

**INDONESIAN EFL TEACHERS' BELIEFS AND PRACTICES ON CLT
DURING IN-SERVICE TEACHER PROFESSIONAL EDUCATION
PROGRAM**

A THESIS



By

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**MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION
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UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
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A THESIS

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Advisor's Approval

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Indonesian EFL Teachers' Beliefs and Practices on CLT During In-Service Teacher Professional Development Program

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ABSTRACT

This study explores Indonesian in-service EFL teachers' beliefs on Communicative Language Teaching (CLT) and the extent to which these beliefs align with their enactment in classroom practices during the implementation of Indonesia's Teacher Professional Education Program, namely *Pendidikan Profesi Guru (PPG)*. Given the curriculum demand for communicative competence and learner-centered learning, the study seeks to examine what teachers' beliefs on CLT are and how they enact their classroom practices. It aims at investigating what teachers' underlying beliefs and how teachers' enactment indicates the underlying CLT constructs such as meaning-focused instruction, target language use, active student engagement, authentic language use, contextual learning, learner-centeredness, and task-based learning.

A qualitative method was used, with five EFL in-service teachers from different schools across Indonesia. Through classroom observations, field notes, and document analysis, it was possible to closely understand teachers' pedagogical decisions and the forces at play that determined how CLT was appropriated. The data were analyzed inductively, and the emerging themes revealed patterns of belief as well as practice, together with institutional, contextual, and pedagogical factors that impacted teachers' decision-making when providing instruction.

Results illustrate that teachers generally have positive attitudes towards communication, learners' participation, and student-centered learning, but their classroom practices reflected varied orientations of CLT. While they attempted to incorporate communicative and interactional tasks, traditional teaching prioritized their classroom with excessive use of L1, explicit grammar rule presentation, and repetition. The findings also indicate that institutional constraints such as class size, exam orientation, and lack of resources as well as time were responsible for constraining the total operation of CLT. The research concludes such a gap between belief and enactment cannot be eliminated without compensation by means of continuing professional support, opportunities for reflective learning, and better school resources. It implies that ongoing, situationally specific in-service courses like those of *PPG* are critical to the development of CLT approaches in Indonesia and to achieving a greater focus on communicative and learner-centered classroom practices consistent with curriculum expectations.

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