

ABSTRACT

Lubis, Yustini Annah. 2005. *The Application of Communicative Approach in Smu Negeri 1 Medan*. Thesis: The State University of Medan.

This thesis deals with the investigation of teachers' perspective in teaching English and to investigate the constraints against the success of communicative approach. The subjects of this study are the English teachers of SMA Negeri 1 Medan. There are 11 English teachers in the school. The interpretative-constructivist research paradigm was used. In collecting the data, there were two phases: phase 1: the attitudes scale: This phase was to ascertain teachers' attitudes to the Communicative Approach as an innovation versus the traditional grammatical structural notions in language teaching and learning. Therefore, a set of questionnaire was used to collect the data consisting of 26 statements (13 positive and 13 negative) reflecting aspects of both traditions matched against a four-point scale ranging from strongly agree to strongly disagree. Phase 2: the semi-structured interviews: this phase was to ascertain the range of constraints facing teachers in the teaching of EFL communicatively.

The findings indicate that there were many aspects of communicative approach are not applied based on the teachers' perspective in SMA Negeri 1 Medan. Those aspects are concerned to 1) In selecting the materials, the teachers do not consider the principle of authenticity. 2) In emphasizing between accuracy and fluency, the teachers emphasize accuracy than fluency. 3) The teachers' role are dominant and the students' role are less dominant. 4) The teachers transfer the knowledge of language and not facilitator of learning the language. 5) In teaching reading comprehension, the teachers teach translation technique than reading strategies. 6) Teachers dominantly use Indonesian language during the learning process. 7) Students' errors are corrected immediately. 8) The teachers give many drills, home assignment, and repetitions. 9) The teachers' oriented is product oriented rather than process oriented.

The teachers' constraints are due to the fact that they don't have any authority to select appropriate textbooks for their students and also they consider that their students have low ability in English.