CHAPTER I

INTRODUCTION

A. Background

Education is processes of teaching and learning used to develop person's skills, knowledge, attitudes, etc[1]. From skill, students are able to improve their ability such as listening, writing, speaking, etc. Knowledge guides students to increase their intelligence. Attitudes guide students to have good social interaction.

Nobody can prohibit Indonesian to study such as said in decree of Indonesia No:20 the year 2003 about National Education System (SISDIKNAS) chapter IV section 5 article 1: "*setiap warga Negara mempunyai hak yang sama untuk memperoleh pendidikan yang bermutu*" "*every citizen has equal right to get excellent education*". This indicates that education has an important way to get excellent quality of country expected to decrease the stupidity and illiteracy degree in Indonesia.[2]

English material plays important role in drumming up Indonesia into globalization era that English itself influences languages around the world.

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[1] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia, Longman, 2002), p 174

[2] E. Mulyasa, Kurikulum Tingkat Satuan Pendidikan, (Bandung, PT Remaja Rosdakarya, 2006) p 24.

Language is the system of human communication that consists of the structured arrangement of sounds (or their written representation) into larger units[3], or language is used for communication[4]. From the definition of language above, we can conclude that language is very important, because it is a way of human expression.

Teaching and learning English process involves several aims such as a) students are able to understand English, not only the theory but also the practice. Students not only understand what teacher explains about the theory but also understand how to practise it. b) Students are able to use English well. They know how to practise it not only in class but also out of the class.

To develop English education in Bojonegoro, many teachers try to drumming up this education using many methods because many students over there cannot pass the final exam (UAN) especially English in which is the one of the material. Some reasons that make English education in Indonesia decreased are less students' motivation to study English; most of them do not know the importance of learning, because they just think about graduation from school and absent when the teaching and learning process occurred. In addition, the teachers

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[3] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia, Longman, 2002), p 283.

[4] H. Douglas Brown, *Principles of Language Teaching and Learning,* (San Fransisco, Longman, 2000), p. 17.

over there have no professionalism in teaching and do not know their role, as a good teacher, especially in teaching English.

Many scientists told about Communicative Teaching Language theory, such as Jack C. Richards (in the late of 1960s), Finocchiaro and Brumfit (1983), and Jeremy Harmer. Here, the researcher uses the theory of Jack C. Richard because it is more effective in teaching and learning process especially at SMP Plus al-Fatimah of Bojonegoro. This theory emphasizes on communicative practice of four language skills; listening, reading, speaking and reading. The theory of Jack C. Richard has several principles as below:

1. *learners use a language through using it to communicate*
2. *authentic and meaningful communication should be the goal of classroom activities*
3. *fluency and accuracy are both important goals in language learning*
4. *communication involves the integration of different language skills*
5. *learning is a process of creative construction and involves trial and error*

There are several activities done during English class using Communicative Language Teaching (CLT) such as giving instructions, conversation and discussion, dialogues, role-plays, debates, etc. By those activities, students are expected to be able to interact in the class using English well.[5]

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[5] Jack C. Richard and Theodre S.Rodgers , *Approach and Methods in Language Teaching*, (London New York, Cambridge Univrsity Press, 1986), p. 64

Based on those thought above, the researcher intends to discuss more about Communicative Language Teaching under the title, "The Implementation of Communicative Language Teaching (CLT) in Teaching English at SMP Plus al-Fatimah of Bojonegoro."

This method has applied at SMP Plus al-Fatimah of Bojonegoro since this school built on September 9th 2005. This method is proved as an effective method to make students active during the class; moreover, they always practise English in their Islamic boarding house. SMP Plus al-Fatimah is school just for girls. In VIII grade of it consists of two classes; A and B; taken one as a sample of this study is VIII B that consists of 25 students. It is taken based on the level of students' intelligence, and based on teachers' information that this class applies Communicative Language Teaching method.

B. Research Focus

This research focuses are:

1. What is the Communicative Language Teaching?

2. How is the implementation of Communicative Language Teaching at SMP Plus al-Fatimah of Bojonegoro?

C. Research Purpose

The purposes of this study are:

1. To know the definition of Communicative Language Teaching

2. To know and describe the process of teaching and learning in implementing Communicative Language Teaching at SMP Plus al-Fatimah of Bojonegoro

D. The Importance of Study

This study results are expected to be useful:

1. For researcher; this study as a theoretic provisions and practice provisions in implementing Communicative Language Teaching.

2. For SMP Plus al-Fatimah, they can evaluate the process of teaching and learning using Communicative Language Teaching methods especially in teaching English.

3. For educators; it is expected to give understanding about the implementation of Communicative Language Teaching, which the goal of this implementation is communicative.

E. Definition, Assumption, and Limitation

1. Definition

The following terminology will be used in order that the readers will has the same interpretation in understanding this study;

a. The Implementation of Communicative Language Teaching

Implementation is realization or application[6] or the process of applying idea, concept or innovation in doing activity that give an effect or impact.[7]

Besides, Communicative Language Teaching is an approach that gives priority to speak English in the class meaningfully, fluently, and accurately, as the main goal of this approach.

b. Teaching and learning English

Learning process consists of human, material, facilitation, equipment, and tools that influence one another to reach the goal of teaching and learning.[8] Studying in school is interaction process between students and teacher (source of science).

So that, the implementation of Communicative Language Teaching in the process of teaching and learning English is the practice of speaking English meaningfully, fluently, and accurately, as the main goal of this approach. In the class, students communicate using English as English as Second Language, although most of them cannot speak English fluently because their first language is Indonesia so they have to try until they can speak English fluently. The activities of communicative approach are practice a dialog, pair work, role-plays, project work, group work, etc.

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[6] Pius A Partanto & M Dahlan Al-Barry, *Kamus Ilmiah Populer*, (Surabaya : Arkola, 1994), p. 247

[7]. Ummi Zumrotin Nasihah, *Studi Tentang Implementasi Multiple Intelligences Dalam Proses Pembelajaran Pai Di SMA Muhammadiyah 2 Sidoarjo,* (thesis of tarbiyah faculty stai al-khoziny, Sidoarjo, 2007) p. 9

[8] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta : bumi Aksara,1995), p. 57

Teaching English is learning process between students and teacher about English material. So that in this thesis the writer will discuss about teaching and learning process of English using Communicative Language Teaching method that emphasizes on Communicative Competence using theory from Jack C. Richards.

2. Assumption

Assumption (basic thought) is thing assumed to be right by researcher as a basic of the study during do this study.[9]

- The implementation of Communicative Language Teaching in teaching and learning English process appropriates with the level of students' intelligence.

- The main goal of Communicative Language Teaching theory is communicative class.

3. Limitation

The limitations of this study are

1. This study focuses on eighth grade of SMP Plus al-Fatimah of Bojonegoro at B class.

2. This study definite on Communicative Language Teaching at SMP Plus al-Fatimah of Bojonegoro in process of teaching and learning English

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[9] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineke Cipta, 2002), p: 22

F. Systematic of Discussion

To know the arrangement of this study under the title, "The Implementation of Communicative Language Teaching (CLT) in Teaching English at SMP Plus al-Fatimah", the researcher gives the systematic of this study:

Chapter I: introduction; this chapter involves the contexts of study, research focus, research purpose, the importance of study, definition, assumption and limitation, and the systematic of discussion.

Chapter II: literature reviews; this chapter involves: first, Communicative Language Teaching; the definition of Communicative Language Teaching, principles of Communicative Language Teaching, the activities of Communicative Language Teaching theory, and the purpose of Communicative Language Teaching Process. Second, the components of teaching; definition of teaching and learning, components of teaching and learning process, purpose of teaching and learning, factors that influence teaching and learning process, The Previous Study in Communicative Language Teaching.

Chapter III: research method; this chapter involves approach and kind of study, researcher role, place of study, source of data, research object, Source of Information, data analysis, checking data validity, and study stages.

Chapter IV: Result and Discussion consists of Description of SMP Plus al-Fatimah, research finding, and data analysis.

Chapter V: this is the last chapter that consists of conclusion and suggestion.