

CHAPTER I

INTRODUCTION

A. The Background of the Study

The significance of need for learning English has directly becomes the huge demand in teaching English. Therefore, a number of teaching approaches and methodologies have been proposed by language scholars and educators. A communicative approach opens up a wider perspective on a language. It makes us considers that language is not only on the terms of its structures (grammar and vocabulary) , but also in the term of the communicative function that is performed.

Communicative Language Teaching (CLT) is a language teaching tradition which has been developed in the 1970s. The CLT approach has been very popular among English learners and is becoming a predominant teaching approach today. The CLT mainly aims to promote the communicative competence of learners and it has incredibly influenced the approaches of English learning and teaching. According to Harmer (2001:85–86), Communicative Language Teaching is used to describe learning sequence that aims to improve the students' ability to communicate.

Before the CLT was adopted, teachers normally used teaching approaches such as grammar-translation, audio-lingual method, etc, which attach more importance to language patterns and structures. Educators at that time began to doubt whether these style were the most appropriate to teach students how to

master a language because teachers found that their students were able to produce correct sentences in classrooms, but they could not use them appropriately in an authentic conversation outside classrooms. Most students were “structurally competent but communicatively incompetent” (Ma, 2003: 101). Therefore, based on the limitations of the former teaching methods, the CLT approach was developed.

On the other hand, there are four skills that must be mastered by students, which are listening, speaking, reading, and writing. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the language either in oral or written form. The four skills are crucial, but the one of most crucial is speaking. Khadidja K (2009) said that speaking is concerned. It is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Moreover, Harmer point out, English is spoken by at least a quarter of the world’s population. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this globalization era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication.

Based on the observation in SMAN 1 Kualuh Leidong, the researcher found that the teaching style of the teacher is so conventional. Teacher applies the grammar translation approach which is the traditional teaching approach. In Grammar-translation approach practice, teacher pays attention on the rule of a particular item of grammar, practice it using the item through writing sentence and translate it (Tim Bowen: 2001). Principles of Grammar translation approach focuses on grammatical form, translating, learning rules, and memorizing vocabulary (Setiyadi: 2006). In this case, Researcher found that the process of teaching is just about giving the material to the student, explain about the structure (grammar and vocabulary), ask them to translate it, then ask them to answer the question related to the material given without speaking practicing though it is in speaking task. Sometimes, teacher just teaches about grammar and give the student the exercise. The interaction in teaching learning process also uses Bahasa Indonesia. Teacher appears to teach mainly by focusing on linguistic knowledge such as grammar rules without pay attention to the communicative competent of students, because he believes that it could help students to pass the examinations. In this case, students just become the passive learners in teaching speaking process.

Based on the explanation earlier, researcher believes that the application of CLT approach may significantly contribute to make the teaching speaking English class be better. Therefore, the researcher conduct a research entitled : The Application of Communicative Language Teaching in Teaching Speaking Second Year (Grade XI) of SMA Negeri 1 Kualuh Leidong.

B. The Problem of the Study

The research question of this study is:

How does English teacher apply CLT in teaching speaking ?

C. The Objective of the Study

The aim of the study is to know how English teacher applies CLT in speaking class.

D. The Scope of the Study

There are some approaches that can be applying in Speaking class such as the Oral Approach And Situational Language Teaching, The Audiolingual Approach, The Total Silent Way, Community Language Learning, Communicative Language Teaching, Centre Teaching Learning, etc. This study focuses on the application of Communicative language Teaching (CLT) in teaching speaking of the second year (grade XI) of SMAN1 Kualuh Leidong

E. The Significance of the Study

The findings of the study are expected to be useful for:

1. Teachers : to get better understand the appropriateness and effectiveness of CLT activities in teaching speaking practice.
2. Students : It may motivate language learners to express their ideas, feeling and to get or share the information actively and confidently.

3. Readers : It may give the information of applying CLT in speaking class. I
4. Another researcher : it may make another researcher interest to conduct a research on the notion of CLT. It is expected to be able give the improvement for speaking class in the future.

F. The Assumption of Study

The research assumes that English teacher can apply Communicative Language Teaching approach well

