

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is the way to communicate between people in the world. The importance of language become a significant direction in connection among states in the world. The students need to be completely able to communicate with English. English is the way to become a genuine *lingua franca* caused for communication among people who do not share the language. English, in the other words, and native speakers are in a proportionately ever-decreasing minority. English is spoken by at least a quarter of the world's population it is not spoken by three quarters of the same population (Harmer, 2007:20).

Speaking is one of the fundamental skills that is essential to master in learning a foreign language. Not only does it, bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Owing such as a prestigious status, students being able to produce English becomes the ultimate goal of teaching on the spoken language.

The most important thing that should do by English teachers to get succeed in teaching the material is by using method. This is because, method of teaching is very important to help teachers for transferring and understanding materials. So, some teachers must choose the suitable method first before teaching and learning process.

Communicative language teaching (CLT) is a language teaching which has been developed in the United Kingdom in 1970's. Different from the other teaching methods that have been discussed in this book, CLT is seen as an approach instead method. CLT is regarded more as an approach since the aims of CLT are. a) to make the communicative competence the goal of language teaching, and b) to develop

procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers:2006).

Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit (Pham Hoa Hiep, 2007:195).

CLT is one of a good method that recommended to teaching English in K-13. It is because of CLT method suitable to teaching English speaking, especially to make student speak up and active in the teaching learning-process like curriculum K-13. But, not all the students enjoyable and understand with their teacher's explain in the class.

MA Mamba'ul Ulum is one of many senior high schools that used CLT in teaching English. There, if students want to develop their speaking skill, they must practice to speak English in every English class. So, that's why the students can learn English more effective because the main goal is to develop their oral fluency and confidence. Then, to attain the goal, the teacher uses some technique in teaching learning-process which can encourage the students to speak. The teacher uses role-playing, discussion and also uses game during the teaching learning-process.

But, in the other hand, there are some students still have a bad score in oral test although they have implemented CLT in their class. So, in this study the writer wants to conduct a research to give clear description about those phenomena and find out the teacher's difficulties toward the implementation of communicative language teaching method in teaching speaking skill at eleventh's grade student of Mamba'ul Ulum Mambak.

1.2 Statement of The Problem

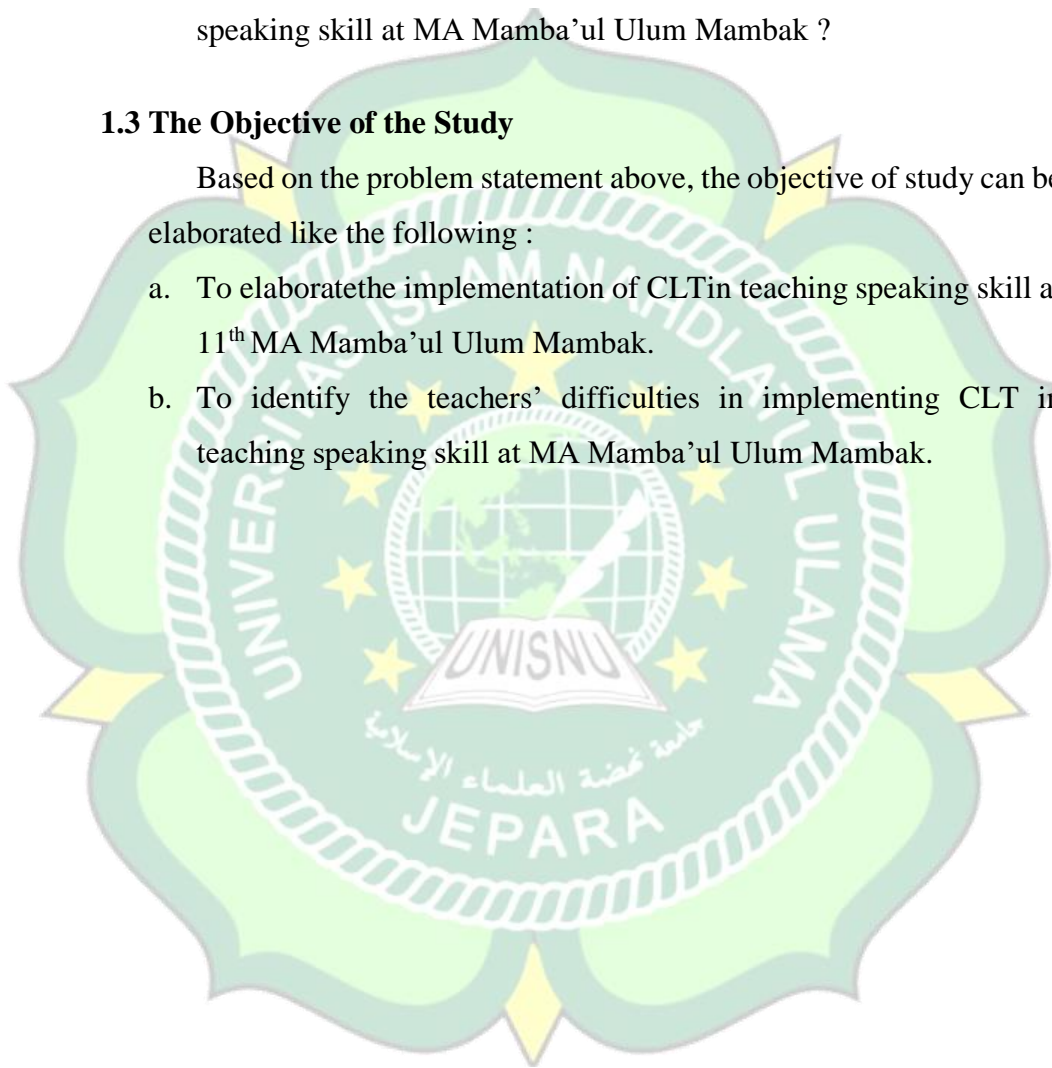
In this research, there are two problem statement which become main discussions :

- a. How is CLT implemented in teaching speaking skill at 11th MA Mamba'ul Ulum Mambak ?
- b. What are teachers' difficulties in implementing CLT in teaching speaking skill at MA Mamba'ul Ulum Mambak ?

1.3 The Objective of the Study

Based on the problem statement above, the objective of study can be elaborated like the following :

- a. To elaborate the implementation of CLT in teaching speaking skill at 11th MA Mamba'ul Ulum Mambak.
- b. To identify the teachers' difficulties in implementing CLT in teaching speaking skill at MA Mamba'ul Ulum Mambak.



1.4 Significances of The Study

In this study the writer expect that the research paper has benefits both theory and practice.

1. Theoretically

- a. This research can develop English learning process by using Communicative Language Teaching in Speaking.
- b. This research can be used as a foundation and reference for young learners who want to conduct the next research in English teaching and learning process.

2. Practically

a. Teacher

The teacher can increase their concept of teaching based on their student's characteristics.

b. Students

Students can expedite their English speaking skill by using Communicative Language Teaching Method clearly.

c. School

This research can give positive aspect for school and become alternative method in English education that can increase quality of the school as an education institute in society.

1.5 Thesis Organization

These followings are how the research organized:

Chapter I present the research foundation including background, statement of the problem, objective of the research, significant of the study and thesis organization.

Chapter II present the review of related literature, previous study and related theory.

Chapter III present the research design, setting of the research, subject of the research, technique of collection data and method of data analysis.

Chapter IV present the research finding and discussion. And the last chapter V present about the conclusion and suggestion.

