

PERCEPTIONS AND ATTITUDES OF INDONESIAN TEACHERS TOWARD COMMUNICATIVE LANGUAGE TEACHING

Teachers' perception, attitudes; CLT

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001

***Abstract** - This review paper described some documented researches on teachers' perception and attitudes toward Communicative Language Teaching into some patterns: teachers' understanding toward CLT concept theoretically, teachers' implementation of CLT in classrooms, and teachers' challenges/ and difficulties in implementing CLT. Instead of taking the existing researches globally, this paper took the ones within the scope of Indonesia in the publication year 2013-2019; therefore, there were eight researches in total. The results showed that most of teachers were favorable to the CLT concepts and most of them showed that they understand CLT, theoretically. In contrast, in practical, many of teachers had been found to be not consistent with what they had claimed about CLT concept; it can be related to some challenges and / difficulties they had been shared such as lack of teaching training, having over workload; students' tendency not to use the target language; big class size, and grammar-based examination. These research reports focused on their own context of their teaching places, thus, the cultures of each setting may affect their perceptions and attitudes toward CLT. This review paper results hopefully can be a good reference for teachers, lecturers in their next researches related to the topic. Moreover, for the decision-makers to be able to take into consideration from some challenges that teachers had been shared into the better next decision or solution to solve it.*

Keywords: *Teachers' perception, attitudes, Communicative Language Teaching, Communicative approach, English Language Teaching*

I. INTRODUCTION

It can be claimed that Communicative Language Teaching approach is not a new paradigm in the field of education. Specifically in the community of English language teaching, this approach has been discussed from the past decades. There are many documented researches discuss about this approach, included the perception of teachers' towards this called as favourite approach among educators. It is regarding to teachers' understanding of this approach theoretically, teachers' various ways in using the approach, practically in their teaching process, and teachers' challenges o difficulties while implementing this approach. It is found that this kind of researche mentioned before still become one of interesting topic to be investigated and it ha

been known that Communicative Language Teaching (CLT) approach or also commonly called communicative approach has changed the field of teaching from linguistic-centered to learner-centered (Richards, 2006) which makes this approach still attract scholars attention to take it as their research topic.

The notion of CLT was started because of Hymes in 1971; he coined his idea that called communicative competences. It describes about being able to use the language in terms of what to whom, and also be able to use it appropriately in terms of when and how (Larsen-Freeman, 2000, p. 121). As time goes by, the approach then expands globally through seminars and books written by some notable experts such as Richards (2006), Richards and Rodgers (2001), Larsen-Freeman (2000), Harmer (2001), Savignon (2006), Littlewood (1981), and Savignon (2002). The approach guides learners to be more active in using the target language in spoken way rather than memorizing the rules. Having student-centered as one of the key features in its implementation, CLT approach is considered as the “umbrella” of some teaching methods such as task-based language teaching method, collaborative teaching method, and so forth. These methods force student to be more creative and active by using the target language orally; it also asks them to participate, and to perform the language in pairs or small groups.

Furthermore, Larsen-Freeman (2000); Richards and Rodgers (2001); Richards (2006) and Harmer (2001) described key principles of CLT approach that can be summarized as follow: communicative competence is the primary goal, authentic materials is used to encourage students to use the language, the language is learned by trial and error, students mostly work in pairs and small groups, grammar is best learned through the process of communication, teacher has role as facilitator and monitor, and students as negotiators are individually responsible to make themselves understand and be understood in the process of communication. The changing of teaching culture form teacher-centered to student-centered caused by CLT approach also brought a change in the concept of how to teach. It means that in contrast to the former teaching culture, student-centered in the CLT approach encourage and force students to use the target language in real-like situation in which the activities put students to work in pairs or small group in order to communicate; thus role play and simulation are two most popular activities in CLT (Harmer, 2001, p.84-85).

Moreover, there are some activities in CLT summarized from Richards (2006) and Nunan (2001): information-gap, information-transfer, map-reading, opinion-sharing, interactive problem-solving, and jigsaw. Those activities provide students to have meaningful communication in which they should be aware of the content of their communication, and they are also encouraged to be varied in using the structures of the target language (Harmer, 2001, p. 85). As a result of those interesting, promising and suitable key features and also activities that owned by CLT approach to help students in order to be more prepared to compete in the globalization era, many EFL countries including Indonesia adopt this teaching approach in its curriculum.

The transformation of curriculum in Indonesia is believed as responses to the society and global needs (Ilma and Pratama, 2015, p. 145). The changes of curriculum in Indonesia have been done in past few years; there were curriculum 1947, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004, curriculum 2006 and curriculum 2013 (Ilma and Pratama, 2015, p. 145). The curriculum 2004 or usually called as *Kurikulum Berbasis Kompetensi (KBK) or competency-based curriculum, Kurikulum Tingkat Satuan Pendidikan (KTSP)* in 2006, and the latest curriculum 2013 adopt the CLT approach into its implementation (Rahman, 2018, p. 172). However, Rahman (2018, p. 173) claimed that looking at the good score of students UN (*Ujian Nasional*) cannot be used as measurement that CLT has been successfully implemented; it is because of written national examination form do not represent the real communicative competences that students should have mastered when they graduated. As the consequence, both teachers and students have neglected the core in the CLT approach, which is to help students build their communicative competences by being able to use the target language. Regarding to this issue, a number of studies focused on the implementations of CLT approach in Indonesia context have been done such as Sari (2014), Agussalim (2016), and Febriyanti (2017). Furthermore, besides implementing the CLT approach in order to improve English skills of students, another crucial part is teachers' perception, attitudes towards the approach.

There is a growing body of research that recognizes the importance of perception and attitudes of teachers such as Menking (2001), Karim (2004), Hossen (2008), Ansarey (2012), Widyastuti (2014), Jafari, Shokrpour & Guetterman (2015). It is

because the focused topic plays a vital role of a successful teaching learning process that has been designed by a teacher. Karavas-Doukas (1996, p. 188) noted that teachers' perception and attitudes have a significant role in implementing a teaching approach. Moreover, it affects how they behave in their classroom, what students learn and their teaching styles). In addition, TALIS (2009, p. 89) also claimed that teachers' perception, belief and attitudes are important point in understanding and improving educational process. Furthermore, these documented researches described the perception, belief and attitudes of teachers toward CLT approach regarding to teachers' understanding on CLT approach, their implementation in the classroom, and their challenges or difficulties while implementing the approach. In line with the researches on the same topic in Indonesia context such as Daflizar (2013), and Nasikah (2016), these scholars conducted their researches by using different subjects, level or education and the methodology in order to provide or to widen teachers' knowledge regarding to the approach in order to help students in developing their communicative competences as mandated by the government.

To date, there has been limited number of documented reports that comparing these documented researches on the issue to show the differences of the results, especially in Indonesia context. To give some beneficial information to teachers, lecturers and policy-makers in Indonesia regarding to the topic, this review paper tries to describe the data taken from the documented researches in terms of teachers' understanding on CLT approach, how do they practice the approach and the challenges they face while bringing the approach into practice. There are eight documented researches investigated on the topic uses in this paper.

II. METHOD

This paper used library-based method in which the documented researches were taken online in search engine such as Google Scholar, Researchgate, and Sciencedirect. There were eight research-based articles and one full-length unpublished thesis. Narrowing the scope of the articles to the setting of Indonesia, the selecting process of the articles was done based on some criteria by Ammade, Mahmud, Jabu, & Tahmir (2018), that had been adapted as below.

1. The article or the thesis is research-based;

2. Publication year is within 2013-2019;
3. The setting of the research is Indonesia;
4. The 1st keyword are teachers' perception and teachers' attitudes on CLT or communicative approach;
5. The 2nd keyword are teachers' difficulties and / teachers' challenges in implementing CLT;
6. The found articles then were examined and categorized to subthemes in order to present the findings in more detailed;
7. The setting is at the English Language Teaching.

In the process of finding and selecting the articles for this paper were not easy. CLT approach has been known as one of most popular teaching approach among scholars; there are plenty researches focused on this approach, thus, many other researches had appeared in the process of finding the articles. Actually, there are more than 8 documented researches on the topic in the setting of Indonesia, but the criteria guided the writer in choosing the article which has to be in completed articles or thesis, and the publication year is within 2013-2019. On that account, one articles unrelated to the topic area which was focused on teachers' perception toward communicative competences by Yufrizal (2017), were excluded. Then, the selected researches then were read for deeper analysis and examination that will be elaborated further in the findings and discussion section below.

III. FINDINGS AND DISCUSSION

Before describing the result of each article/thesis regarding to teachers' perception on CLT concept, teachers' attitudes towards CLT activities, and teachers' difficulties or challenges in implementing CLT, the first thing that can be recognized are the publication year, the setting, the number of participants, the school level, the focused topics, and the instruments used in each articles/thesis. Those patterns are found to be varied from one another, and it is seen to be necessary to describe in order to support the further analysis regarding to the main issues mentioned before. Thus, the patterns are presented in a table as below.

Table 1. Summary of the selected articles/thesis on Teachers’ Perceptions/Attitudes and Challenges toward CLT

No	Publication Year	Participants / school level	Setting	Focused Topics	Research Method	Instruments of data collection
1	2013	7 EFL Teachers / 2 lecturers, 5 secondary school teachers	Master degree students in Australia University	Theoretical, practical, challenges	Survey	27-Likert scale items questionnaire, and 3 open-ended questions.
2	2014	5 English teachers / elementary school	Salatiga	CLT activity, advantage and disadvantage	Survey	Questionnaire for activity, interview for advantage and disadvantage
3	2014	6 English teachers / Senior High School)	Salatiga	Clt concepts	Qualitative	Interview open-ended questions
4	2016	4 English teachers and Students / Junior High School	Salatiga	5 main key features of CLT.	Descriptive qualitative,	Interview --- students, teachers Observation— students, and teachers’ attitudes
5	2016	13 English Lecturers / University	Yogyakarta	Theoretical, attitudes practical, challenges	Descriptive research	Questionnaire 13 lecturers, interview 5 lecturers, documentation of syllabus, books, lesson plans
6	2017	18 English teachers / Junior High School	Mempawah Hilir, West Kalimantan.	Theoretical, challenges.	Survey	Questionnaire, observation
7	2018	6 English teachers / primary, secondary, university.	Medan, Yogyakarta, and West Java	Concept of CLT,	Qualitative	Interview, questionnaire, documents.

8	2019	5 English teachers / non-formal educational course	Yogyakarta	Difficulties, weaknesses in implementing clt,	Qualitative	Interview open-ended
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The table above shows that there are one research in 2013, two researches in 2014, two researches in 2016, one research in 2017, one research in 2018, and one research in 2019. The subjects or participants of these researches covered all level of education in Indonesia: elementary/primary, junior high school, senior high school and university, it is mostly the teachers in junior high school/secondary levels (in year 2013, 2016, 2017, and 2018). Furthermore, the above table also shows that, unfortunately, the researches mostly covered the setting of Java island (Salatiga and Yogyakarta), and there is only one research focused on the discussed topic that cover in the setting of Kalimantan island, which is the research in 2017. In terms of the focused topic(s), most of the selected articles/thesis concerned in teachers' understanding toward CLT concept, attitudes toward CLT activities, and their challenges when implementing the approach. The researchers of these researches used survey (year 2013, 2014, 2017) and qualitative method (year 2014, 2016, 2018, 2019) in conducting their research, and they used mostly interview and also questionnaire in order to collect the data. Describing further to the main issues that have been mentioned before which is regarding to teachers' perception focuses on their understanding toward the key features of CLT, teachers' attitudes toward the concept and activities of CLT, and the challenges they face in implementing CLT, the data taken from the eight selected articles/thesis elaborated in the following paragraphs below.

The research in 2013, entitled *An Investigation of Indonesian EFL Teachers' Perception of Communicative Language Teaching* by Daflizar, a doctorate student in one of universities in Australia investigated Indonesian EFL teachers' theoretical perceptions of CLT, looked at whether the teachers have implemented CLT in the classroom, and identified difficulties the teachers face in implementing CLT. It is in line with other researches done by Sutlikova & Sugirin in 2016, Yanti in 2017, and Christianto in 2019 that had exactly the same focused topics with Daflizar. Meanwhile, Widyastuti in 2014 and Rahmawati in 2018 only focused on teachers'

understanding on the key features of CLT, and Nasikah in 2016 focused on teachers’ understanding toward the key features and their attitudes toward it practically. However, there are quite differences regarding to the instrument or the items they had used in conducting their researches, for instance, Widyastuti (2014), Nasikah (2016), and Yanti (2017) adapted the attitudes scales from Karavas-Doukas (1996) in their data collection, meanwhile, Dandeel (2014), Rahmawati (2018), Sutlikova & Sugirin (2016), and Christianto (2019) made their own items for their instruments. Furthermore, more detailed description of the researches’ instruments and results will be elaborated in the next paragraphs as follow.

Firstly, although these four researches (Daflizar, 2013; Sutlikova & Sugirin, 2016; Yanti, 2017; Christianto, 2019), had the exactly same focused topics, which were (1) to identify teachers’ perceptions regarding teachers’ understanding on CLT key features, (2) to identify whether the teachers have implemented CLT, and (3) the challenges or difficulties face by teachers in implementing CLT; the instruments they used were different in terms of forms and the items themselves. For instance, in contrast to other three researches that used questionnaire, Christianto (2019) used open-ended interview. Furthermore, Daflizar (2013), Sutlikova & Sugirin (2016), included Christianto (2019) designed the items of the questionnaire on their own taken from the theory exists, meanwhile Yanti (2017), in line with Widyastuti (2014), and Nasikah (2016) adapted/adopted the scale items from previous study by Karavas-Doukas (1996). However, both Nasikah (2016) and Widyastuti used the items in their interview, meanwhile Yanti (2017) adapted the items in questionnaire.

Describing about the results, generally, the eight researches reported that teachers mostly had a good understanding and were favorable towards the principles of CLT approach. The teachers claimed to have implemented the key features included the types of activities in CLT into their classroom. Moreover, in terms of the challenges, it had been found that seven out of eight researches reported about the issue almost the same, such as students’ low English proficiency, big class size, lack of resources, grammar-based examination, and over workload. Taken from a research in 2013 done by Daflizar, this research aimed at investigating teachers’ theoretical perception toward CLT, whether teachers have implemented CLT, and teachers’ difficulties in implementing CLT. The participants were master degree

students in TESOL and English Language Teaching in Australia, there were 7 in totals, 5 of them were lecturers and 2 were secondary school teachers. By claiming to have designed the items (27 items) for the questionnaire in data collection to identify teachers theoretical perception and activities teachers have implemented, and 3 open-ended items were used to identify teachers' difficulties, the researcher found that teachers' in the study had good understanding about CLT principles, most of them claimed to have implemented CLT in their classroom, but it was also found that some of them still tend to apply traditional method of teaching. Furthermore, large classroom, lack of resources, lack of facilities, and students' low level in English were reported as the most obstacles faced by teachers in the study in implementing CLT.

The second research had done by Dandeeel in 2014, this research took the setting in Salatiga, middle Java, specifically teachers in elementary school. They were 5 English teachers from 4 different elementary schools in Salatiga. This research aimed at knowing types of activities of CLT the teachers usually used and their perception regarding to CLT advantages and disadvantages. The researchers used questionnaire to identify what kind of CLT activities the teachers commonly used and interview to identify the second research purpose. The researcher reported that role play, simulation, information-gap, and jigsaw were the common CLT activities used by teachers. Unfortunately, this research did not investigate the teachers' knowledge on CLT. The next research in the same year, 2014, had done by Widyastuti. In her research, the researcher took 6 English teachers of three senior high schools in Salatiga, middle Java. It has the same setting with the previous research done by Dandeeel. The purpose of this research were to identify teachers' attitude toward five main key features in CLT: (1) the place of grammar, (2) the place of pair/group work, (3) Quality and quantity of error correction, (4) teacher's role, and (5) student's role. By using interview in open-ended question form, the researcher adapted of the five CLT principles developed by Karavas-Doukas (1996) and found that mostly teachers were aware of the five principles of CLT. Teachers believed that pair/group work help students to participate in the communication as it is the aim of CLT approach, to encourage students to communicate using the target language. In addition, in terms of grammar, the teachers were all agreed that grammar is learned through

communication, and error correction can be given during or after students' performance. The teachers also realized their role in CLT classroom, which is as a facilitator, monitor, and controller of the students' learning process and students' role is the main actor in their own learning.

In 2016, a research done by Nasikah, it is a full-length unpublished thesis. This research aimed at investigating both teachers' and students' attitudes toward CLT. The participants were teachers and students in Madrasah Tsanawiyah Negeri Susukan, Semarang, middle Java. There were 29 students (10 students taken as interviewees), and 4 English teachers in totals. The researcher used interview and classroom observation in data collection. The items of both interview and observation were an adaptation from Karavas-Doukas which was focused on the five key features of CLT. Focusing on the teachers' attitudes toward CLT, this research reported that teachers show their favorable toward the principles of CLT, but it was different in their classroom practice. Most of them tended to use conventional approach rather than CLT, they rarely applied pair/small group in their teaching activity, and the teachers' also emphasized on giving error correction to the students which was taken a reflection of their responses in the interview that they saw CLT created inaccuracy learners.

In the same year, in 2016, there was another research done by Sutlikova & Sugirin. This research took 13 English lecturers as their subjects, situated in engineering department in one of Universities in Yogyakarta in the first phase of data collection, which as distributing questionnaire, and took 5 out of them in interview session. Having the aims on identifying teachers' knowledge on CLT theory, their attitudes toward it and challenges the lecturers had in implementing CLT, this research reported claimed that the lecturers had a very good understanding in CLT and they held favorable attitudes toward it, but because of the challenges they face, the lecturers were reported to not implement CLT in their classroom. In the following year, in 2017, there was another research done in the setting of Junior high school teachers in Mempawah Hilir sub district, West Kalimantan. There were 18 English teachers in totals who participated in this survey research. The researcher used questionnaire and classroom observation in collecting the data. Having the same purposes as the previous research have just explained before, this research also had

similar results in which inferred to the questionnaire result, the 18 English teachers showed that they were aware of CLT principles, but the classroom observation results did not reflect their awareness toward CLT principles.

In 2018, a research had done by Rahmawati by taking 6 participants from different level of education (primary, secondary and university). These six participants teach in different settings, which are Medan, Yogyakarta and West Java. This research, then, by using questionnaire and in-depth interview in the data collection, reported that the university teachers had broader knowledge on CLT rather than others. Furthermore, some misconceptions were found as well, for instance, most of the participants seen CLT is teaching only speaking, and mother tongue is used to help students in building their confidence. The latest documented research on this topic area was found in 2019, done by Danin. Danin took 5 English teachers from one of non-educational courses in Yogyakarta. Employing an interview to the 5 participants, the researcher found that the participants held positive attitude toward the CLT approach, however, some difficulties in implementing CLT in their classroom, such as students low confidence in using English, the materials mostly did not suitable to be applied in communicative ways, students' low English proficiency in which caused them to not fully understand the information by teachers who mostly speak English during the class.

Taking those descriptions of each documented researches, the three most common can be confirmed as follow: (1) teachers' understanding on the principles of CLT, (2) teachers' attitudes toward CLT principles/activities, and (3) teachers' difficulties in implementing CLT. On the account of the first issue, all of these researches claimed that the participants, in average, have good understanding toward the principles of CLT. For example, the main goal of CLT is to build communicative competences (Richards, 2006; Richards & Rodgers, 2001; Larsen-Freeman, 2001) was favored by the participants reported by Daflizar (2013), Yanti, 2017; Rahmawati, 2018; Christianto (2019). It is in line with the other researches result around the globe such as Ramzjoo & Riazi (2006), Dorji (2017), and it is in contrast with the result reported by Hossen (2008), claimed that teachers' in Bangladesh had a rough idea in defining CLT approach by saying the approach as a medium in teaching students to communicate. Other principles of CLT: the core of applying pair or small group in

its activities and learner-centered in CLT classroom (Larsen-Freeman, 2001; Harmer, 2001; Brown, 2000) also had been reported in the documented research articles such as Daflizar (2013), Widyastuti (2014), Sutlikova & Sugirin (2016), Yanti (2017), and Christianto (2019). This result also supported by the results from other researches in global settings such as Razmjoo & Riazi (2006), Nasir (2014), and Mengking (2001). Meanwhile, this result is different with the result reported by Nasikah (2016) in which the participants tended to have whole class discussion rather than assigning their students to work in pair or small groups.

In terms of the importance of grammar, as experts (Richards & Rodgers, 2001; Richards, 2006; Celce-Murcia, 1998 cited in Menking, 2001) described that the grammar rules is learned inductively, it is not used a starter in CLT activities in which teachers give the rules of certain grammar when they begin their teaching, but it is learned in the learners’ communicative activities. Hence, taking the results of the documented articles, only one research by Daflizar (2013) who reported that the participants showed clearly that they are agreed or favorable toward grammar in CLT, in which they respond to the item that grammar is taught by a means of communication. In contrast, Yanti (2017), Nasikah (2016), Widyastuti (2014), Rahmawati (2018), Christianto (2019) reported that the participants mostly showed that they do not have clear understanding about place of grammar in CLT by saying it is difficult to teach grammar in CLT because it takes too much time, and teachers’ emphasis on accuracy rather than fluency. It confirms one of misconceptions of in CLT described by Thompson (1996). As the consequence, related to error correction, some of the participants were found to have neglected their students’ error, except reported by Widyastuti (2014). It is in contrast with another principle of CLT described by Larsen-Freeman (2000) that error correction is seen as natural part of learning in which it is corrected by teachers using some techniques such as recasting, repeating.

Focusing on other principles of CLT: teacher’s role and student’s role, there is a shifting role of teachers who act as fully controller and full speaker to become as facilitator, monitor, guidance, and also participants in the communication process (Richards & Rodgers, 2001, p. 167). In addition, learners in CLT classroom act as negotiators among themselves (Chang, 2011, p. 29). These two principles, then, were

found in the documented researches done by Widyastuti (2014), Sutlikova & Sugirin (2016), and Yanti (2017). These results are in line with other researches such as Menking (2001), Lashgari, Jamali & Yousofi (2014), Jafari et al (2015). In contrast, Nasikah (2016) and Rahmawati (2018) reported that the participants did not have good attitude toward the teachers’ role as described in CLT approach as well as students’ role. Role play, simulation, information-gap, jigsaw are example of main activities suggested in CLT classroom (Richards & Rodgers, 2001; Richard, 2006, Nunan, 1989). On this account, Dandeeel (2014) reported that the participants, teachers’ in elementary school claimed that they mostly applied those activities in their classrooms. Daflizar (2013), Yanti (2017), Christianto (2019) also have the same result. These results are in contrast to a research done by Wok-Sun (1998) who reported that the participants tend to use textbook in teaching grammatical drills rather than providing students to speak using the target language.

Most of the documented articles/thesis reported that the participants claimed that they practice the CLT principles in their classrooms (Daflizar, 2013; Sutlikova & Sugirin, 2016; Yanti, 2017). However, there are only 2 researches (Nasikah, 2016; Yanti, 2017) that conducted classroom observation to check the participants’ claims, meanwhile the other researches such as Dalizar (2103), Sutlikova & Sugirin (2016), Widyastuti (2014), Rahmawati (2018), Christianto (2019) only investigated the teachers’ perceptions/attitudes theoretically by doing an interview and/or distributing a questionnaire. Unfortunately, Nasikah (2016) reported that the teachers mostly have unfavorable attitude in their classroom practices. They mostly still favor to put themselves as the source of knowledge, the teaching nature is still teacher-centered in which students are hope to taking notes during the class with little practice in using the target language orally. It is also found from the research reported by Yanti (2017), the researcher reported that based on the classroom observation, teacher was observed to have applied only three out of fifteen CLT principles in classroom practice. The teacher was failed to provide the students in friendly communication atmosphere, and only focused on writing exercises. These results are in line with the researches such as Fun (1998), and in contrast with the research reported by Ramzjoo & Riazi (2006) who claimed that the participants were observed to have applied most of the CLT principles in their classrooms.

In terms of teachers’ difficulties, it was found that big class size, low English proficiency of students and grammar-based examination were three most common difficulties/challenges described by the participants in the documented researches: Sotlikova & Sugirin (2016), Yanti (2017), and Christianto (2019). It is in accordance with the results reported in Zhang (1997), and Musthafa (2001). To sum up, theoretically, the participants were concluded to have good understanding toward CLT principles, and they have good attitude in CLT classroom practices, but it can be found as well that there is a gap or mismatch between their perceptions, theoretically and their attitudes in implementing CLT principles into their classrooms.

IV. CONCLUSION

Referring to the findings that have been described in the sections above, it can be concluded that not all of eight documented articles/thesis have the same research’ purposes, there are researches that covered three topics: teachers’ perception toward CLT principles and challenges they face (Daflizar, 2013; Sotlikova & Sugirin, 2016; Yanti, 2017); there is research that only focused on teachers’ perception in implementing CLT (Dandell, 2014); and most of the documented articles/thesis covered to investigate teachers’ perception on CLT principles. Taking the most common topics investigated by those researches, it can be concluded: 1) in terms of teachers’ understanding on CLT principles, most of the researches reported that teachers had good understanding about the principles held by CLT approach, 2) in terms of the extended of CLT principles put into practices by the teachers, it can be concluded that not all of the principles had been applied in the teachers classroom teaching practices, 3) in terms of difficulties, it was found that the big numbers of student in a class, students’ low English proficiency, and grammar-based examination are the three most common difficulties found in the researches.

Besides those three most common difficulties, lack of sources, lack of facilities, teachers’ lack of training also found in some researches. These results are taken from the researches in different settings of Indonesia in which most of the research had been conducted in Java island areas, there is still limited research found in others area of Indonesia such as Kalimantan, Sumatra and Sulawesi. Even though, based on the

documented researches that had been explained above already covered almost all levels of education in Indonesia, wider settings, subjects and instruments are strongly suggested for future researches in order to have broader reference on this topic. Hopefully the results of teachers' perception/attitudes toward the CLT approach, then, can be a great reference for decision-makers to redesign the adoption of this approach into our curricula in the future as one of preparation for the globalization that still growing days by days.

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