

**THE TEACHING-LEARNING PROCESS OF ENGLISH USING  
COMMUNICATIVE LANGUAGE TEACHING (CLT) TO  
THE FIFTH YEAR STUDENT OF SDN 2 GONILAN KARTASURA  
(A NATURALISTIC STUDY) IN 2007/2008 ACADEMIC YEAR**



**Research Paper**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is an international language and it is very important for the students to study it. In Indonesia, English as a foreign language is taught from elementary schools up to university. It is aimed at developing the students ability to absorb and disseminate important information through reading, writing, speaking, and listening.

In teaching-learning process, teachers should use the suitable approach for their students. Communicative Language Teaching (CLT) is best considered an approach. There are proponents of CLT as an approach that is to make communicative competence and develop procedures for teaching language skills: reading, writing, speaking, and listening, also language aspects: vocabulary, pronunciation, and grammar.

In CLT, teaching language is not only teaching the rules of grammar but also giving opportunity to the students to communicate by using language that they are learning. The specific instructional objective of teaching English is to develop the student's communicative competence in skills. So, to achieve this objective English teachers are expected to use CLT in their teaching-learning process.

In teaching English, the teacher has to be able to make the material interesting for the students and she has to know all kinds of methods in order

to be able to use them when situation demands. It is said that during the elementary school, the children are very active and mobile in the learning process. Also they want to enjoy and have fun in the teaching-learning process. So, the explanation should be as simple as possible, in order that the students can understand the material easily. The most important thing in carrying out the English teaching to children is the teacher has to be able to provide interesting materials, so the students are expected not only to know English but also to have skills in simple communication.

English is one of the lessons in Elementary School, and the students have learned English since the fourth year. There, the students have learned simple vocabulary of noun and adjective. In the fifth year, they have to learn simple sentences including the language skill such as: reading, writing, speaking and listening, also the language aspects: vocabulary, pronunciation and grammar. By studying English, students are expected to develop their ability in language skills and in language aspect.

The teaching-learning process of English in SDN 2 GONILAN KARTASURA has started since 2003. It is based on the 2004 Elementary School curriculum. The decree of the ministry of education and culture, Republic of Indonesia No. 0487/4/1992 ch. VIII states that English can be taught as an extra curricular activity. It was needed by the local community, also if the teacher of English is available.

The teacher's role is very important in English teaching-learning process. The teacher usually explains the material, meanwhile the students

listen to the teacher's explanation, and write it down, and the exercise is also given the students to know how far the students ability in learning process using LCT. Here, the goal of English teaching learning using CLT to the fifth year students of SDN 2 GONILAN KARTASURA is the development of communicative ability in English, which involves the four skills; they are reading, writing, speaking, listening, and also three aspects of language; they are vocabulary, pronunciation, and grammar.

Based on the case above, the writer wants to conduct a research about "THE TEACHING-LEARNING PROCESS OF ENGLISH USING COMMUNICATIVE LANGUAGE TEACHING (CLT) TO THE FIFTH YEAR STUDENT OF SDN 2 GONILAN KARTASURA (A NATURALISTIC STUDY) IN 2007/2008 ACADEMIC YEAR".

## **B. Problem of the Study**

In the research, the writer formulates the problem as follows: How is the implementation of the teaching-learning process of English using CLT to the fifth year students of SDN 2 GONILAN KARTASURA?

## **C. Objective of the Study**

The objectives of the study are related to objectives of teaching, type of syllabus, the procedures of teaching\_learning activities and the type of teaching\_learning activities. Those element are implemented in teaching\_learning process.

It is also related to the English language skills and language aspects. There, the writer wants to explain how the implementation of reading, writing, speaking, listening and also vocabulary, pronunciation, grammar aspects in CLT process.

The writer also wants to show the strenght and weaknesses of using CLT method for the teacher, learner and syllabus.

#### **D. Limitation of the Study**

For this research, the writer conducted the research in the fifth year of SDN 2 GONILAN KARTASURA IN 2007/2008 ACADEMIC YEAR.

#### **E. Benefits of the Study**

The writer hopes that this research will have some benefits in teaching learning English.

##### **1. Theoretical Benefit**

- a. The result of the research can be used as an input to English teaching-learning process.
- b. The result of the research can be used as a reference for readers to conduct a research in teaching-learning process of English.

##### **2. Practical Benefit**

- a. For the writer herself, she can get the larger knowledge about CLT applied and used in teaching English.
- b. The readers get much knowledge of teaching English using CLT.
- c. The teacher get the knowledge of applying CLT in teaching English.

## **F. Research Paper Organization**

Chapter I is Introduction, which contains Background of the Study, Problem of the Study, Objective of the Study, Limitation of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II contains Review of Related Literature, which covers Previous Study and Theoretical Review.

Chapter III presents Research Method. This chapter concerns with the Type of Research, Object of the Study, Subject of the Study, Data, Location of the Research, Source of Data, Technique of Collecting Data, and Technique for Analyzing Data.

Chapter IV presents research finding and discussion.

Chapter V is the last chapter of the research paper, which involves conclusion, and suggestions.