

CHAPTER 1

INTRODUCTION

This chapter concentrates on the research background, research questions, research purposes, research significance, conceptual framework, research hypothesis, and previous studies.

A. Background

This study aims to look into the speaking abilities of Indonesian EFL students using Communicative Language Teaching at the high school level. It focuses on improving speaking abilities because it is perceived difficult for students. It is difficult for students who have to master speaking in a foreign language.

The students should learn some aspects to master speaking in a foreign language. Brown (2004) speaking requires mastery of five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Every student, at varying levels, must be able to master these elements to communicate effectively, especially high school students. Students in high school must master speaking to communicate effectively in everyday situations. Speaking at the high school level, according to Permendiknas No. 23 (2006) expresses meaning orally, both interpersonal and transactional expression, either formal or informal, in delivering requests in a daily life context. Meanwhile, the students struggle with speaking English effectively, and they frequently struggle to express their ideas, arguments, and feelings. As a result, an English teacher should facilitate and motivate students to speak up during classroom activities.

Speaking is an essential aspect of learning a second language. The goal of second language learners is to communicate clearly and efficiently in a second language. As a result, language teachers must emphasize teaching speaking skills. Teachers must provide high-quality instruction in their classrooms. According to Kayi (2006) teaching activities encourage learners to speak clearly in a second language

(CLT) is claimed to support more favored teaching and learning activities. Communicative Language Teaching is the type of classroom activity that best facilitates learning and the roles of teachers and learners in the classroom. According to Richard (2006), communicative language teaching is a set of principles that govern the goals of language instruction, how students learn a language, the types of classroom activities that aid learning, and the roles of teachers and students in the classroom. Richards (2006), also says that one of the goals of Communicative Language Teaching is to develop fluency in language use. This study focuses on the students' fluency and accuracy in speaking, and fluency is the natural language that is smoothly produced and easy to flow. The researcher discovered some problems students face when speaking English during an observation (09 February 2022) at SMA Karya Budi, Cileunyi Bandung.

However, based on the students who have previously taken English classes, most of them still have a limited ability to communicate in English. They frequently encounter a classroom environment in which the teacher cannot develop a teaching-learning process to give the students more practices in speaking abilities.

When the researcher observes SMA Karya Budi, the speaking problem reveals three issues. To begin, students communicate in their native language (Sundanese). Second, the learning environment in the classroom is unfavourable, and third, students are quiet in the classroom based on curriculum of DEPDIKNAS (1994), the English Curriculum appropriated with students' necessity, environment, interest, and aptitude. To address this issue, the researcher intends to do experiment with students in the tenth grade of Karya Budi High School using Communicative Language Teaching. The researcher's experiment type is quasi-experimental. According to Sugiyono (2014), quasi-experimental research is a method of determining the impact of one treatment versus another in a given situation.

This study is similar to previous studies on the use of Communicative Language Teaching. Julista (2018), for example, demonstrates that the Communicative Language Teaching Method had a significant impact on students'

speaking abilities. The second Erwan (2008) demonstrates success in his research using Communicative Language Teaching to teach vocabulary through speaking. Meanwhile, in this study, the researcher discovers a gap to focus on students' speaking accuracy (pronunciation) and fluency (smoothness) by using Communicative Language Teaching in teaching speaking to SMA Karya Budi tenth-grade students. Meanwhile, this study aims to determine how Communicative Language Teaching affects students' speaking abilities. For this reason, this study is entitled “ the use of communicative language teaching through presentation to improve EFL students' speaking fluency and accuracy (a quasi experimental research at the tenth grade of SMA karya budi cileunyi bandung)”.

B. Research Questions

This study develops research questions to learn more about using Communication Language Teaching. As follows :

1. How fluent and accurate are the students' English speaking abilities without using Communicative Language Teaching trough presentation ?
2. How fluent and accurate are students' English speaking abilities using Communicative Language Teaching trough presentation ?
3. How significant is the impact of with and without Communicative Language Teaching trough presentation on students' English speaking fluency and accuracy ?

C. Research Purposes

This study investigates the impact of speaking abilities before and after Communicative Language Teaching. As a result, to determine the significance of speaking abilities, the researcher formulates three research objectives based on the three questions raised above. This research are aimed to

1. Find out the fluency and accuracy of tenth-grade students in speaking English without using Communicative Language Teaching through presentation.
2. Find out the speaking abilities of the tenth-grade on students' fluency and accuracy using Communicative Language Teaching through presentation.
3. Determine the significant impact of using and without Communicative Language Teaching through presentation on improving students' English speaking fluency and accuracy in the tenth grade at SMA Karya Budi.

D. Research Significances

The findings of this study are intended to have both theoretical and practical implications. This study's theoretical significance can be a starting point for future research. It can be used as a reference to improve students' English competencies, particularly their English speaking skills, through communicative language teaching in the classroom for a more active learning environment. Then, the application of this research allows teachers to improve English teaching-learning strategies and assist SMA Karya Budi students in speaking English fluently and enjoying learning English using CLT through presentation, and the material that used in this research were introduce self, others and describing historical place.

E. Conceptual Framework

This study looks into how one of the techniques in the learning strategy can help students improve their speaking skills. As a result, it necessitates the investigation of learning strategies that adhere to the conceptual framework used to present this study. This conceptual framework explains various concepts, including speaking skills, communicative language teaching, and the impact of speaking skills on students' fluency and accuracy. The diagram below depicts the theoretical framework that underpins this study.

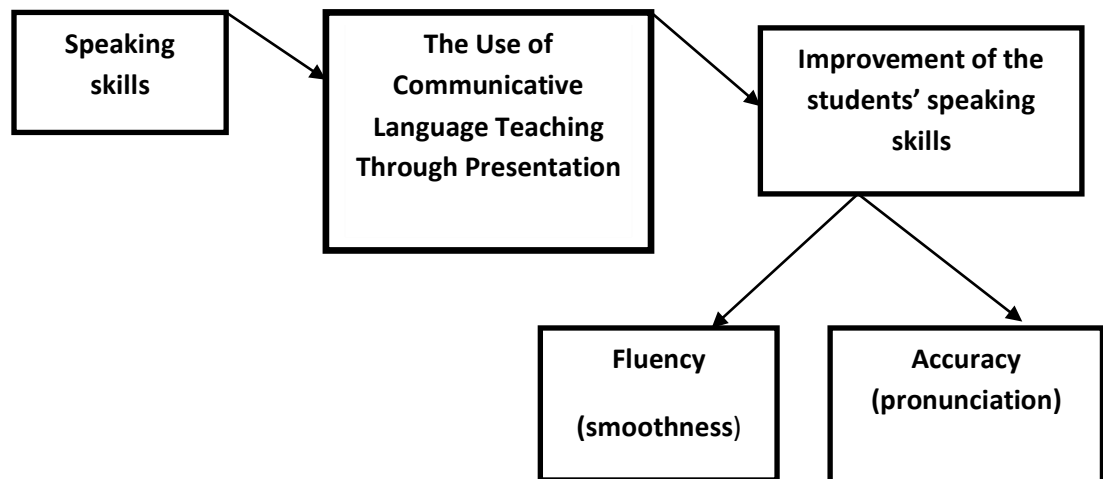


Figure 1. Conceptual Framework

This study looks into speaking abilities. Speaking is a tool for communicating with others, or it is a method for one person to communicate with others and interact with them. Widdowson (1985: 10) defines speaking as a type of oral communication that consists of two parts: the speaker who delivers the message and the listener who receives it. Brown (2004) defines speaking as the mastery of five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, to communicate effectively, students should learn how to master these elements. Speaking refers to the action or a way of speaking. The majority of people speak different languages, and they need language unity to cooperate and have good relationships in this world.

This study aims to look into the impact of using Communicative Language Teaching through presentation to improve speaking abilities. *Communicative Language Teaching (CLT)* is defined as assisting in more preferred teaching and learning activities. Communicative Language Teaching is the type of classroom activity that best facilitates learning and the roles of teachers and learners in the classroom. Richards and Rogers (1986) develop some underlying principles in applying CLT. First and foremost, the teacher will create activities that promote open communication while motivating students to learn. The teacher can also create a classroom environment where students interact with one another. (CLT)

engages students in genuine communication to improve their communication skills. When teachers provide opportunities that best meet the needs of the learners, learners are engaged, and learning is more effective (Littlewood 2010). According to Richards (2006, p. 2-3), one of the goals of Communicative Language Teaching is to develop fluency in a language.

This study aims to improve students' speaking fluency and accuracy. Pollard (2008) defines fluency as "speaking communicatively, fluently, and accurately." *Fluency* is typically defined as expressing oral language freely and without interruption. Speaking accuracy is defined by Yuan and Ellis (2003, p. 2) as "the extent to which the language produced conforms to target language norms," which includes proper pronunciation, vocabulary, and grammar use. Skehan and Foster (1999, p. 93-120) define speaking fluency as the ability to produce spoken language "without undue pausing or hesitation" (1996, p. 22). As a result, this research looks into how using communicative language teaching enable to improve speaking abilities can help students speak English fluently and increase classroom engagement. Fluency in speaking has several aspects, including very fluent speech, frequent fluency experience interference, speed and fluency appearing to be frequently disrupted by language difficulties, and stuttering speech. The conversation frequently stops and is short (Bernabas, 2013). While accuracy refers to all activities performed to produce language sounds, including articulation, which is the positioning of speech organs such as the tongue, teeth, lips, and palate when forming sounds, vowels, and consonants. Pronunciation skills include pronouncing segmental sounds, such as vowels and consonants, and supramental sounds, such as stress and intonation (Anonim, 2013).

F. Hypothesis

The research is purposed to find speaking English fluency and accuracy on the use of communicative language teaching. futhermore, this study lead to reseach hypothesis, there are alternative hypothesis and null hypothesis as the following :

1. Alternative hypothesis (H_a): there is a significant difference between the result of pre-test and post-test students' speaking English fluency and accuracy (X) the use of the Communicative Language teaching through presentation (Y)
2. Null hypothesis (H_0): there is no significant difference between the result of pretest and post-test of the students' speaking English fluency and accuracy (X) the use of the Communicative Language teaching through presentation (Y)

G. Previous Studies

This study aims to investigate students' speaking abilities to improve their speaking fluency and accuracy through Communicative Language Teaching through presentation. Furthermore, this study is based on several related research findings. Previous research has discovered that CLT is used in classroom activities in both non-Indonesian and Indonesian contexts, resulting in the gap of this study.

Two previous studies in a non-Indonesian context are required to implement CLT. First, Sumaira, Zahida, and Raheela (2015) in the first semester of the Computer Science Degree Program at FAST National University of Computer and Emerging Sciences, used CLT to develop communicative competence in Computer Assisted Language Learning environments. This research aims to look into the perceptions of both teachers and students using CLT methodology in the Computer Assisted Language Learning environment to communicative activities. The findings show that teachers and students positively influence the CLT approach. The current study is similar in that it discusses CLT as a tool for learning strategies. On the other hand, the current study uses CLT to teach English speaking.

Second, Mustapha and Yahaya (2013) investigated the CLT approach in selected community colleges by looking at teachers' classroom practices in learners' communicative skills. The study examined the teacher as the key player in the classroom, focusing on three main areas: activities, materials chosen, and

methods and techniques. The study discovered that the successful implementation of CLT in English language teaching in community colleges is heavily reliant on lecturers' understanding and beliefs about CLT, which is reflected in their actual teaching practices in the classroom, as evidenced by their methods and techniques used in the classroom. Nonetheless, this study differs from the current study in that it focuses on improving students' tenth-grade speaking abilities.

This research is motivated by two previous studies conducted in the Indonesian context as explained above. Furthermore, this study aimed to determine whether or not the implementation of the CLT Approach improved the students' ability to speak in terms of pronunciation and fluency at SMPN 2 Baranti's Seventh Grade students. This study concludes that the implementation of CLT could improve students speaking abilities (Wahyuningsih 2019). Like the current one, this study investigates the effects of speaking abilities on students' fluency and accuracy using CLT. However, the current study was conducted at the high school level.

Finally, CLT was used to teach vocabulary. This study was conducted on first grade students in a high school setting. The collecting data in this study used a case study. The findings suggest that teaching vocabulary through CLT cannot be done in isolation; instead, vocabulary instruction must be integrated with other significant skills such as speaking, listening, reading, and writing, as researched by Erwan (2008). The current study is similar to one that used CLT as the method. Furthermore, this teaching method is used in the current study to improve students' fluency and accuracy. This study also differs from the previous one in that it used a different method of vocabulary instruction.

Several previous studies were conducted to determine the effectiveness of CLT as a classroom activity strategy. As a result, to fill a gap between previous studies and the current study, this study investigates how to improve students' fluency and accuracy in speaking using CLT.

Furthermore, this study is different from previous research in that the teaching-learning by CLT focuses on improving accuracy and fluency. The population that the researchers will use is the high school level of the tenth grade.

The result of this study is to enhance students' speaking skills so that they can pronounce pronunciation accurately and speak fluently

