CHAPTER I

INTRODUCTION

This chapter presents and discusses about research background, problem of the research, objective of the research, significance of the research, limitation of the research, and definition of key terms.

1.1 Research background

Language is a tool for communicating verbally. Languge is one of the most important things in communication between fellow humans. Language has a function, nature as a tool to communicate verbally, with language also people can communicate with people in various countries in the world. Through language everyone can convey their heart, showing their expressions, even to solve their problem by saying them or through communication. In other words, language have considerable benefits in human life.

In the world there are various countries that certainly have their respective languages that differ from every country. However, not everyone can speak fluently many languages from every country in this world. Therefore, we have international language, namely English. English is an international language which has a function as a unifying language between countries in the world. Through English people can communicate with each other between countries. Fauziati (2013) says that English's status as a universal has logical

ramifications, making it more crucial to study for individuals who need to interact with a more globalized world or communicate abroad. Speaking English is very necessary to use it if we travel abroad. Therefore, it is very important to learn English in terms of speaking.

English is very important and has many interrelationships with various aspects of life owned by human being. In order to acquire English, either as a second language or a foreign language, most individuals from many nations learn it. As in Indonesia, English is considered the first foreign language and is taught formally from elementary school to unversity level. Moreover, in this day there are quite a lot of jobs that make English a a requirement in the world of work, both in speaking and writing. Even by having good English skills, positions in work will be considered for promotion. So do not be surprised if English is also an important language for us to learn. Learning English in Indonesia almost all teachers who teach are more dominant in theory than practice. And that is also what makes many students not too interested in learning English , that is what causes students to be unable to speak English fluently. In addition, there are also still many teachers whose methods, strategies or techniques in teaching are less than optimal and creative so that students are bored and lazy to learn English. Which in turn makes students afraid of being wrong in speaking first, not brave to express or come forward, and als lack of confidence themselves. Therefore, in teaching English it is advisable to be able to master the method. Irjus in Erlia (2021) claim that,

teachers functions and roles are crucial in efforts to increase the quality of student learning, and they must be able to carry out the best learning process. If in the learning process the teacher who teaches is not proffesional and does not use good methods, it will be difficult for students to understant what is being taught by the teacher. In teaching the teacher has the responsibility to educate students, make them want to learn English well.

In learning English, it is necessary to master four skills, some of which are reading, writing, listening, and speaking. Each of these skills must be mastered if you want to be proficient in English. However, in terms of communication the most important skill to master is speaking skill. If the speaking skill is bad then the commnication between the interocutors will not go well. Speaking skills are very important in English, especially when it comes to communicating. That is why in learning speaking skills need the right method to improve it.

Speaking has a significant part in the process of learning a language as one of the fundamental abilities of English. Speaking is a tool that people use to interact with others. People can exchange information with each other. In speaking there are several things we must do to speak English fluently. Speaking is a difficult skill that requires active listening and interaction between the speaker and the listener. It has numerous key elements (Yuliandasari and Kusriandi, 2015). In addition Yuliandasari and Kusriandi

(2015) states that it is important for teachers to help their students with their pronunciation, fluency, vocabulary, grammar, and comprehension because speaking is one of the ways to master English. In other words, if every student wants to speak English well, they must be able to master these elements.

In this case, learners have to study and practice more often and the teacher should have the good methods in the teaching process. Suparman (2017) says that in order for students to successfully communicate in line with the competency objectives attained, teachers at work, particulary English teachers who instrict in genuine English classrooms, are required to be able to guide them in speaking appropriately and effectively. Likewise, the learners must be active in learning to speak English. However, in students learning English the teacher plays a more important role. Because the teacher is a guide who directs, manages students in the classroom. In other words, it is the teacher who acts as a place for students to explore and take the lessons. In improving students' speaking skills, teachers need to encourage students to be braver, more confident, and not afraid of making mistakes.

They practice speaking by starting from simple words. Learning to speak English is not only about theory but practicing it which has a big role to be able to help speaking skills improve and develop properly. An active class with a teacher who can motivating students to learn English well, especially in terms of speaking skills can also create a positive impact on students so that

4

they want and enjoy learning English. In social interactions it is often found that people who communicate with each other experience difficulties in terms of opinions, expressing ideas, and expressing their feelings communicatively. This is likely due to lack of practice, so they are also less communicative and less confidence. One method that can be used to help improve students' speaking ability is through Communicative Language Teaching. As Hien (2021) says that Communicative Language Teaching is one of the best ways for teaching and learning a second language because it gives students the chance to practice and develop their communicative competence in both academic and practical contexts. Through Communicative Language Teaching, students are invited to be more active in communicating and interacting. In Communicative Language Teaching, there are several communicative skills that can be developed, namely listening, speaking, reading, and writing. Communicative Language Teaching can make students not fixated on theories but can also build communication between friends and even other people. That way, students can become more brave and confident. From this, if the teacher can apply Communicative Language Teaching in the process of learning English, then there is definitely a possibility that students' speaking skills will improve little by little.

However, based on my observation at SMA Muhammadiyah Jayapura in eleven grade, not a few students found that their speaking ability can be said to be relatively low. They still have wrong when they speak English. As in the pronunciation there are still wrong and not quite right. There are also those

who still have difficulties in expressing ideas and in mastering vocabulary and their are still limited. In addition, there are other things that trigger these difficulties, namely not being brave, not confident, and afraid of making mistakes. Learning English at SMA Muhammadiyah Jayapura, it is rare for teachers to carry out activities that encourage students to be more active in speaking and communicating.

To help improve students' speaking ability, a teacher need to find good method in teaching, so that the method applied can be effective in the learning process. Therefore researcher use Communicative Language Teaching as a method to make students more active in speaking activities. Researcher gave tests and students work in pairs or groups. According Richards (2006) states that activities that should be most suitable for Communicative Language Teaching are work in pairs or small groups. Through tests like that encourage students to be confident to express ideas, opinions, and interact through their group discussions. From the group discussion, the researcher give a speaking test in the form of picture describing. Thus, their speaking ability also increase due to social interaction. Apart from that, from this activity, students gain several benefits, namely being able to learn by listening to the language spoken by other group members, they produce more language, their motivation level tends to increase, and in this they have the opportunity to develop fluency.

Based on the background stated above, the researcher conducts a research on the problems that are still faced by students in improving speaking ability with the title "Improving Speaking Ability by Using Communicative Language Teaching of Students in Eleven Grade at SMA Muhammadiyah Jayapura".

1.2 Problem of the Research

Based on the research background above, the researcher formulates the problems as follow:

1. How significant is the use of Communicative Language Teaching of Students in Eleven Grade at SMA Muhammadiyah Jayapura in Academic Year 2023/2024?

1.3 Objective of the Research

Based on the problems mentioned above, the objectives of the research are:

1. To describe the significances of Communicative Language Teaching of Students in Eleven Grade at SMA Muhammadiyah Jayapura in Academic Year 2023/2024.

1.4 Significance of the Research

From the results of this research, the researcher are expected to be useful in terms of:

1. For the teacher

   To provide alternative solution in learning English, especially in terms of speaking.

2. For the students

   It is hoped to help students in learning English to be more active and self-confident in improve speaking ability.

1.5 Limitation of the Research

In this research, the researcher focused on finding the effect of using Communicative Language Teaching, which in Communicative Language Teaching consisted of several types of activities, some of which were role play, information group, pair and group work, interview, opinion sharing, and sevenger hunt. However, the researcher did not carry out all of these activities but only one, which in particular the researcher focused only on pair and group work activity to help improve students' speaking ability of the eleven grade students at SMA Muhammadiyah Jayapura.

1.6 Definition of Key Terms

To avoid misunderstanding some of terms used in research, these terms need to be defined as follows:

1. Speaking

   Speaking is an activity to communicate orally that produces sound. Bailey (2005) say that speaking is an productive orall skill. It consists of producing systematic verbal to convey meaning.

2. Speaking Ability

   Speaking ability is an ability that students have in speaking English. Through speaking ability students can communicate with their voices. They are also capable of expressing opinions, ideas, suggestions to others using English.

3. Speaking Accuracy

   Speaking accuracy is the ability to speak using various grammatical forms correctly.

4. Communicative Language Teaching

   Communicative Language Teaching is an approach to language teaching and learning, in which it focuses students more on social interaction or communicating with each other. Some Communicative Language Teaching, such as role-play, information gap, pair and group work, interview, opinion sharing, and scavenger hunt.