

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Human beings are social creatures and depend on one another for all forms of interaction and relationships; language is therefore an important factor for all of us. By language human beings communicate one another and convey ideas and opinions. Without language humans cannot do anything with others. Even actually people do not always use verbal language, but also other kinds of language such as body language or code.

Language is a mode of communication for the development of ideas, minds and opinions. This matter is in line with an opinion opened by Mary Finocchiaro that Language is the means by which result of human thought and action are passed on. Language is also a tool we use to communicate with other people. We encode what we want to say using language which is made up of a range of components.<sup>1</sup> Therefore with language human beings can understand the way of approaching others, even through oral language, articles and signals.

As a means of communications in human life and in a condition that is progressing globally, language plays an important role in forwarding of acceptable minds and ideas. In this world there are assorted races, tribes, nations, and immeasurable cultures, so that each group has separate markings and identity

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<sup>1</sup>Cora Lindsay & Paul Knight, *Learning and Teaching English*, (New York: Oxford University Press. 2006), p. 28

in interacting. This diversity is in line with Words of Allah SWT in holy Qur'an

Ar-Ruum sentence: 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ

بِإِنشَاءِ ذَٰلِكَ يُبَيِّنُ اللَّهُ لِيُتْلَىٰ عَلَيْهِ

*And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.<sup>2</sup>*

Looking at the role of language today, one language assumed by most as having an effect on many people is English. English is a good medium of communication, as well as a means of commerce and knowledge. Therefore, foreign Language education, especially English, needs better attention and more conscious method of instruction.

Acquiring a foreign language can happen by many methods, at any age, and for the purpose of any kind. Based on this fact, acquiring a foreign language distinguish in some types namely language acquirement led such as those which applied in formal schools generally, and the language acquirement naturally which can happen in everyday communication, free from the teaching.<sup>3</sup>

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<sup>2</sup> <http://quran.com/30> (accessed on July, 3 2010 at 18 :11)

<sup>3</sup> Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa*, (Bandung : Angkasa, 1999) h,169

The study of English is potentially more appealing when English is presented as a key for establishing communication with a new world. This communication can take a variety of forms; it can mean sharing ideas face to face with someone from a foreign country or gaining access to the knowledge embedded in the world's vast library of material published in English. In either case, learning English means developing the ability to understand and interact with the universe that is largely inaccessible to those who don't know English. Here is the point that learning any language opens new doors, learning English particularly does so because of its growing role as an international language; English is now the language of publishing and speech for most international communication and is often used even by people from non-English-speaking countries when they need to interact with people from other nations.<sup>4</sup>

Acquiring a foreign language is indicated by many numbers of students' quality are still low whereas the English language has been taught and learned from the Elementary School until Junior and Senior High School in Indonesia. If this condition is not changed, it may immediately influence to the acquisitions of language competence until university.

During the past decade considerable changes have taken place in the field of language teaching – both in English as a foreign or second language and in the teaching of foreign language in general.<sup>5</sup> Learning English as a foreign language includes four major skills that should be developed by the English of foreign

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<sup>4</sup>Don snow, *More Than A Native Speaker (An Introduction to Teaching English Abroad)*, (Virginia: Kirby Lithographic Company, 2006), p. 7

<sup>5</sup>Brendan J. Carrol, *Testing Communicative Performance*, (San Francisco: Pergamon Press, 1983), p. 1

language learner, i. e. listening, speaking, reading, and writing. All of these skills have their own path to mastery. L. G. Alexander stated that the student had to be trained adequately in all four basic language skills. If the teacher wants to train his or her students in all four skills, he or she must make efficient use of his or her class time. Nevertheless, it requires effective ways and efficient methods to develop the language competence of students.<sup>6</sup>

In terms of the teaching and learning process, a reformation of approach and particular methods are very important. They must be suitable with the demands for the earliest curriculum. It is intended to solve the problems which are faced in teaching and learning process and to improve the quality of teaching English itself. Since English teachers today tend to apply communicative method in teaching language, therefore communicative method is needed to be explained about the importance. Communicative method actually was introduced In 1972 by Dell Hymes, which he said as Communicative Approach in his article *On Communicative Competence*. He said that “*The communicative competence is the nature of native speaker to use and understand the language appropriately in communication and interaction process with others, and in relationship with social context.*”<sup>7</sup>

Furthermore, he introduced the communicative approach to English teaching and learning syllabus and curriculum to reach a certain communicative competence. The communicative approach (CA) was developed by Robert Langs

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<sup>6</sup>L. G. Alexander, *Practice and Progress and Integrated Course for Intermediate Student*, (Yogyakarta: Kanisius, 1975), p. VIII.

<sup>7</sup>Littlewood, *Language Teaching An Introduction*, (Cambridge: Cambridge University Press, 1981), p. 11.

MD, In the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events-with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously).<sup>8</sup>

As we know that learning english has to include four basic skills, such as listening, speaking, reading and writing. All those four basic skills are expected to be explored by education administratives to help students to better understand english and communicate the language fluently.

The communicative competence concept was adopted and applied by the National Education Department of Indonesia, especially in the national curriculum concerned with language teaching. This curriculum aims to build students' communicative competence. It deals with the national curriculum of Indonesia KTSP which says that the goals of teaching and learning English in Juniouir high school, senior high school and university is to make students able to communicate fluently in English and understand social context when communicate the language.<sup>9</sup>

The importance of communicative method is that communicative method let the teacher facilitating students to practice the target language in teaching in learning process. This is a big point, because acquiring a foreign language will be easy by practicing in social everyday-life.

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<sup>8</sup><http://www.escp.org/approach.html>

<sup>9</sup>Nur Arifah Drajadi, *Peningkatan Kemampuan Menulis Narasi Dalam Bahasa Inggris Melalui Media Gambar Berseri*, 2008, [http://www.kursus-inggris.com/menulis\\_narasi.htm](http://www.kursus-inggris.com/menulis_narasi.htm)

As communicative method is popular in teaching method today, many teachers apply that to get better acquisition of language of students. Native English teachers tend to do so. It is because communicative method as the newest method of teaching second language to students has covered almost the characteristics of previous teaching methods. Ashleigh Sayer is a native English speaking teacher from America. She teaches English to the students in IAIN Antasari Banjarmasin at Tarbiyah Faculty English Department. Based on the writer's free observation and experience when having a course with her, the writer found that the way, approach, technique and method that she uses is very interesting. Students enjoy her class and have a lot of fun in the learning process. It is a key point in writer's mind that teaching language acquisition, especially English, is hard for some students so it must be engaging and interesting and Ashleigh Sayer applies such a teaching method. The writer wants to describe in detail the method of teaching language acquisition especially English used by Ashleigh Sayer because it will be very useful for Indonesian teachers to study and then apply the way they teach English to their own students.

Based on the rationale above, the writer is interested to explore more deeply the communicative method used by Ashleigh Sayer in teaching psycholinguistics to the sixth semester English Department students at IAIN Antasari Banjarmasin Academic Year 2009/2010. Thus, the writer intends to conduct research written in a thesis entitled:

**“ASHLEIGH SAYER’S METHOD OF COMMUNICATIVE LANGUAGE TEACHING IN PSYCHOLINGUISTICS CLASS TO SIXTH SEMESTER**

**ENGLISH DEPARTMENT STUDENTS AT IAIN ANTASARI  
BANJARMASIN ACADEMIC YEAR 2009/2010.”**

To avoid confusion in understanding the title adopted in this study, the writer feels it necessary to describe some terms as follows:

1. The method here is communicative language teaching method as one of the methods of teaching second language to students. In this study, it means a practical use of the communicative language teaching method used by Ashleigh Sayer.
2. Ashleigh Sayer is a native English teacher from America and teaches the sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010.
3. Psycholinguistics here means the course that Ashleigh Sayer as a native speaker teaches psycholinguistics subject to the sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010.
4. The sixth semester students here are the students who study in English Department IAIN Antasari Banjarmasin and are in the sixth semester academic year 2009/2010.



**B. Problem Formulation**

1. What is communicative language teaching method and techniques used by Ashleigh Sayer in teaching psycholinguistics to the sixth semester English Department students?
2. What is the response of the sixth semester English Department students regarding Ashleigh Sayer's communicative language teaching method and techniques used in teaching psycholinguistics?

**C. Reason of Adopting The Title**

There are certain reasons make the writer to conduct the title, they are:

1. Method in teaching English is complex with varied techniques, activities and goals.
2. Since communicative method was introduced. Native English teachers tend to apply good strategies and techniques in teaching their own language to foreign students.
3. It is assumed that students enjoy the learning process with native speaker because the method and technique make the subject accessible and fun.

**D. Research Purposes**

Based on the problem above, the purposes of this study are:

1. To describe specific communicative language teaching method and techniques that Ashleigh Sayer uses in order to teach psycholinguistics to the sixth semester English Department students academic year 2009/2010.
2. To know the response of the sixth semester English Department students academic year 2009/2010 regarding Ashleigh Sayer's communicative language teaching method and techniques used in teaching psycholinguistics.

**E. Research Significance**

The results that are going to achieve in this study are:

1. To enrich the writer's knowledge and experience in scientific research especially about The Application of communicative language teaching method in teaching psycholinguistics used by Ashleigh Sayer.
2. To be information and input for education administrative on increasing and improving the quality of education.
3. To be an input for English teachers who teach at English Department IAIN Antasari Banjarmasin.
4. To be an information and comparison for the next researchers who want to conduct a research on the same topic.

## **F. Organization of Writing**

This research consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of rationale, clarification of title, problem formulation, reason for choosing the title, the purpose of the research, the significance of the research, and writing organization.

The second chapter contains theoretical review on related subject including: the differentiation between approach, method and technique, method in teaching second language, definition of communicative method, the goals of communicative method, classroom principles of communicative method, the use of communicative method in teaching English, and some techniques in communicative method.

The third chapter contains method of research, consisting subject and object of the research, data, source of data, technique of data collecting, design of measurement, techniques of data processing and analysis, and research procedures.

The fourth chapter contains report of research result, which consists of description of the research location, data presentation and data analysis.

The fifth chapter contains closure, which contains conclusion and suggestion.