

CHAPTER I

INTRODUCTION

A. The Background of The Problem

People wherever they live they use language to communicate with others. Language is one of the most important and useful tools for human being. It is used for communication either in writing or speaking. By the language, we can express our idea our feeling and what most important we can communicate with each other. It means that language is the most important and effective of communication used in human life.

Language and people are inseparable and just like Ludy T. Benjamin et al (1987: 228) states that it is one of forms of communication; it may be expressed in oral speech or through the printed word. They also state that language is an integral part of such functioning.

People created by God as individuals and social being in His destination. They are different not only in tribes but also in the languages. In this case Allah said in Al-Qur'an Ar-Rum 30: 22

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّغَاتِكُمْ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors, surely there are signs in this for the learned“. (Muhammad Ali, 1991: 778)

As social beings automatically needs media of communication in communities, that is language. The language used differently; spoken and written as media of communication. (Mustakim, 1994: 1). Communication is a process involving a sender and receiver.

In our country, there are three kinds of language. They are mother language, national language and foreign language. English, as a foreign language is the most important language used in our country. English becomes the first foreign language learned and taught to the students of Elementary school up to students of University.

The teaching English in Indonesia is focused on four of language skills. They are reading, writing, speaking and listening. It is mentioned in the Outlines of English Teaching Programs (GBPP). The students speaking competency is the second aim of instructional objective. It means that speaking ability occupies the second place among such other language skills.

The education circles should give a serious attention to the speaking as one of the language skills. David Nunan (1991: 39) on his book says that:

“Because it is the most important aspect of learning a second foreign language, and the success is measured in terms of the ability to carry out a conversation in language”.

The communicative language teaching, theoretically, will help so much the students to learn English easier, more effective to the goal of teaching and learning because by this method the students are acquainted with the communicative activities. The communicative language teaching, according to Susan Kaifuthu (2002: 3), stressed the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic material in small groups of communication activities, during which they receive practice in negotiating meaning.

However, this intension does not meet a good result because most of the students, if not all, especially the second grade of SMF Muhamadiyah Cirebon still face the difficulties in speaking English. They find the difficulties in speaking English when they are asked by the teacher to answer the question in English. They often feel do not have good self confidence for lack of speaking materials, lack of motivations and creativities although the communicative language teaching has been in process for years.

B. The Formulation of the Problem

The Formulation of The Problem in this research is divided into three parts:

1. Identification of the research

a. The field research

The field of the research for this thesis is the speaking skill and method of teaching (communicative language teaching used as a method).

b. The approach of the research

Here, the writer uses the experimental approach whereas the writer becomes an active participant involved in all activities in relation with communicative language teaching. Also the writer collects, organizes, analyzes, compares, and summarizes the data so as to make systemic, valid, and reasonable indicators of the events and situations.

c. Kind of problem

The kind of the problem in this thesis is to describe the contributions of the communicative language teaching as a significant method which theoretically should have positive aspects or good influences to the teaching and learning process especially to the students speaking skill. To examine this theory the writer will try very hard to have a research on its contributions through the student achievement in english subject.

The teaching of speaking skill using the communicative language teaching has been done by the English teachers of SMF Muhamadiyah Cirebon which the writer wants to see how far its contributions are.

2. Limitation of the problem

To overcome misunderstanding and misinterpreting of the problem, the writer would like to limit the problems as follows:

- a. The application of Communicative Language Teaching.
- b. The achievement of the students speaking skill.

3. The Statement of The problem

To see the real problem, the writer will try to focus the research on the contribution of the communicative language teaching towards students speaking skill at SMF Muhamadiyah Cirebon:

- a. How far is the application of communicative language teaching arouses the student's motivation to learn speaking?
- b. What are the efforts of the English teachers to make the communicative language teaching effective?
- c. How much is the contribution of communicative language teaching towards the students speaking skill?

C. The Aims of the research

The aims of the research that will be gained in this thesis are as follows:

1. To describe the application of the communicative language teaching in SMF Muhamadiyah Cirebon.
2. To know the English teachers efforts on developing the communicative language teaching.
3. To show the contribution of the communicative Language teaching to the students speaking skill.

D. The frame of thinking

English as an International language used in all over the world is one of the reason why it is should be learnt by the students in every country. Therefore, the students of Indonesia should have the speaking ability in English.

Speaking is one of language skills that learnt by the students from elementary until university. Especially in English, most of the teachers feel difficult to develop this skill. Many approaches have been applied; one of them is the aural-oral approach or the audio-lingual approach.

Muhammad Ali Alkhuli (1976:12) says: the aural-oral approach is another reaction to the old method and a modification of the direct method. The assumptions of aural-oral approach are: language is mainly speech and writing is just a representation of speech. This statement is absolutely right, because when the pupils learning language, it is proper that they practice English.

Sometimes the teacher gets trouble to induce the students for speaking English. Some of them are passive, if the teacher gives questions or instructions. Learning also can change the behavior, like the statement below:

“Learning can change in organism due to experience which can affect the organism behavior” (Muhibbin Syah. 1995:89)

Language learning is relatively permanent change that occurs as a result of experience. It means that learning involves modifying existing behavior, and learning result from behavior experience in the environment. Moreover the language is not a merely a means of personal communication, it is not merely of content, but also

means a content, that references to a social status and personal relationship. It is based on Joshua's opinion (1972: 3).

“The language is not merely a means of interpersonal communication and influence. It is not merely a carrier of content, whatever latent or manifest. Language itself is content, a referent for royalties, an indicator of social statuses and personal relationship, a marker of situations and topics as well as of the societal goals”.

Language can be understood as an arbitrary vocal symbol that is used by people to interact with the others. Language is a system which has rules that relate to each other and consist of elements that can be analyzed separately. In speaking, people take out regular sounds and compose a certain structure. The sound is symbol that depends on agreements of group society as user. It is supported by the following explanation:

The position of the teacher is very important in increasing student's competence in English so they need some ways used as method of teaching.

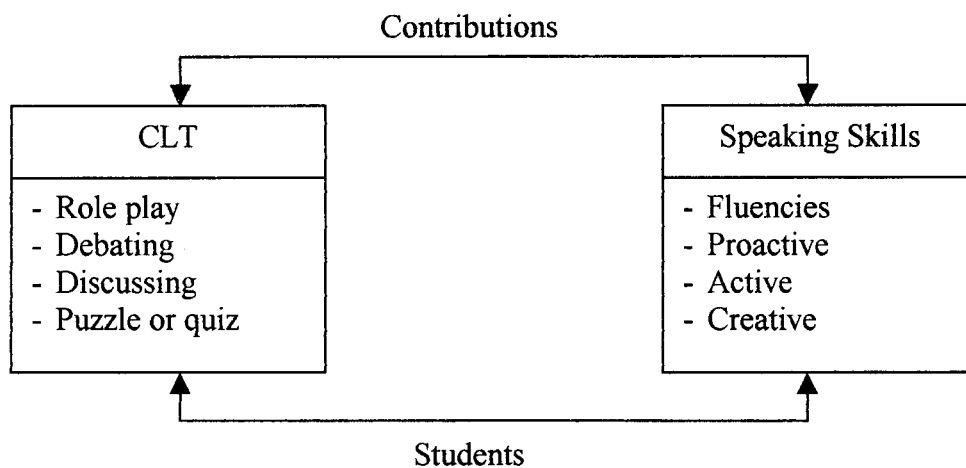
By communicative language teaching students can express their capability in English, they can make question, answer, dialogues and games.

Brian J. Thomlison (1984: 26) stated that:

“Communicative activities, in which the students do something, require them to use English in order to achieve a situational purpose. The student's focus is on the content and purpose rather expression and they are definitely not concentrating on practicing language items that they have been taught”.

“Communicative competence was understood as the underlying system of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistic convention for a given language)” Canale (1983:3).

From the explanation above the writer would like to know how far the contribution of the communicative language teaching to speaking skill is. Furthermore, the contributions of CLT can be seen in the following scheme:



On this thesis, the writer would like to explain more specifics the use of communicative language teaching and its correlation toward the students speaking skills.

E. The Steps Of Research

1. The Resources of Data

The writer would like to collect the data by analyzing books, the result of the interview with the students and English teachers at SMF Muhamadiyah Cirebon, and other significant secondary data.

2. The Technique of Collecting Data

The techniques for collecting the data the writer has used and done are as follows:

a. Observation

In this case the writer has visited SMF Muhammadiyah Cirebon several times and has asked permission from the principal of that school to do observation at this school.

During the observation the writer notices and observes the process of teaching and learning English carried out by the teacher and the students. In addition to it, the writer her self also tries the teach the English adjectives by using language games.

b. Interview

An interview is a technique in which all interviewees are asked the same questions in precisely the same order so that the responses of different participants can be compared (David R. Shaffer, 1985: 19). In this way the writer has interviewed the headmaster, the teachers, the administrators and the students of SMF Muhammadiyah Cirebon.

c. Questionnaire

Questionnaire is the basic survey instrument containing instruction, question or item, response alternative where appropriate and specific means for recording response. (Pamela L Alreck and Robert B Settle, 1985: 417).

By this technique, the writer asks some question to the students as respondents. They are ordered to choose the correct answer that agrees with them selves related to their personality in the process of teaching and learning English and its affectivity toward they mastering speaking skill achievement.

d. Test

Test is a way to collect data by using some formulation as some task to determine a standard estimate. Through the test, the writer will get the data of whether there are correlation or not between the application of communicative language teaching and students' speaking skill.

3. The technique of Analyzing Data

In this case the writer would like to use presentation (%) in analyzing of each the data.

The formulation used in the frequency of each respondent (f).

Divided the total of respondent (n).

Multiple (100%).

(Sutrisno Hadi, 1990:180).

$$P = \frac{F}{N} \times 100 \%$$

To make interpretation easier the answer from every item. It is needed the guidelines are:

100 % = All of the respondent

90 %-99 %	= Almost all of the respondent
60 %-89 %	= Most of the respondent
51 %-59 %	= More than half of the respondent
40 %-49 %	= A half of the respondent
10 %-39 %	= Low almost half the respondent
1 %-9 %	= Small part of the respondent
0 %	= Non respondent

In the score of evaluation can be standard are:

A = Very good	= 81%-100%
B = Good	= 61%-80%
C = Enough	= 41%-61%
D = Less	= 21%-40%
E = More less	= 0%-20%

To know how far the contribution of The Communicative Language teaching towards students speaking skill, the writer choose the formulation product moment correlation as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : Correlation between variable X and variable Y.

X : Variable X (the using communicative language teaching).

Y : Variable Y (the students' speaking skill).

N : Respondent.

Where as to know the result correlation above, interpreted used stimulation as follows:

Up to $-0,20$ = the correlation is very low

$0,20 - 0,40$ = the correlation is low

$0,40 - 0,70$ = the correlation is sufficient

$0,70 - 0,90$ = the correlation is high

$0,90 - 1,00$ = the correlation is very high.

(Anas Sudijono: 2004: 180)