. Listening was viewed as a separate subject within the school curriculum and usually was taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perspective. It is considered an interactive skill and taught as one communicative process. One can find a more interactive process of listening skill in any type of class. (MacLure, 1988) in his book named as 'Oracy-current trends in Context' termed this process as 'oracy' means 'oral communication' or 'oral language'. It includes listening skill in the context of communication.

In regards to English textbooks, many textbooks on teaching English as a foreign language (EFL) have been based on this approach to language instruction.

However, there are difficulties with the implementation of this approach in some EFL environments. Some scholars as (Seedhouse, 1996), he claimed that in spite of frequent opportunities for interaction, teachers who are committed to the communicative approach often fail to exploit such opportunities for genuine interaction in their respective classrooms. That is, CA is implemented incorrectly in many EFL environments; in spite of textbooks on teaching English as a foreign language is based on CA instructions on teaching.

## **1.2 Reasons of Choosing the Topic**

Among the methods of teaching and learning; communicative approach takes an important place in teaching English as a foreign language. I chose this topic, firstly, to describe teachers' perception of the implementation of the communicative approach to teach listening to conversation in the lesson plans of Islamic senior high schools in Semarang. However, big attention was paid on the level of documents (lesson plans) in order to describe the implementation of the communicative approach to teach listening to conversation in the lesson plans of Islamic senior high schools. Secondly, due to the location of Islamic high schools in Semarang of being in rural areas, they lack the observation of researchers.

## **1.3 Problems of the Research**

The main purpose of this study was to describe the teachers' perception of the implementation of the communicative approach to teach listening to conversation in grade 10 of Islamic senior high schools as well as the implementation of the mentioned approach to teach listening to conversation.

Lastly, describing the strengths and weaknesses in implementing the communicative approach in the mentioned schools. The following questions were addressed in this study:

- 1) How do teachers perceive the implementation of the communicative approach to teach listening to conversation in grade 10 of Islamic senior high schools?
- 2) How is the implementation of the communicative approach to teach listening to conversation in Islamic senior high schools' grade 10 is viewed from lesson plans?
- 3) What are the teachers' strengths and weaknesses in implementing the communicative approach to teach listening to conversation in Islamic senior high schools in Semarang?

#### **1.4 Objectives of the Study**

This study is aimed to describe teachers' perception of the implementation of the communicative approach in Semarang and then, to describe how the implementation of communicative approach is in the lesson plans of listening skill's conversation in Islamic senior high schools' grade 10. As well as describing the strengths and weaknesses of teachers in implementing the communicative approach. In this research; perceptions of six teachers from several Islamic senior high schools in Semarang namely (MA Husnul Khatimah, MA Taqwal Ilah, MA Uswatun Hasanah, MA Al Asror, and MA Al Ishlah, MA Azzuhdi) were gauged by means of a questionnaire designed for this study. (de los Angeles Clemente, 2001) maintains that teacher's education should integrate four basic constituents: knowledge, skills, perceptions, and awareness and argues that

we have much to learn about teachers' feelings, emotions and desires when they actually teach in classrooms. It stands to reason that teachers' perceptions in the classroom play a pivotal role in the successful implementation of the Communicative approach and the learning process.

The success or failure of language learning is largely dependent upon interaction (e.g. the discourse constructed and the activities, which provide a realistic context for communication). The choice and use of activities in the EFL classroom are an invaluable aid to assessing teachers' perceptions to the Communicative approach. The objectives of the study were addressed by pursuing a number of specific short-term objectives. They were:

- 1) to describe teachers' perception towards the implementation of the communicative approach to teach listening to conversation in grade 10 of Islamic senior high schools.
- 2) to describe the implementation of the communicative approach to teach listening to conversation in Islamic senior high schools' grade 10 lesson plans in Semarang.
- 3) to describe the teachers' strengths and weaknesses in implementing the Communicative approach in teaching listening to conversation in Islamic senior high schools.

### **1.5 Significance of the Study**

Firstly, the present study contributes theoretical significantly in supporting the theories of teaching and learning, especially in the communicative language teaching (Communicative Method). Secondly, the present study pedagogically enriches the teachers' information about implementing the communicative approach to teach listening to conversation in EFL lesson plans. Thirdly, in terms of practical significance, the result of the study gives assistant for teachers to apply the communicative approach in the lesson plans as well as to give a hence for students to enrich their knowledge about the theories of teaching and learning, and for other researchers; this study gives the information about the implementation of the communicative approach to teach listening to conversation in EFL lesson plans.

### **1.6 Definition of Key Terms**

The definition of key terms was important to give a picture of the study being conducted. Related to the present study, there were four key terms to guide the conduct of the study. Those were:

- 1) Perception: is the way that we evaluate or judge others/things (Allport, 1961).  
It refers to the recognition and understanding of events, objectives and stimuli through the use of senses (Platt, Richards, & Weber, 1985).
- 2) Communicative approach: the idea that learning language successfully comes through having to communicate real meaning (Hedge, 2001).

- 3) Conversation text: Conversation is defined as what is happening behaviorally between two or more participants in the communication process. It is the interaction of the text (Taylor, Cooren, Giroux, & Robichaud, 1996).
- 4) Lesson plan: A lesson plan is a teacher's detailed description of the course of instruction for one class (Watkin & Ahrenfelt, 2006).

### **1.7 Scope of the Study**

The scope of this study is on the perception of teachers towards the implementation of the communicative approach to teach listening to conversation. The study was conducted in Indonesian Islamic senior high schools' grade 10 in Semarang city; the choice of Islamic high schools was because those schools implement the Indonesian curriculum 2006 (KTSP) since the 2006 curriculum implements the four English skills in the lesson plan, unlike the curriculum 2013 which implements the competence based curriculum.

### **1.8 Outline of the Report**

The report of this study is outlined as follows:

Chapter 1 presents an introduction. It has six sub sections: background of the study, reasons for choosing the topic, research problems, objectives of the study, the significance of the study, and outline of the report.

Chapter 2 presents a review of related literature. It discusses some information about previous studies, theoretical background, and framework of the present study.

Chapter 3 presents the research methodology. This chapter deals with the research design, subject of the study, objects of the study, roles of the study, instruments for obtaining data, method of collecting data, a method of analysing data, and triangulation.

Chapter 4 presents findings and discussion. This part gives research activity, analysis and discussion.

Chapter 5 presents conclusion and suggestions of the study. In this chapter, the researcher concludes the findings and gives suggestion related to the study.