

Chapter One

Introduction

In this chapter, there are several important points presented. The background of the study includes the reasons why the researcher was interested in researching the topic. Identification of the problem and, delimitation of the problem is also included. Besides, the researcher also explains the research questions, the purposes of the research and the significances of the study. In the last part of this chapter, the researcher explains the outline of this research.

Background of the Study

Communicative Language Teaching (CLT) is known as a theoretical model in English Language Teaching (ELT) in recent decades. Being introduced in Europe in early 1970s, CLT has served as an influential major source of language teaching practices around the world and as one of the most effective method to English as a Foreign Language (EFL) context (Vongxay, 2013). This method is believed to be able to lead students to develop their communicative competency in English (Richards & Rodgers, 2001). A number of studies showed that the CLT activities have been implemented in every ELT to enhance learners'

CLT was implemented in the Laos higher educational institutions' curriculum in 2005. The result showed that Laotian teachers used conversation grids and interviews which belong to CLT activities for the communicative purpose, and students could practice to communicate in real life context (Vongxay, 2013). In addition, the Minister of National Education (MONE) of Turkey implemented a new curriculum of ELT in Turkey. The teachers in Turkey have implemented various communicative activities such as inter-personal dialogue and role play to achieve the goals (Ozsevix, 2010).

However, English teachers of secondary schools in Bangladesh implemented the CLT activities by using textbooks which contain a lot of CLT activities such as role play, picture describing, problem solving, and conversation done in pairs and groups (Chowdhury, 2012). Furthermore, Wibowo (2013) maintained that English teachers in Indonesia implemented activities such as group work discussion, games, conversation and dialog line.

However, based on the researcher experience during the study in English language education department program, the researcher had been through so many classes. In every class, there are a lot of activities implemented in the classroom categorized as CLT activities such as group discussion, presentation, role play, interview, and games. Besides that, the researcher found that every teacher have their own procedure in applying the activity.

Based on the explanation above, there are a lot of kinds of CLT activity implemented in ELT. Furthermore, every country has their own purpose and policy in applying those CLT activities. Not only every country but also every educational level has their own procedures and goals in applying those CLT activities. Thus, the researcher is interested in conducting the research only focusing on the CLT in the classroom activities.

Identification of the Problems

Students at the university need learning activities providing chances to practice their speaking, because students have different ability especially in communicative competency. That way, the lecturers at the university have implemented CLT activities to develop students' communicative competence. Based on the researcher's experience during the study at English language education department of one private university in

Yogyakarta, there were problems found about the implementation of CLT activities in this department. Every lecturer has different capability in applying CLT activities in their classroom. With this different capability, this comes up as one of the problems in CLT activities implementation. For example, one of the lecturer implements CLT activities in the classroom, but the lecturer sometimes gets difficulty in managing the class in oral communication so that he or she only focuses on the students who are good at speaking. Likewise, the other lecturer only focuses on the students who are not good at speaking. That way, the students have not the same opportunity in the classroom activities. Thus, the researcher feels challenged in conducting the research on CLT in the classroom activities for the students at university level.

Delimitation of Study

In this research, the researcher uses CLT in the point of view as a teaching method implemented by the lecturers in their classroom. Besides, the researcher only focuses on the oral communication for students at university level. The researcher also chooses speaking and listening class to take the data for this research because one of the purposes of this class is to develop students' communication competence. Additionally, the researcher decides to choose that subject because it is one of subjects focusing on students' speaking skill. Therefore, the subject has more speaking activities than other subjects.

Research Questions

This research is intended to answer the following questions:

1. What are the CLT activities implemented for students in university level?
2. What are the students' perceptions on those CLT activities?

Purposes of the Research

Based on the research questions, the objectives of the research are:

1. to find out the CLT activities implemented for students in university level.
2. to investigate the students' perception on those CLT activities.

Significances of the Research

This research gives some advantages for the researcher, lecturers, students, and other researchers.

For the lecturers. This research gives advantages for the lecturers who teach English. This research will give some knowledge about kinds of activities in the CLT method and information as activities to increase students' communicative competence. Besides, this research can be useful for the lecturers as reflection to their teaching strategies especially in teaching speaking.

For the students. This research is able to give some benefits for the students especially for students who want to be fluent in speaking English. From this research, the students can get some knowledge about kinds of CLT activities so that they can use the activities as alternative learning activities outside of the classroom.

For other researcher. The study is valuable to other researchers who want to investigate the CLT method especially in kinds of activities. The other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researchers related to the same area of this research.

Outline of the Research

This research is divided into five chapters. The first chapter is introduction. In this chapter, the researcher presents background of study, identification of the problem, delimitation of the study, research questions, purposes of research, significances of research, and outline of research. The second chapter is literature review. In this chapter, it provides some theories and concepts used as the foundation of this research. Also, it discusses previous studies of the definition of CLT, the principles of CLT, role of the student and teacher in CLT, and CLT activities in the classroom. The third chapter is methodology. In this chapter, it consists of four points namely research design, research setting, research participants, data collection method, data gathering procedures, and data analysis. The fourth chapter is findings and discussion. This chapter reports the findings, and the researcher connects them to some theories on the literature review to achieve the answers of the research questions. The last chapter is conclusion and recommendation of the research. The conclusion summarizes the research, and the recommendations are given to some group of people related to the research.