Communicative Language Teaching (CLT) Approach in *Kampung Inggris Pare* in the New Normal Period

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ABSTRAK

Tujuan dari penelitian ini adalah mendeskripsikan implementasi pendekatan CLT di Kampung Inggris Pare pada masa new normal. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian studi kasus. Hasil penelitian menunjukkan implementasi pendekatan CLT pada masa new normal dengan memperhatikan Surat Keputusan Bersama tentang Pedoman Pelaksanaan Pembelajaran selama pandemic COVID-19. Desain pembelajaran tetap bertumpu pada proses untuk meningkatkan kemampuan berbicara siswa melalui Discovery Learning seperti praktek berbicara, presentasi, dan diskusi, serta kebijakan institusional seperti English Area dan pemberlakuan protokol kesehatan. Disimpulkan bahwa implementasi pendekatan CLT dapat menyesuaikan dengan kebiasaan baru di masa pandemi tanpa harus menghilangkan makna dan substansi pendekatan yang menjadi ciri khas dari Kampung Inggris Pare.

ABSTRACT

This study aims to describe the implementation of the Communicative Language Teaching (CLT) approach in Kampung Inggris Pare during the new normal period. The research method used is a descriptive qualitative, case study. The study results indicate the implementation of the CLT approach during the new normal period takes into account the Joint Decree on Guidelines for the Implementation of Learning during the COVID -19 Pandemic. Instructional design still relies on processes to improve students' speaking skills through Discovery Learning strategies such as speaking practice, presentation, and discussion, as well as institutional policies such as the English Area and the health protocol. It can be concluded that the implementation of the CLT approach can adapt to new habits during the pandemic without having to lose the meaning and substance of the approach which is characteristic of Kampung Inggris Pare.

INTRODUCTION

Kampung Inggris Pare (KIP) is an image given to Pelem and Singgahan Villages, Pare District, Kediri Regency, East Java (Pratiwi et al., 2020). The imagery was built to represent the hundreds of English language course institutions established in the two villages as well as to describe a practical English learning environment. Kampung Inggris Pare houses 110-course institutions that can accommodate thousands of students periodically through an association called the FKB (Language Village Forum) (Pratiwi, 2021). *KIP* is also called the language village because over time it began to grow and develop course institutions that teach other foreign languages such as Arabic, Mandarin, and Korean (Mahruf & Sari, 2022). The COVID-19 (Coronaviruses Diseases 2019) pandemic that was endemic in early 2020 had a negative impact on learning programs in *KIP*. The call for social distancing and physical distancing in the Minister of Health Regulation No. 9 of 2020 concerning Guidelines for Large-Scale Social Restrictions *(PSBB)* resulted in the termination of learning activities in *KIP*, the return of students and tutors to their respective areas and also the temporary closure of access to *KIP* and surrounding areas (Winata et al., 2021). For 3 months, face-to-face learning activities in *KIP* have not been authorized by the local government to avoid the deployment of COVID-19. This condition automatically paralyzes the economy of course institutions, traders, and boarding house owners, who are very dependent on the purchasing power of students in *Kampung Inggris Pare*. Not long after, the government established a new normal policy in the world of education through a Joint Decree of 4 Ministers concerning Regulation for the execution of Learning in the 2020/2021 academic year during the COVID -19 pandemic. This policy was then used as the basis by *KIP* to reopen learning programs during the New Normal period.

Kampung Inggris Pare is known for its Communicative Language Teaching (CLT) approach to produce a learning environment that supports interaction and communication using the target language. The CLT approach is a basic framework or set of general principles of teaching which believes that the best method to learn a language is through active and meaningful social interaction, cooperation, opinion sharing, negotiation, and dialogue (Helgesen & Brown, 2007). Meaningful communication results from relevant, purposeful, and interesting learning content because the classroom is a collaborative learning community, and successful learning implicates the application of effective learning strategies (Richards, 2005). The CLT approach is characterized by communicative and interactive learning, use of target languages, introduction to authentic (non-pedagogic) texts in learning situations, focus on language acquisition and learning management, enhancement of personal experience, and correlation of communication activities inside and outside the classroom. According to Morrow (1981) in Madya, (2013) the CLT approach adheres to the principles: 1) functional learning objectives 2) language operated in real situations, 3) meaningful learning activities, 4) the use of the target language, and 5) a tolerant attitude towards students' mistakes. These principles are enriched with realistic material to reflect real-life demands and situations. Materials can be sourced from texts, images, videos, and audio, in the form of examples of announcements, conversations, buying and selling transactions, discussions, etc (Richards, 2005).

The CLT approach from the perspective of instructional technology is a soft technology that meets scientific characteristics, whereas the CLT approach is born from theoretical thoughts that continue to develop until now through in-depth research and research processes. (Heinich et al., 2002). Soft technology includes methods, models, and approaches to learning as well as other process-based technologies. The study and ethical practice of instructional technology includes facilitating learning and improving performance by creating, applying, and utilizing appropriate and technological processes and resources (Molenda & Harris, 2001). The CLT approach enters the domain of design and uses in the study of instructional technology. The design domain sees the CLT approach as a set of learning designs that contain objectives/competencies, rules, and principles of learning implementation (Smaldino et al., 2008). The utilization domain views the CLT approach in terms of facilitating learning and learning resources to overcome learning problems and improve learning outcomes. Experts make communicative competencies to be used as references in formulating functional and meaningful learning objectives (Garrison & Akyol, 2009). Communicative competence is composed of discourse, linguistic, sociocultural, and

actional competence (Celce-Murcia et al., 1995). The competencies you want to achieve will greatly determine the learning activities, whether they are fluency activities or accuracy activities (Richards, 2005). The implementation of the CLT approach in learning programs in *KIP* has an impact on the high intensity of using the target language as everyday language. Students are forced to get used to speaking English through daily conversations and English Area policies.

The implementation of the CLT approach through communicative activities such as pair work, role-play simulations, storytelling, playing cards, group work, picture narrating, and picture describing can improve students' speaking skills. Mangaleswaran & Aziz, (2019), in their research, tested the impact of implementing the CLT approach on students' speaking skills at Vocational High School 2 Jengka, Malaysia. After going through the effectiveness test by comparing the results of the pre-test (14.59) and post-test (15.23) it can be concluded that the implementation of the CLT approach has a positive impact on communicative competence by looking at the score difference which is quite significant at the .05 level. In Kanchanpur, Nepal, the teacher's perspective on the implementation of the CLT approach is quite positive. They believe that the CLT approach can improve students' speaking skills. However, this view is not matched by classroom practice, where teachers do not turn on communicative activities which are the essence of the successful application of the CLT approach (Tiwari, 2021). Teachers in Nepal have difficulty translating the principles of the CLT approach into real practice amid other problems faced. The same problem was also found by Armnzai & Alakrash, (2021) in Syria, where there are several challenges faced in the implementation of the CLT approach related to the education system and CLT itself such as lack of training for teachers, student learning styles, passive, inadequate learning resources, and the unavailability of assessment instruments based on the CLT approach. Similar challenges are faced by the education system in Bangladesh (Rahman et al., 2018), in Saudi Arabia (Alharbi, 2021), and in Asia in general (Wei et al., 2018). In the context of a course institution in Indonesia, Christianto, (2019) conducted research at IONS International Education and found that tutors had different perceptions in terms of weaknesses, difficulties, and application criteria, although all tutors responded positively to the CLT approach. The challenges above are still an obstacle to implementing the CLT approach in various EFL (English for Foreign Language) classes in Indonesia (Yanti et al., 2019).

In this study, the researcher did not attempt to disentangle the effectiveness or factors that influence the implementation of the CLT approach in *KIP* because the educational context in Pare is different from formal education in general, whereas *KIP* is not tied to the central government's policies regarding institutional management so that they are more flexible in moving and innovating, including in terms of implementing the CLT approach, which in general is the problem with the availability of competent human resources and infrastructure that support the implementation of the CLT approach. The researcher is more interested in seeing it from the scientific perspective of instructional technology which includes instructional design, learning strategies, and institutional policies, which are also novelties in the perspective of the problem. Moreover, the implementation of this approach was carried out during the New Normal period. This research certainly contributes to the institutional policies that will be taken by course institutions in *KIP* to formulate a good CLT approach after the COVID-19 pandemic.

METHOD

A descriptive qualitative research approach was used in this research with a case study. The framework used was the instructional technology perspective on the implementation of CLT learning in terms of the design and utilization domain (see Figure 1). The data were grouped based on the source, namely primary data such as interviews and field notes and secondary data such as literature review. Data were collected using in-depth interviews, observation, and documentation techniques. Data analysis techniques consisted of data collection, data presentation, data reduction, and conclusions (Figure 2). Sources of data were obtained from the owner of the course and tutors at the LC (Language Center) course institution.
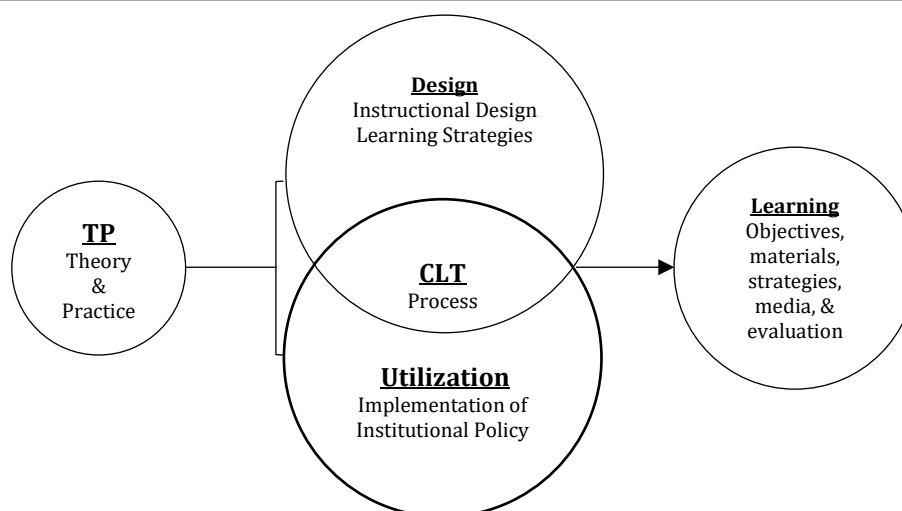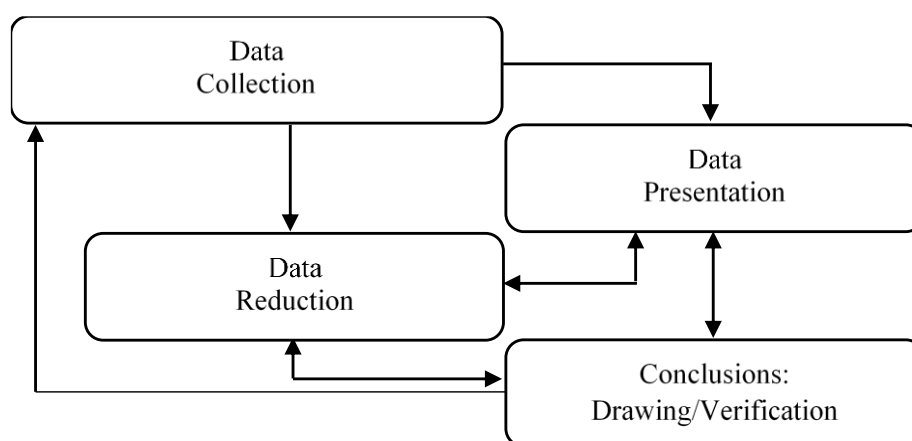
Figure 1. Research framework

Figure 2. Interactive analysis model

Table 1. Interview guide grid

No	Aspects	Purposes	Data Resources	Main Questions
1	Academic Activities in *KIP*	Exploring the Effect of the COVID-19 Pandemic on learning activities in *Kampung Inggris Pare*	Course Institution Owner	1. What is the effect of Covid-19 on learning activities in *Kampung Inggris Pare*? 2. What actions have the course institutions taken to respond to the impact of Covid-19? 3. What policies did the course institutions take to implement the CLT approach in the New Normal?
2	Implementation of the CLT Approach in Learning Programs	Exploring the Implementation of the CLT Approach in Learning Programs	Tutors at Course Institute	1. How is the application of the CLT Approach in the New Normal Period? 2. What is the current CLT approach to learning like? Is there a difference from the previous one? 3. What strategies are used in class? 4. What new adjustments have been made in the application of the CLT approach in the New Normal? 5. What are the differences in the application of the CLT approach in the Normal and New Normal times?

Table 2. Observation guidance grid

No	Observation Components	Yes	No	Exp.
	Planning			
1.	Learning Objectives contain communicative competence			
2.	The material is related to students' daily activities and according to their needs			
3.	Media, sources, and teaching materials support the achievement of communicative competence			
	Tutors			
1.	The teacher tolerates mistakes made by students within certain reasonable limits			
2.	Teachers control and organize learning activities well			
3.	Teachers appreciate and appreciate students' learning efforts			
	Students			
1.	Students play an active role and are involved in every learning activity			
2.	Students feel confident and respect each other			
3.	Enthusiasm and motivation to learn high students			
	New Normal Period			
1.	There is a new form of adjustment to the implementation of the CLT approach			

Table 3. List of documentation data

In Class	
1.	Student activities in class
2.	Teacher's role
3.	Discussion material
4.	Media, sources, and materials
5.	Class situation
6.	Uniqueness that occurs naturally in the classroom
Out of Class	
1.	Social interaction between students
2.	Available services and facilities
Others	
1.	Institution profile
2.	Institutional curriculum /Syllabus /Lesson Plan

The theory and practice of instructional technology in the design and utilization domains were used to look at problems in the form of a CLT approach which in instructional technology is said to be a process for learning. The design domain included instructional design and learning strategies, and the utilization domain included institutional policy. The framework of thought was made to assist in addressing the problems being researched, so as not to get out of the scientific field of the researcher. Instructional technology has theory and practice in overcoming learning problems that are eclectic, systemic, systematic, and synergistic.

Interview grids were arranged based on aspects, objectives, data sources, and core questions (Table 1). The questions were developed based on the researcher's goal to explore the effect of the COVID-19 pandemic on learning activities in *KIP* and the implementation of the CLT approach in the learning program. The observational guide grid was developed based on the principles of the CLT approach that had been put forward by experts which included planning elements, tutor and student activities, and added other elements (Table 2).

Table 3 showed a list of data collected by researchers. The tools used to document the data consist of mobile phones and flash drives. The data analysis process is carried out continuously and cyclically until the data is completely saturated. The interview data is presented in the form of interview transcripts which have been commented on by the researcher and the observation data is presented in the form of a short narrative related to the researcher's experience. How to reduce the data is done by looking at the suitability of the data obtained from other sources and methods to see their suitability with the facts and research focus. The reduced data is concluded

when it has been well confirmed. Conclusions were drawn carefully to reduce the subjective view of the researcher by verifying data on collection techniques, analysis techniques, and informants.

RESULTS

Language Center (LC) is one of the course institutions in *KIP* which can accommodate thousands of students in one study period. LC is located at Jalan Langkat No. 88 Singgahan, Pelem Village, Pare District. To date, LC has graduated 40,000 students through integrated intensive programs or programs that are integrated and taken intensively to accelerate understanding and proficiency in English. The CLT approach helps many students in LC who have difficulty learning English through the emotional closeness built by students and tutors in the classroom and the dormitory so that communicative activities such as sharing, counseling, reviewing, negotiating, etc. are often carried out informally. The CLT approach gave birth to the concept of an English area that requires students to speak English in certain areas such as classrooms, dormitories, and the office environment.

Instructional Design

Figure 3 shown an overview of the learning design in the intensive package program. Overall, the program development stage is divided into three parts, namely the planning, implementation, and assessment stages. The planning stage consists of consulting activities, recommendations, class placement, determining dormitories, and forming a tutor team. The implementation phase consists of learning activities in classrooms and dormitories, and English area policies. The assessment phase includes weekly exams and program final exams. The manager briefs all tutors on duty in the main class and camp class to discuss the material in one week regularly. Students attend the main class for 4 meetings/day and 90 minutes/meeting starting from Monday – Thursday. The main class consists of speaking 1, speaking 2, grammar, and pronunciation classes. Students attend camp classes as many as 2 meetings/per day for a duration of 60 minutes/per meeting. Camp class consists of vocabulary class. Students take weekly exams every Friday for all classes attended. Students take the final exam on Friday in the last week before the end of the program.
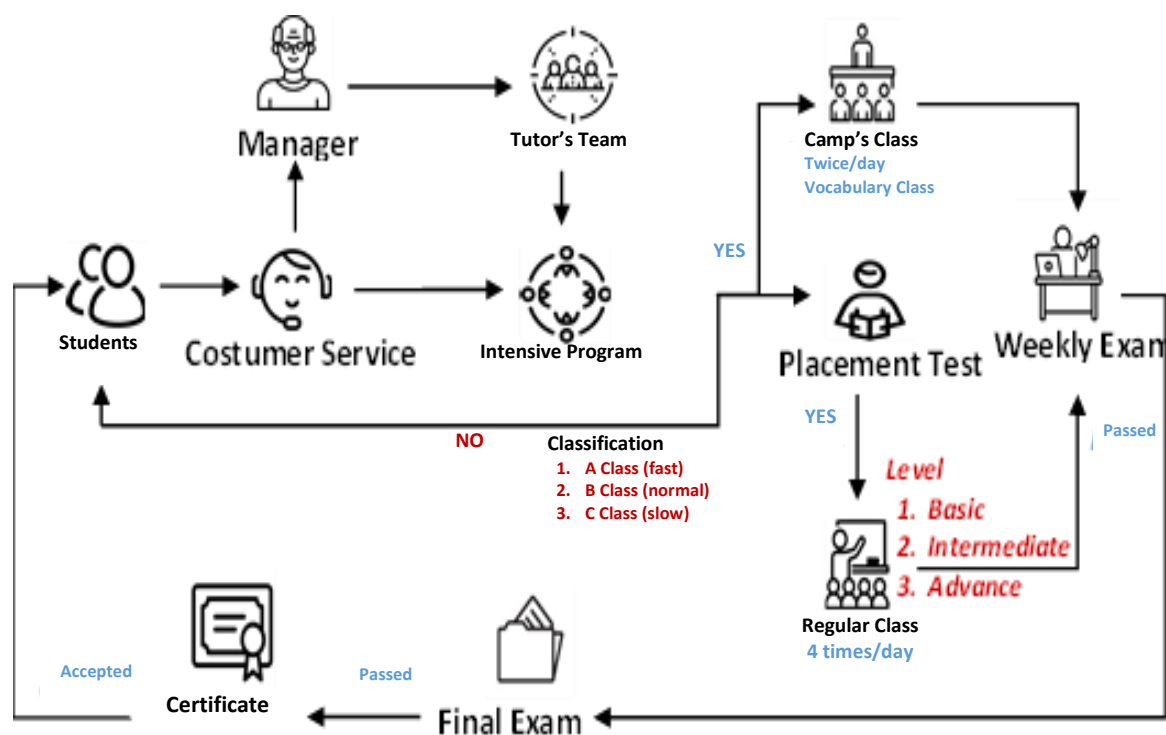

Figure 3. Intensive program learning design

Learning Strategies

Learning strategies in intensive programs are highly dependent on the characteristics of the subjects and the tutor's teaching experience (Figure 4), there is no general policy that is set institutionally.
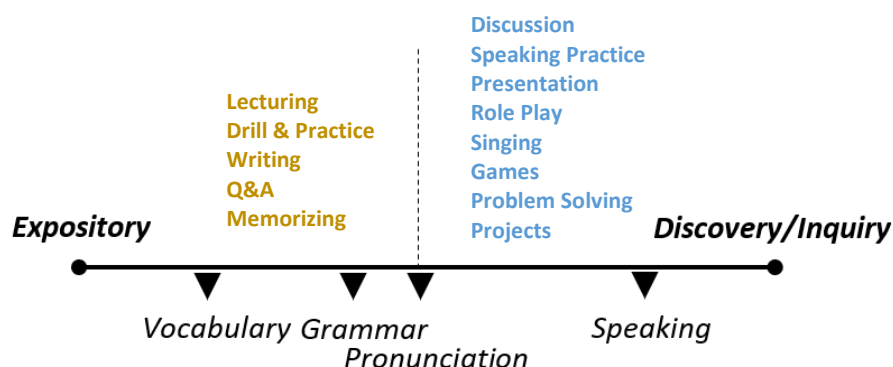

Figure 4. Intensive program learning strategy in main/regular class

Speaking classes more often involve students in mental and physical activities such as seeking information, concluding, exchanging ideas, role-playing, singing together, expressing feelings, etc. Therefore, the strategy used tends to be discovery. It's a different story with grammar class, where students' activities are more listening to tutor explanations, writing material, asking and answering tutor questions, and doing practice questions than other activities. The method used by tutors is generally drill & practice or doing the same activities repeatedly to strengthen associations and perfect skills to become permanent. This method is used to improve students' fluency in pronouncing words or sentences in English. In addition, singing is also an effective way that tutors use to teach students. Vocabulary class uses a more classic method, namely memorization or *muroja'ah* by depositing several memorized vocabulary to the tutor. Before that, the tutor gave examples of correct vocabulary pronunciation and then the students imitated it repeatedly until they really remembered and correctly pronounced it. Occasionally tutors challenge students by asking random vocabulary questions to make it harder and more challenging for students.

Institutional Policy

English area is an institutional policy taken to encourage English-speaking activities in the hostel/camp. Every student or tutor who is in the dormitory and its surroundings is required to use English as the main language in verbal or non-verbal conversations. These areas are marked with a banner that reads "English Area" which is affixed to the walls of the dormitory to remind students who are around the area.

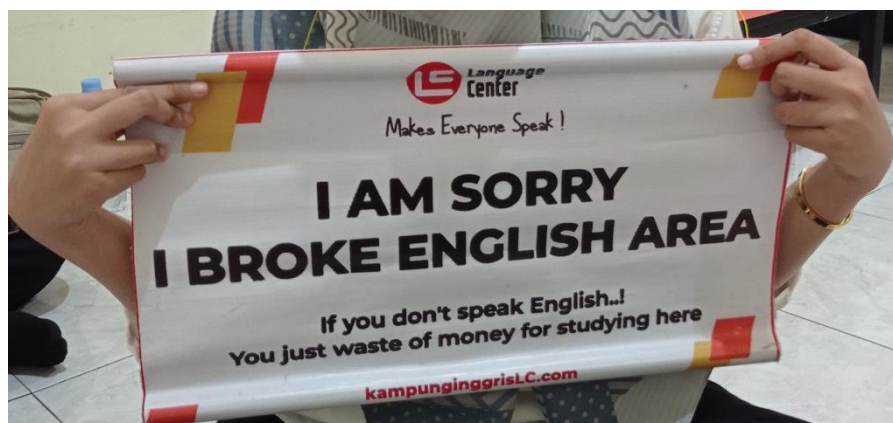**Figure 5. *Paper points* in english area LC**

Figure 6. Other forms of punishment

Students who are found to use other than English in the dormitory will receive light, medium, and severe penalties. Each student in the dormitory will be given a control paper called Paper Points which aims to record student violations which are calculated in the form of points (Figure 5). One word in a language other than English counts as one point. Three types of paper will be given to students according to the weight of the violation. Green paper means a minor violation with a point range of 1 -25 and the penalty is a fine of Rp. 1,000,-per point. Yellow paper means a moderate violation with a range of 26-50 points and the penalty is a fine of Rp. 3,000,-per point. Red paper means a serious violation with a range of more than 50 points and the penalty is a fine of Rp. 5.000,-per point. The fine money collected every Thursday will be calculated and used for common interests such as buying Yasinan consumption every Thursday night, helping friends who are in need (sick), spending time together around the *KIP*, etc.

Another punishment can be walking around the dormitory wearing a necklace that reads "I am sorry I broke English Area" (Figure 6). The punishment is given to improve student discipline in optimizing the English area and achieving faster learning outcomes. In the new normal period, the English area is maintained because it provides positive energy for the effectiveness of learning. The intensive program is carried out based on the Joint Decree of 4 Ministers Number 612 of 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year during the COVID-19 Pandemic. The following are some of the policies issued by the LC, namely: 1) Must show a rapid antigen test letter with negative results, to both tutors and students before joining the program, 2) Must fulfill health protocols like washing hands with soap, avoiding crowds, wearing masks, maintaining distance, and limiting mobility, 3) Must carry an LC identity card during activities in *Kampung Inggris Pare*, 4) Must be at the hostel/camp before 10.00 pm, 5) Must report to tutor if unwell and experiencing symptoms of COVID-19, 6) Willing to be checked daily by the tutor on duty, 7) Centralizing data on students health conditions in real-time through the Google Sheets application, 8) Providing PPE (Personal Protection Equipment) such as masks, face shields, and hand sanitizers, and 9) Improve coordination and communication with the COVID-19 task force of village and regional governments.

DISCUSSION
Instructional Design

Many learning design models have been formulated by experts to produce effective and innovative learning (Setyosari, 2020). Learning design models are developed based on theories and principles from scientific disciplines such as psychology, sociology, and communication (McDonald & Yanchar, 2020). However, based on the results of a survey in 2018, ADDIE (Analyze, Design, Develop, Implement, and Evaluate) is the most popular model and is often used by learning designers in universities after other models such as Backward Design, Bloom's Taxonomy, Quality Matters, etc. (Bond & Dirkin, 2020). The ADDIE model has a linear, systemic and systematic procedure so that it is easy to use for various purposes (Trust & Pektas, 2018). ADDIE adheres to the Input, Process, and Output (IPO) paradigm so ADDIE is very flexible and dynamic when compared to other models (Ghani & Daud, 2018). ADDIE is also a common

characteristic that is found in almost all instructional design models as well as the Dick and Carey, Kemp, Taylor, Smith, and Ragan models (Baturay, 2008). In a book entitled "Instructional Design: The ADDIE Approach", Branch, (2009) explained that the analysis phase aims to identify problems or learning gaps, the design phase aims to verify the desired results and appropriate testing methods, the development phase aims to produce learning resources, the implementation phase aims to prepare a learning environment, and the evaluation phase aims to review the quality of the learning environment, learning outcomes, and processes. The stages are taken through systematic and systemic steps to get maximum results.

Instructional design in the implementation of the CLT approach does not have special terminology such as the Dick and Carey, SAMR, TPACK, ASSURE, Alessi and Trollip, or Fink models because it is not rooted in descriptive or prescriptive theories that are popular among learning designers. The design is based on the principles and theories of linguistic learning proposed by experts such as Hymes, Littlewood, Brumfit, Marrow, Richards, etc. From the results of their study, the CLT theory was born which states that language is a means to express functional meaning through grammar and vocabulary (Madya, 2013). CLT learning is based on real communication, where students are given the freedom to try and make mistakes to be able to develop language accuracy and fluency by facilitating their learning needs such as competent tutors, adequate teaching materials, and a conducive learning environment (Richards, 2005). The main principle of the CLT approach is to study language as a communication tool, not as a science (Savignon, 1987; Savignon & Sysoyev, 2002). Communicative competencies are also an important consideration in the instructional design of the CLT approach. Littlewood, (2011) formulates five communicative competencies which include linguistic, discourse, pragmatic, sociolinguistic, and sociocultural competencies.

Instructional Strategy

Learning strategies are decisions made to provide information in a setting that involves the types, range, and timing of activities that might give students experiences (Gerlach et al., 1980). Figure 4. shows the strategy used in implementing the CLT approach in LC tends to be Discovery Learning, although there are some subjects such as Vocabulary, Grammar, and Pronunciation that use Expository Learning strategies. Within the framework of the communicative methodology, Littlewood et al. (1981) see it from two perspectives, specifically pre-communicative activities and communicative activities. The first one aims to equip students with basic knowledge, attitudes, and skills in using the target language through structural and semi-communicative activities. While the second one aims to facilitate students to use the target language that involves all elements that exist in the real environment through functional activities and social interactions. Learning methods such as lectures, drill and practices, writings, questions and answers, and memorization are preconditions of communicative activities, where students listen more and absorb the knowledge taught by the tutor. Learning methods such as discussions, speaking practice, presentations, role-playing, singing, learning projects, and games are conditioning communicative activities that require students to use the target language in their social interactions. Implementation of the CLT approach in the form of communicative activities such as role plays, brainstorming, jigsaws, games, competition, think-pair-share, and problem-solving tasks can increase students' self-confidence and communicative competence (Ho, 2020). Toro et al. (2019) in their research revealed that there are four main strategies used by teachers in developing communicative competence, namely modeling, repetition, pair, and group work. Richards, (2005) distinguishes communicative activities based on their objectives, namely Fluency Activities or Accuracy Activities. Alibekova & Urinboyeva, (2020) argue that the determination of communicative learning strategies needs to pay attention to the age, ability, motivation, and psychological characteristics of students.

Institutional Policy

The adherents of the flow of behaviorism argue that learning is a change in behavior to be watched, quantified, and assessed concretely. Changes in behavior occur due to the interaction between stimulus (S) and response (R) based on mechanistic laws (Slavin, 2012). Positive reinforcement makes responses stronger such as praise, applause, smiles, and rewards, while

negative reinforcement can lead to weakened responses such as reprimands, warnings, and sanctions. Guthrie (1886 – 1956) added one more variable, namely punishment (punishment) which is considered capable of changing a person's behavior as desired (Nurdyansyah, 2019). The English area policy is in line with behavioristic theory with stimulus in the form of camp classes, dormitories, experienced tutors, paper points, textbooks, punishments, and responses in the form of practice and the habit of speaking in English. Positive reinforcement is given through motivation, input, and suggestions for tips to improve abilities independently, while negative reinforcement is given through reprimands, advice, and threats. Fines and other sanctions are used as punishment and tutors and dorm friends are used as role models in the practice of speaking English. The existence of rules, penalties, and fines on students can be a boomerang for English area policies, especially for those whose learning rhythm is slow. The punishment variable proposed by Guthrie has received a lot of criticism because it causes the convicted person to look for ways to get rid of the punishment which sometimes has a worse impact than the error (Muhajirah, 2020).

The CLT approach is based on communicative, applicable, and meaningful learning. Within the framework of the CLT approach, the English area is included in a results-based framework that prioritizes behavior change as a reference in assessing learning outcomes according to Feez and Joyce in Madya (2013) the framework refers to several assumptions such as learning is a social activity, learning is more effective if the goals are clear, measurable and directed, and students are taught through certain procedures and stages. However, the dominance of behavioristic theory in the implementation of the English area is slightly contrary to the basic theory underlying the CLT approach, where in principle "Learners take varied paths to language acquisition, advance at varying rates, and have various demands and motives for doing so" (Richards, 2005).

CONCLUSION

The implementation of the CLT approach can adapt to new habits during the pandemic without having to lose the meaning and substance of the approach that has become the hallmark of *Kampung Inggris Pare*. Instructional design on the CLT approach is made systemically and systematically based on theories and principles of communicative learning that have been formulated by experts in the field of linguistics. The learning strategies used tend to be Discovery Learning with communicative activity content. The institutional policies taken strengthened the application of instructional design and learning strategies during the new normal period to ensure the achievement of students' communicative competence. The good synergy between the three elements in the implementation of the CLT approach in *KIP* further emphasizes the existence and readiness of the learning community in carrying out learning in difficult times. This study did not reveal the psychological atmosphere of students while studying in *KIP* under pressure from health protocols that must be implemented and concerns about contracting COVID-19. The findings in this study may be a point of view to further examine the issue through a variety of perspectives from different scientific disciplines.

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