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**THE COMPARATIVE STUDY BETWEEN THE STUDENTS ACHIEVEMENT
IN PRODUCING ENGLISH SPOKEN LANGUAGE WITH USING
COMMUNICATIVE LANGUAGE TEACHING AND AUDIO LINGUAL
METHOD AT SENIOR HIGH SCHOOL STUDENTS OF MA YATAMU
PASAWAHAN - CIREBON**

A THESIS

Submitted to English Education Department of Tarbiyah Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfillment of the Requirements of
Islamic Scholar Degree in English Education



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

What is language and what are its characteristics? At the simplest level there are two important aspects of language: the structural elements and its uses. The structural elements are sounds, words and a system of rules that govern the way the language works. The rules or grammar of a language govern such things as word structure, for example, when to use *walk* rather than *walked*, word choice, for example, when to use *which* rather than *that*, and word order. Being able to use the grammar of a language enables speakers to combine words to produce meaningful utterances or oral texts that may contain a few words or thousands of sentences.

Being able to understand and produce language or to listen and speak enables us to interact socially with others. It enables us to communicate with others by conveying and receiving meanings. Perhaps most importantly, it enables us to learn by exploring, narrating and reflecting on experiences and knowledge with others and with ourselves. (Ann C. Browne, 2007 p. 19).



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Dr. M.F. Fatel and Praveen M. Jain (2008 p. 29) The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception of discovering likeness and differences in thing observed, of forming general ideas, and of discovering relationships. It has been observed in the first place that language is a vital part of the growth process. Language is a social act, a means of adjustment to control over other people. The entire process of socialization is largely a process of language development.

Remembering the importance of English right now, so it must be studied absolutely. The writer realizes that studying English is not easy. It can be seen on students especially in Indonesia. Even English has been a subject of school and it has been studied in primary school until university. But, in fact, students still confused and get trouble understanding and using English language in real situation. They do not show good ability as expected.

We are as teachers know that there are different learner types as well as different types of intelligence. Some children can only 'function' when given clear instructions that are checked; other children are always on the look-out for some sort of challenge; others again like to stay in a dream world for a while before being able to perform really well. (Alec Templeton, p. 16)



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Students who learn language in classroom may have different skill, ability, level, interest, understanding and perception. we are as educators should know about the students differencies above, so that next time when we are going to teach them, we can consider some techniques and principles will be used in language teaching and finally we can design the course which is fit with students condition. We hope by knowing the students differencies in language learning, we can help them facing their problem in language learning.

As we know that language as a tool of communication, so it must be used and practiced regularly. Although communication can be done in written, but much more communication is done in spoken. This is become important consideration in language teaching. Especially for teachers and educators to design teaching and learning process so that the target language can be achieved. Unfortunately, this is also become a problem which is faced by students in classroom. Some of them have trouble in producing and developing English spoken language.

According to Jack C. Richards in teaching speaking theories and methodologies says some reasons why students are poor in speaking skills are:

- Lack of curriculum emphasis on speaking skills.
- Teacher's limited English proficiency.
- Classroom conditions do not favor oral activities.
- Limited opportunities outside of class to practice.
- Examination system does not emphasize oral skill.

There are lots of efforts from the author of education and teacher especially English teacher in which be able to improve teaching and learning result. To make students be able to get the target language which is expected, the authors of education and the English teacher have to get innovation in learning and teaching English. They have to find, choose, adapt, design and present the course as good as possible so that the target language which has been planned can be achieved.

Because of the important factors above, so, in this way the writer wants to overcome students' difficulties in producing English spoken language with using CLT and ALM. He also wants to compare between the use of CLT and ALM in language teaching in order to find out significant method used in language teaching so that it can help both teachers and learners in developing their english spoken language.

CLT and ALM are two methods which are used to improve students' ability in teaching and learning language. Besides there are lots of methods can be used appropriately. But not all methods used to improve only on one skill such as speaking skill. They may be used to improve students' ability in different skill and level. Each method also has each own principles and unique Such as CLT and ALM. The writer takes these methods because he wants to improve the fact of CLT and ALM in teaching and learning language if they are appropriate methods which can be used in developing speaking skill or not. It is become disputation between the researchers. Some researchers said that both CLT and



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ALM are the effective methods which may be used by the teacher in improving students speaking skill. But some are not.

The use of CLT and ALM in this research is intended to overcome students' difficulties in producing English spoken language. Even they have different characteristics, but the principles are the same. That is to improve students speaking skill.

CLT is a method which is designed to focus on how students able to communicate with others in a real situation. It is including on what students want to say and how to say it. Besides, it has characteristics like accuracy and fluently where students are regarded to be able not only to communicate in a real situation, but they also have to pronounce words and say them correctly based on the structure of the language.

While ALM is a method which is not focus on how students able to understand words but it is more focusing on students acquisition and common everyday dialogue. This is done by using drilling, memorization and repetition until students get reinforcement. Finally, students are expected to be able to use the language correctly. Besides, the teacher also should consider using grammatical explanation, vocabulary in context and pronunciation.

Based on the description given above, the writer has assumption that using CLT and ALM may be the effective way to overcome students' difficulties in producing English spoken language and may enable students to communicate well based on the target language.



B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The field of the research

The field of the research is method of teaching which is focusing on students' speaking ability.

2. The kinds of the problem

Students' speaking ability is still low and they have not mastered yet in producing English spoken language.

3. The main problem

The main problem is that students have some difficulties in communicating with others and still confuse producing English spoken language in a real situation.

C. The Limitation of The Problem

In this thesis the writer would like to limit the problem only on the students' achievement in producing English spoken language and the comparison between the students' achievement with using communicative language teaching and audio lingual method.

D. The Questions of The Research

The writer wants to present questions which focused only on three kinds of problems. They are namely:



1. How is the students' achievement in producing English spoken language with using CLT?
2. How is the students' achievement in producing English spoken language with using ALM?
3. Is there any positive and significant comparison between the use of CLT and ALM in producing English spoken language?

E. The Aims of The Research

1. To find out the students' achievement in producing English spoken language with using CLT.
2. To find out the students' achievement in producing English spoken language with using ALM.
3. To find out the positive and significant comparison between the use of CLT and ALM in producing English spoken language.

F. The Use of The Research

The research product hoped to be able to find out the comparison between the use of CLT and ALM in language teaching and learning process. And to improve the fact of CLT and ALM in learning process if they are appropriate methods to improve students' spoken english language or not. If the fact is true, the methods then, can be used to overcome students' difficulties in producing English spoken language.



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