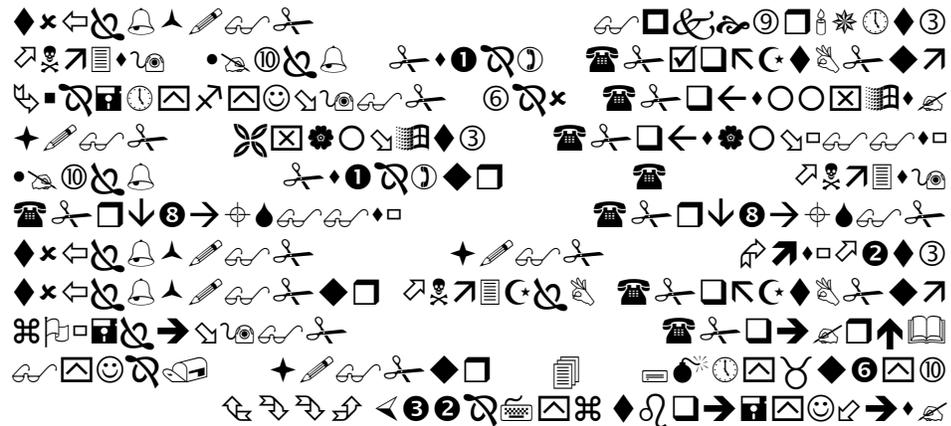


**CHAPTER 1**  
**INTRODUCTION**

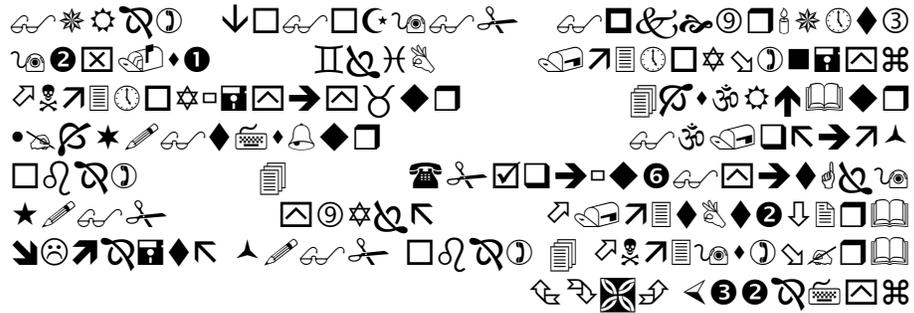
**A. Rational**

Human beings oblige to learn, during their life in the world. Many things have to be learned as guidance to a better life. Education is very important for human life to help them get their attitude and to face rivalry in the world and also to have a better life. Many people in the world give their attention for it. They always think how to improve the education life. This fact is in harmony with the Qur'an, Surah Al-Mujadalah, ayah 11:



World provides a lot of knowledge that can be studied by the people. One of its knowledge is language. Language is used to connect the community, and it is studied in order to be able to produce its connection.

Many languages exists this world, every races and country have their own language, and one of them is English. As Allah The Almighty states in the Qur'an, Al-Hujurat ayah 13 :



As social creators, human beings cannot live without other people. They 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 with one another and convey ideas and opinions. Without language humans cannot do anything with others. Even actually, there are thousands language exist in this world.

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> Hence, with language human beings can understand the way of approaching others, even through oral language, articles, signals, and gesture.

Communication is done by the people in the world in every second time of their life. To understand each other or at least share the clear thought,

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

human beings need a common language to interact. English language can be one of the answers.

English as a lingua franca which is globally used and studied by many countries can be used to prevent the differences of human's language in this world. In other word, English become one solution by being international language among countries all over the world.

As stated by Brown that one of the most fundamental realities of language learning is that language is a tool for communication.<sup>2</sup> If students are to view study of English as the learning of a tool for communication and to begin to taste the thrill of discovery that mastery of a new language can entail, they need to actually experience language as communication as early as possible in their learning. In an English class, this means using speaking or writing practice as an opportunity for students to share what they really think, feel, or believe.

As we hear about learning, the term teaching definitely will come to our mind as well. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. An understanding of how the learner learns will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques.

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

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<sup>2</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, (San Francisco: State University, 2002) p. 1

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. Practice in everyday communication, is a good way for acquiring language besides in the schools.

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command in English. Opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and internet. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. The demand for an appropriate teaching methodology is therefore as strong as ever.

In fact, teaching and learning English has been developed in many countries including Indonesia. English is learned from the very early age. For example, English is learned from kindergarten until university. Yet, teaching English in a country that does not use English as its language needs hard work. Several technique and method must be applied to handle the instruction process. The teachers are also insisted to be creative in the classroom.

What it is described above is in line with the Usman and Setiawati said that in Indonesia, various effort of improvement on educational system and its peripheral are non-stopped done. Because of it, some educational

regulation emerge to equip and to complete the irrelevant regulation with the requirement today.<sup>3</sup> Education must be improved and struggled in order to have a balance of various time demands. Innovation efforts are needed to improve its quality.

Related to language learning is that learning foreign language is a long and complex undertaking. When a person learns new language automatically he will face a new culture, custom, thought, and new way of thinking, feeling, and acting. Few if any people achieve fluency in a foreign language solely within the confines of the classroom.<sup>4</sup>

Furthermore, learning English as a foreign language includes four major skills that should be developed by the English of foreign language learner, i. e. listening, speaking, reading, and writing. 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.

Effectiveness relates to election of correct technique for certain class and depends on level difficulty of the materials. To teach listening, speaking, reading, and writing relate to the availability of media in class.<sup>5</sup> For example, study of reading, speaking, and writing can be done in class. But, study of listening will be more efficient and effective if it is done in language

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<sup>3</sup>Usman, Moh, Uzer and Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar, Mengajar*, (Bandung: Remaja Rosdakarya, 1993 )p 1

<sup>4</sup>Brown, H. Douglas, *Principles of Language Learning and Teaching*, (San Francisco State University: Longman, 2002) p 1

<sup>5</sup> Taken from <http://id.wordpress/tag/bahasa-sastra/> at Monday, October 4<sup>th</sup> 2010

laboratory, because there are materials for teaching such as tape recorder, cassette, etc. However, it does not mean that another skill besides listening does not need the efficiency and effective media. It needs to support the instruction, the response of the students and achievement of the students.

Since hundred years ago English language teaching learning process came with several methods which is developed by the expert and aimed to bring the instruction effective and efficiency. Method is the way that used by the teacher to help the instruction process and to gain more attention from the learners. Harmer said that method is any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objective.<sup>6</sup>

A glance through the past century about language teaching will give an interesting picture of how varied interpretations have been of the best way to teach a foreign language. Before the nineteenth century the method came with the term Grammar Translation method, where at the time foreign language was studied in mother tongue with focused of grammatical part. Next is at the nineteenth century, the replacement of GTM is called Direct Method. Different from GTM that the teaching process of foreign language in DM was taught by using the target language and inductively.

Several methods that come later are in the new era of teaching foreign language. Those new methods are as an action to develop and reinforce the

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<sup>6</sup>Harmer, Jeremy, *The Practice of English Language Teaching*, (England : Longman., 2001) P. 78

previous method. The methods are Audio-Lingual Method, Silent Way of Gattegno, The Community Language Learning of Curran, the Total Physical Response (TPR) of Asher, Suggestopedia of Lazanov and Communicative Language Teaching. The new methods are different one from another, or different from the traditional methods. Some methods may have been developed based on experience in teaching a foreign language in the past without considering theories on language teaching.

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.

One of the methods that the teachers tend to establish today in the classroom is Communicative Language Teaching (CLT). However, according to Richards & Rogers Communicative Language Teaching is best considered as an approach rather than a method. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom.<sup>7</sup>

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<sup>7</sup> Richards, J & Rodgers, T, *Approaches and Methods in Language Teaching*. (UK: Cambridge University Press, 2001) P . 47

Communicative language teaching is considered in line with the curriculum that the government established nowadays. Where the purposes of the language learning are improving the ability of foreign language communication in spoken and written that includes listening, speaking, reading, and writing. Growing the awareness about the importance of English language as one of foreign language for main learning media. Improving the relation between language and culture as to broaden the culture knowledge. So that, the students have an exact cross culture knowledge and can contribute inside the culture life.

What we have to underline is that one of the purpose of language learning is improving the ability in communication. It means the students are expected to master the communication ability. They are able to communicate in daily conversation and in particular material of the lesson. The communication is not only in the classroom but also outside of the classroom.

Looking through the curriculum used today in some schools that the main focus of English lesson is speaking skill, even though it's not ignored another skill at all. Speaking lesson is more emphasized to teach in the classroom. This thing is also seen by the material of the lesson. From the Elementary school till the Senior High School the focus of the materials are most to improve speaking skill.

Considered to those circumstances, it is appropriate for the teachers for using the right and acceptable method in teaching speaking. The method which is presumed the good method for teaching speaking skill is

Communicative Language Teaching. Beside the characteristic of CLT itself to allow the learners use the target language freely without the worrying of mistake, CLT also allows the learners to broaden their own mind with knowledge and related to the current curriculum.

A brief view about the history of communicative language teaching is begun in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistics, such as Firth and Halliday, as well as American sociolinguists, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts.

Further, that CLT is an approach to teaching based on the view that learning a language means learning how to communicate effectively in the world outside the classroom. It developed mainly as a reaction to the limitations of previous method which put little, if any, emphasis on the ability to communicate or interact. It was also influenced by developments in the way the language was described- taking into account the communicative function of language, i.e. that we use language to do things like suggest, invite, agree, request, criticize, predict, and so on.

Not a great deal has been written about the learning theory behind the communicative approaches, but here are some principles that may be inferred: activities that involve real communication promote learning, activities in

which language is used for carrying out meaningful tasks promote learning, language that is meaningful to the learner promotes learning.<sup>8</sup>

Indonesia is one of the countries which is try to adopt and establish the approach. As well as, in the same line with the national curriculum of Indonesia KTSP which says that the goals of teaching and learning English in Junior 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 and as the approach that is supposed in teaching English nowadays, some schools try to apply CLT in its instruction, including school in Kotabaru regency. One of school that applies CLT in the English language instruction is SMA Negeri 1 Kotabaru. Based on Pre-observation in SMAN 1 Kotabaru the English language instruction that is done by the teachers offer some methods and techniques that is expected to affect the students' ability in foreign language and their achievement, as well as have big deal for the students in acquiring foreign language, in this case is English language. SMA Negeri 1 Kotabaru also has the acceleration class program.

Based on previous observation, the students of SMA Negeri 1 Kotabaru, especially in acceleration class done their task or doing communication mostly use English. The teacher tries to usual them in that target language. It is expected that the result is those who do not know English well can communicate in acceptable way soon.

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<sup>8</sup>Taken from  
<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/CommunicativeLanguageTeaching.htm>. at Sunday October 3rd 2010, 8.30 am.

By the cases above, it is very interesting to make a research about The Effectiveness of Communicative Language Teaching Approach that used in foreign language teaching learning process.

So, the title is: **The Effectiveness Of Communicative Language Teaching Approach In Foreign Language Teaching Learning Process Of Eleventh Grade Students Of Senior High School SMAN 1 Kotabaru Academic Year 2011/2012.**

#### B. Clarifications of Title

In order to avoid misinterpretation about the title above, it will be responsible to explain some terms in the title, as follows:

1. Effectiveness is product or result that is wanted or intended.
2. Teaching is the act, practice, occupation, or profession of a teacher. It also means the activities of educating or instructing; activities that impart knowledge or skill.
3. Learning is a process of gain knowledge.
4. Communicative Language Teaching is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.
5. The Eleventh Grade Students of SMAN 1 KOTABARU in Academic Year 2011/2012 means the students who are sitting in the class Two on SMAN 1 KOTABARU Academic Year 2011/2012.

### C. Problem Formulation

Based on the topic, the problem of the study can be formulated as follows:

1. How is the effectiveness of Communicative Language Teaching Approach that is applied in the instruction at The Eleventh Grade Students at SMAN 1 KOTABARU in Academic Year 2011/2012?
2. How is the students' response regarding the Communicative Language Teaching approach that is applied at The Eleventh Grade Students at SMAN 1 Academic Year 2011/2012?

### D. Reason for Choosing the Topic

1. The activities based on the technique that is used by the teacher in their instruction will influence the ability of the students to obtain the objective of the lesson.
2. Using an appropriate technique for teaching foreign language will effectively help the instruction process and improve students' learning, and then how effective CLT at The Eleventh Grade Students at SMAN 1 Academic Year 2011/2012.
3. The beginning students prefer communicative activities in the classroom rather than only remembering the lesson when they learn foreign language.
4. The beginning students desire to have enjoyable and educative activities, as well as communicative.

5. The CLT is supposed to know the students who understand the lesson and who do not.
6. This research is expected to help the foreign language teaching learning process.
7. This study is not found yet in IAIN Antasari Banjarmasin.

#### E. The purposes of the Research

Based on the reason above, the purposes of this research are:

1. To find out the effectiveness of CLT in foreign language teaching learning process.
2. To know how CLT applies in the classroom and the student's response toward the approach in classroom when the teacher uses the CLT.

#### F. The Significance of the Research

This research has significance as follows:

1. As information to the effectiveness of CLT in foreign language teaching learning process improving the student's ability at the Eleventh Grade Students at SMAN 1 KOTABARU Academic Year 2011/2012.
2. As an input for the writer herself to enrich knowledge about the effectiveness of CLT in foreign language teaching learning process to make a good development for the students.
3. As a consideration for the next research in the same object but different point of view.

4. As the beginning step to next research in the same object.
5. Be enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

#### G. Writing Organization

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, consisting of The Definition of Approach, Method, and Technique; The History and The Definition of Communicative Language Teaching; Communicative Language Teaching as An Approach; The Principle of Communicative Language Teaching Approach; The Goal of Communicative Language Teaching; Classroom Activities of Communicative Language Teaching; The Effectiveness of Communicative Language Teaching Approach.

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.