

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four language skills namely listening, speaking, reading and writing. Speaking seems intuitively the most important and success is measured in the terms of the ability to carry out conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is very important for us because by mastering speaking skill we can carry out conversation with others, give our ideas and change the information with interlocutors. The learners should work as much as possible on their own, talking to one another directly and not through the medium of the teacher. But when we learn English in formal school like Junior High School and Senior High School, often most time is taken up with teachers talk and consequently we can't develop our ability in speaking. Attending English Course is one of the alternatives to develop our speaking skill.

LIA Surakarta which was built on April 1990, is one of an English Course aimed to help the society in learning English. LIA offers many language course levels. If we want to develop our speaking skill, we can take Conversation Class (CV Class). So that's why we can learn English more effective because the main goal is to develop oral fluency. To attain this goal LIA teachers try to use the appropriate method, namely Communicative Language Teaching that creates successful learning.

Communicative Language Teaching (CLT) is one of English teaching methods which emphasizes on learning to communicate through interaction in the target language (Nunan, 1991 a: 279). So that it focuses on what people want to do or what they want to accomplish through speech (Finocchiaro & Brumfit, 1983: 13). In CLT we use the language in real situation. We have to be able to speak in target language. So that's why most literatures indicate that CLT give emphasis on teaching of oral skill (Fauziati, 2002: 111). To achieve the successful learning, as an English teacher we have the important roles. We are as a facilitator of our students' learning, managing classroom activities and also having responsibility to monitor our students' performance.

In teaching speaking, LIA teacher implements Communicative Language Teaching. The teaching-learning process aims to enable the students speak the target language. The teacher uses some techniques in teaching speaking which can encourage the students to speak. She uses role-playing, discussion and she often uses games during the teaching-learning process. By using these techniques, the students become active as long as the teaching-learning process. They share their opinion about a topic and they also make short conversation with other friends.

Finally, the writer is interested in those phenomena. So the writer wants to give clear description about "THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN TEACHING SPEAKING AT LIA SURAKARTA: AN ETHNOGRAPHY."

B. Research Problem

The problem that the writer analyzes in this research is “How is the implementation of Communicative Language Teaching in teaching speaking at LIA Surakarta ?”

C. Objective of the Study

In writing this study, the writer has some objectives:

1. The writer wants to describe the implementation of Communicative Language Teaching in teaching speaking at LIA Surakarta.
2. The writer wants to describe the strength and weaknesses of teaching speaking using Communicative Language Teaching at LIA Surakarta.

D. Benefit of the Study

The writer hopes that this research will have some benefits in teaching – learning of English. This study has two major benefits i.e.: Practical benefit and Theoretical benefit.

1. Practical benefit: the finding of this research will be useful to the reader who is interested in analyzing the implementation of Communicative Language Teaching in teaching speaking.
2. Theoretical benefit: The writer hopes that this study will deepen the English Department students’ knowledge about Communicative Language Teaching (CLT) in teaching speaking.

E. Research Paper Organization

This research paper is divided into five chapters they are as follows:

Chapter I is introduction. It consists of background of the study, research problem, objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory. It consists of previous study, Communicative Language Teaching which consists of background of Communicative Language Teaching, characteristics of Communicative Language Teaching, the purpose of communicative activities, classroom procedure of Communicative Language Teaching, classroom techniques of Communicative Language Teaching, the teacher's role in Communicative Language Teaching, the students' role in Communicative Language Teaching, speaking and teaching speaking using Communicative Language Teaching.

Chapter III is research method. It consists of the type of research, subject of the study, object of the study, data and data sources, description of institution, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. It consists of research finding, discussion, the strength and weaknesses of teaching speaking using Communicative Language Teaching (CLT).

Chapter V is conclusion and suggestion. It presents the conclusion of this study and then it proposes some suggestions.