

## **CHAPTER I INTRODUCTION**

This chapter covers: (a) the background of the study, (b) statements of the problem, (c) objectives of the study, (d) significances of the study, (e) variables of study, (f) hypothesis, (g) scope and limitation, (h) definition of key terms, (i) the framework of the discussion.

### **A. Background of The Study**

In the last decade, English has become the most popular foreign language used for communication between people who do not share the same first language. As Harmer point out, English is spoken by at least a quarter of the world's population. It is important, too, to realize that this means it is not spoken by three quarter of the population. However, it is clear from the way its use has grown in the last decade that this situation is about to change.<sup>1</sup> It means English is really important for our life, especially for development of knowledge, science, culture, and relationship among country.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out the conversation in the language.<sup>2</sup> Speaking can be aspects of both performance and competence.<sup>3</sup> Speaking in English is still difficult for most students in Indonesia. English is learned as a foreign language in

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge UK, Longman, 2007, p. 18.

<sup>2</sup>David Nunan, *Language Teaching Methodology, A textbook for teachers*, Sydney, National Centre for English Language Teaching and Research, 1995, p.39.

<sup>3</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, Sans Francisco, Sans Francisco State University, 2000, p. 33.

Indonesia and Indonesian students rarely speak English in their daily lives. In English learning, students are seldom to practice their speaking because they are afraid of making mistakes. “Students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions”.<sup>4</sup> Therefore, the students should learn how to speak English correctly and fluently because the function of speaking is conveying the ideas and thoughts. One of the ways to achieve the goal as reflected in learning speaking is with communicative language teaching (CLT).

Communicative language teaching (CLT) is one of the method which suites with the major purpose on teaching speaking skills. According to the Harmer, activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use.<sup>5</sup> One of Communicative language teaching (CLT) that can be used by the teacher in teaching speaking is Role Play. In Role Play the students are forced to speak in direct conversation.

Role play is chosen as one of the tasks in this course to create a situation for the learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different learning styles -- listening, remembering, discussing, writing and

---

<sup>4</sup>Jeremy Harmer, *The Practice of English Language Teaching*, p. 45.

<sup>5</sup> Ibid, p. 69.

presenting.<sup>6</sup> As well as the more formal role play situations in the classroom it is good to make room for role play where the children themselves have set the context and it is up to the adults to gently observe and support the learning. But imaginative play is more than children having fun. It has a crucial part to play in their intellectual and social development. The ability to make one thing stand for another, to picture things that are not there, are critical features in the growth of both thought and language.

Role play activities are similar to skits in that students are expected to act. However, unlike skits, students are not provided with lines but are given a situation and roles to play.<sup>7</sup> This method is similar to drama, but it doesn't need detailed script to play. In addition, using Role Play means the teacher brings learning to life; it can help the students to feel the influences and pressures in their role. It is suggested that role is particularly effective with attitudinal issues.

Liu in his research to the some students of Beijing City University found that the activity of Role Play is more effective in arousing the college students' motivation in speaking English than using oral English test.<sup>8</sup> Students with high motivation can be more interested in speaking English. He also stated that when students are motivated to learn, they try harder to understand the material thereby learn more deeply, resulting in better ability to transfer what they have learned to

---

<sup>6</sup> Pramela Krish, A Role Play Activity with Distance Learners in an English Language Classroom, The Internet TESL Journal, Vol. VII, No. 7, July 2001, <http://iteslj.org/Articles/Krish-RolePlay.html> (accessed on April 2nd 2012 at 17:39).

<sup>7</sup> Jerry Gebhard, *Teaching English as a Foreign or Second Language*, United States of America: The University of Michigan Press, 2000, p.176.

<sup>8</sup> Xu Liu, *Arousing the College Students' Motivation in Speaking English through Role Play*, an English journal of Beijing City University Vol. 3 No 1, Beijing, 2010. p.136.

new situation.<sup>9</sup> So that's why teacher should let the students have the motivation of speaking is very important to English teaching.

Role play is used for examining oral production. Directed conversation examinations involve role-playing and thus include many extra-linguistic factors. Two or three students were given a situation and then assigned roles, for example, one may be told to act as a policeman, another bus conductor, and the third as a passenger. The passenger is hurrying to catch a bus but the buss is full. He has got on the bus but the conductor tells him to get off. He can see an empty seat and he began to argue. The students then enact the roles they have been given, using appropriate registers of language, etc.<sup>10</sup> There are many situations that the teacher can manipulate in Role Play based on the material taught. All genre of text can be taught by Role Play. Role Play shouldn't be scripted out in detail; instead teachers should give the student a general scenario with different elements and suggested ideas for complications to occur.

As one of teaching technique, Role Play is suggested for developing speaking skill. Ladousse suggested Role Play to be perhaps the most flexible technique in the range of communicative technique and with suitable and effective role play exercise; teachers can meet an infinite variety of needs.<sup>11</sup> By using Role Play in teaching speaking can promote interaction in the classroom because Role Play itself is communicative technique which develops fluency in language students. Other expert also suggested that through Role Play, students can

---

<sup>9</sup> Ibid, p. 136

<sup>10</sup> J.B Heaton, Language Testing, San Fransisco: Longman, 1978, p.98

<sup>11</sup> Gilian Porter Ladousse, Role Play, Oxford: Oxford University, 2004. P.7

experience many kind of situation in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situation.<sup>12</sup> So it helps the individual to become more flexible and develops a sense of mastery in many situations.

The writer believes communicative language teaching method (CLT) can solve the problem faced in the speaking class activities and make students more interested and more desirable to communicate and interact in many possibilities they have. Students must use the opportunity to express their opinions, feelings, and to get some of information and to make a situation which can involve students in real communication.

The problem appeared in learning speaking skills at SMA Muhammadiyah Palangka Raya, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Students are seldom to practice their speaking because they are afraid of making mistakes. As Harmer stated “students are often reluctant to speak because they are shy and not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions”.<sup>13</sup>

Prior to this research, preliminary observation to the school has been conducted. An English teacher, Mrs. Siti Arofah<sup>14</sup> was interviewed to investigate

---

<sup>12</sup> Irene Y. Huang, Role Play for EFL/ESL Children in the English classroom, an internet article of Internet TESL Journal, Vol. XIV No.2 February 2008, accessed on Februari 13 2016. <http://iteslj.org/Techniques/Huang-RolePlay.html>.

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, p. 45.

<sup>14</sup> An interview with the Eng. Teacher of XI grade students at SMA Muhammadiyah Palangka Raya, on Thursday, March 11<sup>th</sup> 2016.

the teaching learning in speaking class, she stated that students have the lack understanding in applying micro skills that is communicative functions according to situations, participants, and goals<sup>15</sup>.

Due to the case above, it was assumed that the students have difficulties on speaking skills and one of the methods namely Communicative language teaching (CLT) can influence student's speaking ability. Therefore, it was considered essential to conduct an investigation to explore more on adapting Communicative language teaching (CLT) toward speaking skills in SMA Muhammadiyah Palangka Raya. Therefore, the writer tried to raise a research Entitled:

**The Effectiveness of Communicative Language Teaching (CLT) on speaking skills of the eleventh grade Students of SMA Muhammadiyah Palangka Raya.**

### **B. Statement of The Problem**

Does Communicative language teaching (CLT) have any significant effects on speaking skills at the eleventh grade students of SMA Muhammadiyah Palangka Raya?

### **C. Objective of The Study**

To measure the effect of Communicative language teaching (CLT) on speaking skills at the eleventh grade students of SMA Muhammadiyah Palangka Raya.

---

<sup>15</sup> H. Douglas brown, *Teaching by principles: An Interactive Approach to language Pedagogy*, California, A Pearson Education Company, 2001, p. 272.

#### **D. Significances of The Study**

There were some significances of this study namely first, theoretically, the result of this study may become a useful evaluation for SMA Muhammadiyah Palangka Raya which was expected to support the theory in improving students' skill in Speaking activity. Second, practically, this study was also to give contribution as the material for the other researchers. Then, this study had given contribution as the library references. Next, this research can become a source of information for teachers to innovate or develop the way of their teaching. Finally, this study was as the way to improve the knowledge for the writer.

#### **E. Variables of the study**

Variable is an attribute or characteristic, value of man, object or activity which it has variants that there are two variables of this study, as below:

##### **1. Independent variable**

Independent variable of this study was Communicative language teaching (CLT) as a method that was implemented on English speaking skills (X).

##### **2. Dependent variable**

Dependent variable of this study was the student's speaking scores who involved in this study (Y).

#### **F. Hypothesis**

A research hypothesis could be defined as 'a tentative explanation that accounts for a set of facts and could be tested by further investigation', as we mentioned earlier. In experimental research, it traditionally looked at two distinct

types of hypotheses: the null hypothesis and the alternative hypothesis. The alternative hypothesis was the one want to be true, the null hypothesis was the opposite.<sup>16</sup> Hypothesis is a predict answer of research's question.<sup>17</sup> The hypothesis is a powerful tool in scientific inquiry.<sup>18</sup> In this study, there were alternative hypothesis (Ha) and null hypothesis (Ho).

#### 1. Alternative hypothesis (Ha)

There was significant effect of using Communicative language teaching (CLT) toward students' speaking scores at eleventh grade of SMA Muhammadiyah Palangka Raya.

#### 2. Null hypothesis (Ho)

There was no significant effect of using Communicative language teaching (CLT) toward students' speaking scores at eleventh grade of SMA Muhammadiyah Palangka Raya.

### **G. Scope and Limitation**

The writer used Communicative language teaching (CLT) as means to measure the effects on speaking. The implementation of Communicative language teaching (CLT) limited on the speaking skills at congratulating and complimenting material by Role Play technique with the description of students' speaking performance to the content of pronunciation, grammar, vocabulary and

---

<sup>16</sup> Daniel Muijs, *DOING quantitative research IN EDUCATION*, London: SAGE Publication Ltd, 2004, p. 16.

<sup>17</sup>Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif teori dan aplikasinya*, Jakarta: Raja Grafindo Persada, 2006, p. 108.

<sup>18</sup>Donald Ary, Jacobs & Razavieh, *Introduction to Research in Education*, New York: CBS College Publishing, 1985, p. 75.



especially at the fluency of monologue by 64 students of eleventh grade of natural science program class in SMA Muhammadiyah Palangka Raya.

#### **H. Definition of Key Terms**

There are some definitions of the key terms as follows:

1. An effectiveness is a difference between or among population means. In the present study, Communicative language teaching (CLT) is said to have effects on speaking skills if the qualities of the speaking using Communicative language teaching (CLT) are different from the qualities of the speaking without using Communicative language teaching. The differences between the two speaking products are the result of using Communicative language teaching. On the other hand, a Communicative language teaching (CLT) is said to have no effects on speaking skills if the qualities of the speaking using Communicative language teaching (CLT) are the same or almost the same as the qualities of the speaking without using Communicative language teaching (CLT).
2. Communicative language teaching (CLT) is one of methods which design to help the English learners to use the target language for daily communication that can improve the students' knowledge and skill especially in speaking skill.
3. Role Play refers to a method that is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part relabelling objects and people in the room to prepare for imaginative Role

Play.<sup>19</sup> It can be a method to prepare students for doing their improvisation in speaking.

4. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>20</sup>
5. Experimental study is the event planned and carried out by the researcher to gather evidence relevant to the hypotheses. It is research studies design for establishing causal relationships.<sup>21</sup>

## **I. Framework of Discussion**

The framework of the discussion of this study could be drawn as follows:

Chapter I explained about an introduction that consisted of the background of the study, statements of the problem, objectives of the study, significances of the study, variables of study, hypothesis, scope and limitation, definition of key terms, the framework of the discussion.

Chapter II presented a review of related literature on approaches to understand about Communicative language teaching (CLT). The chapter began with the related literatures, nature of speaking, Communicative language teaching (CLT) and teaching speaking at senior high school.

Chapter III was research method consisted of research design, approach, time and place of study, population and sample, source of data, research instrument, validity of instrument, reliability of instrument, data collecting procedures, and data analysis.

---

<sup>19</sup>Endang Fuziati, *Teaching of English as A Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p.127

<sup>20</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 2000, p. 115.

<sup>21</sup> Donald Ary, Lucy Cheser Jacobs & Asghar Razavieh, *Introduction to Research...*, p. 247.

Chapter IV was result of the study consisted of the presentation of data, result of data analysis and discussion.

Chapter V was closig consisted of conclusion and suggestion.