

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter consists of the background of the study, purposes of the study, research questions, scope of the study, significance of the study, definitions of key terms, organization of the thesis, and concluding remarks.

1.2 Background of the Study

Speaking is an important aspect in language learning. By speaking, people can convey ideas and maintain social relationship with others. According to British Council's report (1998) in Syakir (2009), more than two billion people use English to communicate. This report also adds that it is such a large percentage of the world's language people who use English in their communication. Many language learners regard speaking ability as the most important skill that they can acquire and assess their progress in terms of their accomplishments in oral communication.

On the contrary, some students, especially at one vocational high school in Pangkalpinang, are still unable to speak English fluently although they have learned it for many years. It can be seen from the low result of their speaking tests given by the English teacher. Since there are commonly thirty students in each class, the students just have little chance to practice speaking. They are passive in the classrooms. This condition leads to the result that speaking skill of most students are comparatively lower than other skills, such as listening, reading, writing, and grammar. Moreover, based on an interview with an English teacher in this school, there are two main factors that might lead to the lower competence of the students' speaking skill. They were nervous and afraid of making mistakes and lacked of vocabulary.

To cope with this problem, it is necessary for English teachers to create and employ a certain method and technique in order to assist students in improving their speaking ability since the teacher plays an important role in determining what method and technique which can encourage students to speak English in learning process (Celce-murcia, 2001). In this regard, one way to help students improve their speaking ability is implementing Communicative Language Teaching.

Communicative Language Teaching (CLT) is a method which aims to develop students' communicative competence by involving students in real-life learning environment (Savignon, 2002). As this method uses authentic situations, the students will get a greater sense of "ownership" of their learning which develops their motivation in learning English (Brown, 1994), including in speaking.

A number of studies have examined the effectiveness of applying Communicative Language Teaching in teaching speaking (e.g., Amizura et al., 201; Mulat, 2003; Badger, 2008; Hassanova & Shadiea, 2008; Vongxay, 2013). However, to the researcher's knowledge, research on applying CLT in teaching speaking in Indonesian context has been conducted by a few researchers (Geno, 2009; Efrizal, 2012). None of these studies has been conducted in vocational high school setting.

This study, thus, aims to fill this gap by examining the use of Communicative Language Teaching (CLT) in teaching speaking at one vocational high school in Pangkalpinang, Bangka Belitung, Indonesia. Specifically, this study attempts to find out whether CLT is effective in improving the students' speaking ability. Moreover, this study aims to identify the students' responses to the implementation of CLT in teaching speaking.

The results of this study are expected to be significant theoretically, practically, and professionally. Theoretically, the results will contribute to the enrichment of theories on Communicative Language Teaching (CLT) in teaching

speaking. Practically, the results will encourage teachers to apply this method to develop students' speaking skill. Professionally, the results will provide EFL teachers with some information on the use of CL to develop the students' speaking skill.

1.3 Purposes of the Study

This study aims to address the following questions:

1. Whether Communicative Language Teaching (CLT) is effective in improving the students' speaking ability
2. The students' responses to the implementation of Communicative Language Teaching (CLT) in teaching speaking?

1.4 Research Questions

This study attempts to address the following questions:

1. Is Communicative Language Teaching (CLT) effective in improving the students' speaking ability
2. What are the students' responses to the implementation of Communicative Language Teaching (CLT) in teaching speaking?

1.5 Scope of the Study

This study aims to investigate the use of Communicative Language Teaching (CLT) in teaching speaking at one of the vocational high school in Pangkalpinang. The study focused on the effectiveness of Communicative Language Teaching (CLT) to improve the students' speaking ability that can be seen from four aspects. These include accuracy, fluency, vocabulary, and pronunciation. Moreover, this study focused on the students responses to the implementation of CLT that can be seen from the principles of CLT developed by experts.

1.6 Significance of the Study

The results of this study are considered to be significant theoretically, practically, and professionally.

Theoretically, the results will contribute to the enrichment of theories on Communicative Language Teaching (CLT) in teaching speaking. Practically, the results will encourage teachers to apply this method to develop students' speaking skill. In other words, students are assisted in practicing speaking English confidently.

1.7 Definitions of Key Terms

The following are the terms used in this study:

- 1) Teaching in this study means an activity to guide and facilitate students in learning, in order to enable them to learn, and also to set conditions for teaching
- 2) Speaking in this study means the utterance of words or articulation of sounds with ordinary speech modulation and talk
- 3) Communicative Language Teaching in this study refers to the method of teaching language that takes more emphasis on communicative method as an interaction at one vocational high school in Pangkalpinang

1.8 Organization the Thesis

Chapter 1 consists of the background of the study, purposes of the study, research questions, scope of the study, significance of the study, definitions of the key terms, and organization of the thesis.

Chapter 2 will focus on the literature related to teaching speaking. It includes the nature of speaking, aspects in teaching speaking, principles in teaching speaking, techniques in teaching speaking, Communicative Language Teaching, and previous research related to the implementation of CLT in teaching speaking as well as the concluding remarks.

Chapter 3 will discuss the research methodology used in this study. It consists of five sections, including research design, site and participants, research instruments, data collection techniques, data analysis technique, and concluding remarks.

Chapter 4 will present the data obtained from the data collection techniques: the tests and questionnaire. The findings are based on the measurement of the test scores both from the experimental and control group. It aims to answer the research questions regarding the effects of Communicative Language Teaching in teaching speaking and the students' responses to the teaching program. The group of the students is categorized into two: experimental and control class. Experimental class was taught by applying Communicative Language Teaching (CLT) and the control class was taught by using Audio Lingual Method (ALM).

Chapter 5 concludes the findings of the research and implications of the Communicative Language Teaching method (CLT) in teaching speaking. Some recommendations are provided that might be useful for further related research.

1.9 Concluding Remarks

This chapter has discussed the introduction part of the study. It has provided the background of the study, research questions, purposes, scope of the study, significance of the study, definitions of the key terms and organization of the thesis. Finally, the details of the literature review will be discussed in the next chapter.