

CHAPTER I

INTRODUCTION

1.1 Background of The Research

There are so many methods that can be used by the English teacher to solve English language teaching problems in Indonesia. One of the methods that can be used is Communicative Language Teaching.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (in Richard 2001:159) referred to as “communicative competence”. It was definition of what a speaker need to know in order to be communicatively competent in a speech community. Communicative Language Teaching is ones of the methods which suites with the goal of language teaching especially in teaching speaking. According to Harmer (2002:84) Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only about what aspects of language to teach, but also a shift in emphasis in how to teach”. The ‘what to teach aspect’ of the CLT stressed the significance of language functions rather than focusing solely on grammar and vocabulary. The ‘how to teach aspect’ of the CLT is related to the idea that language in use can be learned by the students during the teaching and learning process and it is important for a student’s development of knowledge and skill.

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules.

According to Harmer (2002:269) “speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’”. In other hand, Thornbury (2005:1) stated that “speaking is the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with bit pronunciation thrown in, and involves both a command of certain skills and several types of knowledge”. So, it may be said that speaking is the capability of an individual to speak fluently includes the knowledge of language and how to use the language.

Seventh grade students in SMPN 2 Yosowilangun in the academic year 2015/2016 have some difficulties in learning English, especially in speaking. First, the students are often inhibited about trying to say thing in foreign language in the classroom, sometime they worried about making mistakes or simply shy of the attention that their speech is attracted. It will make them loose of their confidence. Second, students are usually having nothing to say because they cannot think of anything to say. Third, students are easier to speak using their mother tongue rather than English. It is because English is not used in their daily life.

The activities in CLT typically involve students in real or realistic communication, where the accuracy of language they use is less important than successful achievement of the communicative task they are performing. Students

should have a desire to communicate something. They should be focused on the content of what they are saying rather than on a particular language form. It means that CLT has an aim to improve students' ability to communicate in oral. That statement is supported by Wu (2008:50), he stated that CLT emphasizes the speaking skill in order to improve their communicative ability by focusing on meaning, and refuses error correction for maintaining the conversation.

There is any previous study that can prove that CLT has significance effect in improving students speaking ability. Safitri (2015:14) stated that "there is an effectiveness of using CLT in learning speaking to the eight grade students of SMPN 1 Semen Kediri in academic year 2014/2015". Student's mean of post-test is higher than the mean of pre-test. So, it can be said that the students' speaking score is increasing after they are taught using CLT.

1.2 Problem of the Research

Based on the background, the problem of the research is there any significant effect of using Communicative Language Teaching Method on the seventh grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016?

1.3 Objective of the Research

The research objective is intended to know the effect of Communicative Language Teaching Method on the seventh grade students' speaking ability at SMPN 2 Yosowilangun in the academic year 2015/2016.

1.4 Operational Definition

The operational definition will serve as guideline to grasp the concept and the indicator of the study. It is used to avoid misunderstanding and misinterpreting of the research. So, it is necessary to define Communicative Language Teaching Method and speaking ability.

1.4.1 Communicative Language Teaching

Communicative Language Teaching (CLT) is a method that helps the students be more active in real life situations through the means of individual, pair and group work activities. It focuses on real oral communication with variety of language without too focus on form of grammatical pattern. It uses real-life situations that generate communication. The teacher sets up situation that the students are likely to encounter in real life. The real simulation changes from day to day because student's motivation to learn comes to their desire to communicate in meaningful ways about meaningful topics.

1.4.2 Speaking Ability

Speaking ability is the productive skill in the oral mode. It means that we say what we see, feel, and think orally. It used to communicate with other speaker and focused on the grammar, vocabulary, fluency and pronunciation.

1.5 Significance of The Research

It is hoped that the result of this research will be useful theoretically and practically for the English teacher in teaching speaking.

1.5.1 Theoretical Significance

The result of this research is expected to become important information for the English teacher about the students' speaking ability by using Communicative Language Teaching Method.

1.5.2 Practical Significance

The result of this research can be used to guide the English teacher to improve the method of teaching speaking. Further, the result can be used as an information and motivation for the institution to develop English teaching and learning process.

1.6 Scope of The Research

The scope of this research is about the implementation of Communicative Language Teaching Method to know the effect of it on students' speaking ability. To avoid misunderstanding and estimate what writer has explained, the writer only focuses on Communicative Language Teaching Method as the activity of the students. The research is implemented at seventh grade students of SMPN 2 Yosowilangun in the academic year 2015/2016.