

CHAPTER I

INTRODUCTION

This chapter is introduction consists of background of the study, research problems, objectives of research, significance of the research, scope and limitation of the research, definition of key terms, and research paper organization.

A. Background of the Study

Communicative Language Teaching is defined as the goal for teaching, teachers understanding is important to be foundation to teaching the students using CLT principles. Planning a language course decision should be made based on the course content and also what the vocabulary and grammar should be taught in the beginning. Teachers must understand how to make students active in teaching learning using communicative language teaching (CLT). This study focus on one type that functional communication activity, As mentioned in the journals of Richard's intermediate and advanced levels and skills and micro skills to teach and in what order. Decisions on these issues are included in the design of syllabus or field design. The decision on how best to teach the contents of the syllabus is included in the Methodology field. (Jack C. Richard: 1970). So in this statement teachers should respond and understand about CLT in general and how to apply it to students.

Language is used to create a meaningful communication among human beings. In other words communication is the main function of

language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stub in Dwi Astuti & Djatmika). Two language components that vocabulary and grammar are needed apply Communicative Language Teaching (CLT) to students. Indonesian students are mostly Non Native Speakers, they definitely face many problems, the use of Indonesian in daily activities influence their speaking skill in learning English especially speaking ability. Indonesian students also less vocabularies and grammar, most of students in junior high school still confuses how to speak English fluently. The practice of functional communication activity by the English teacher aim to develop students' speaking ability.

Functional communication activity is one of activity in CLT, this thesis focus on some activities related to functional communication activity. Some clues of this study focus on some activities related to speaking and writing ability. First previous study related to CLT such as research was conducted by Ming Chang (2010) entitled Factors Affecting the implementation of Communicative Language Teaching in Taiwanese Collage English Class. While this research indicated that the factors that impacted implementation of CLT related to teachers, students, the educational system, and suitability of CLT. This research provided practical recommendation for teachers, educators, and policy makers to further improve teacher training, curriculum design, and situational constraints to ensure success in implementing CLT. Second research was conducted by Saeed Ahmad entitled Implementing Communicative

Language Teaching Approach in EFL Context. This research focusing on how far CLT approach is beneficial in English as a foreign language (EFL) context still shrouded in mystery. This research review an attempt to evaluate the feasibility of applying CLT approach in EFL context and analyze some of the prevailing empirical studies in pursuit of applying CLT approach in EFL countries.

Dominant skills that appear in Communicative Language Teaching are speaking and writing. Some communicative competence can be influenced by aspect of language knowledge. Aspects of communicative language knowledge in CLT are knowing about the use of language for a range of different purposes and function, knowing to vary used of language according to the setting and the participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication despite having limitations in one's language knowledge. All of those are language knowledge aspects for in which the teacher should be aware of them to developing students ability in speaking.

This thesis researcher wants to focus on Communicative Language Teaching activities. In CLT there are two types of communicative activities, those are functional communication activities and social interaction activities. Functional communication activity is activity or ability to find a language that will convey the meaning in question effectively in certain situations to solve particular problem in teaching and learning activity. Meanwhile, Social interaction activity is the ability to

take into account the social meaning as well as the functional meaning of different language forms. The competent speaker chooses language which is not only functionally effective, but is also appropriate to the social situation. It could be devised communication activities which place emphasis on social as well as functional aspects of communication. There are two components of functional communication activity, those are share information and process information activities. The researcher wants to know how the teacher implements share information and process information activities that to stimulate students to speaking English. The principle underlying functional communication activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem (William Littlewood, 1981). So the researcher takes the thesis entitled “The Practice of Functional Communication Activity by Donet he English Teacher at MTsN Tunggangri”.

B. Formulation of Research Problem

Based the background of the study, many problems arise. The research problems are formulated as follows:

1. How does the teacher implement share information activity to facilitate the students to speak English at MTsN Tunggangri?
2. How does the teacher implement process information activity to facilitate the students to speak English at MTsN Tunggangri ?

3. To what extent are both share information and process information activities contributive to stimulate the students to the practice their English at MTsN Tunggangri?

C. The Objective of the Study

Based on the research problem above, the objective for the research are:

1. To describe the teacher implement share information activity to facilitate the students to speak English at MTsN Tunggangri
2. To describe the teacher implement process information activity to facilitate the students to speak English at MTsN Tunggangri
3. To describe are both share information and process information activities are contributive to stimulate the students to the practice their English at MTsN Tunggangri

D. Significance of the Study

The researcher hopes that the result of the study will give contributions for:

1. For lecturer

The findings of the study are expected able to inspire for teacher, how to apply her knowledge about Communicative Language Teaching in speaking class.

2. For students

Through the principles of functional communication activity, the students can improve their speaking skill.

E. Scope and limitation of the research

Scope and limitation of the research is used to avoid uncontrolled discussion of the research:

- a. The research was held at MTsN Tunggangri. The study tell about implemented of Communicative Language Teaching (CLT). There were two type of CLT those are functional communication activity and social interaction activity. This study focus on the practice of functional communication activity by the English teacher. The subject of this study is the English teacher, the researcher observes the English teacher during she applying functional communication activity in the class.
- b. This study invetigates the practice of the English teacher implement share information and process information activities to stimulate the students in developing their speaking skill and also the progress of students implemented share information and process information.

F. Definition of Key Term

To avoid misunderstanding pf the term used in this study. Some terms need to be defined as follows:

1. Communicative Language teaching (CLT) refer to both processes and goal in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence”. Named communicative language teaching is based on view of language as communication. In CLT language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learner’s competence is each. (Sandra J. Savignon)
2. Functional communication activities according to the two main uses of language mentioned: a) using language to share information, b) using language to process information, those activities apply for group activity.
3. English Language teaching for this research is use Communicative Language Teaching. CLT have two type of activity: 1. Functional communication activity, 2. Social interaction activity. The teacher will give an exercise based on the principle of theory in CLT especially of Functional Communicative teaching.