

Teachers' understanding of communicative language teaching at SMK Al Hikmah Kalirejo

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ABSTRACT

This study aimed to explore the understanding of English teachers at SMK AL Hikmah Kalirejo Central Lampung regarding Communicative Language Teaching (CLT) and differentiated instruction. The data were collected through questionnaires. This study used a qualitative approach with content analysis. The research found that 100% of the teachers agreed on the importance of student-centered learning, collaborative activities, and adapting instruction to meet students' needs, aligning with CLT and differentiated instruction principles. However, there were points of divergence regarding the emphasis on fluency versus accuracy parameters. While 60% of the teachers believed explicit grammar instruction was important for understanding context, 40% disagreed, citing that it could make students less confident in practicing English.

The study highlights the need for further research into the implications of different instructional emphases on student language development and classroom practices. The findings contribute to the existing body of research on language teachers' beliefs and practices, providing a comprehensive understanding of their perspectives on key issues in language teaching and learning.

Keywords: CLT(Communicative Language Teaching), and Teachers' Understanding.