

Chapter One

Introduction

This chapter introduces a description of the research, which consists of the background of the research, the reason why the researcher is interested in doing this research, identification of the problem setting that needs to be researched, the limitation of this research also explains what kind of topic or problem that was researched such as research activities and obstacles. Then, the research questions a formulation of the question of the research questions' purpose of this study. Then this chapter also explains the research objective of the researcher. Finally, the researcher explains the organization of the chapter.

Research Background

In language learning activities, the researcher knows that language is a tool used to communicate, and it is important for the students to know the language. The students learning at school can be used and applied in everyday life. Every teacher at school has their own learning method that the teacher wants to convey to students. One of the methods usually used by teachers in teaching is the CLT method.

CLT (Communicative Language Teaching) is a method used by language teachers who, in the learning process, emphasize interaction or communication activities in learning that can train speaking skills for language learners. Walia

Divya (2012) has stated that "CLT is a learning approach that combines results-oriented activities and a more student-focused language approach in learning activities as seen from interactive exercises such as games, role-playing, and pair/group work as an integral part of the language acquisition process" (p.125).

CLT can be said that approaching CLT helps students' language acquisition process. Language can be used for daily communication. Today, therefore, the CLT method suitable for use in the learning process for CLT method is a method of learning to apply CLT learning to use a language instead of learning a language, and also CLT can develop the speaking skills of language learners through interactive activities, where the CLT method is the activities carried out in communicative learning such as discussions, storytelling, and others.

There are still many teachers who consider the CLT method important, but this method is difficult to apply during the learning process. The teacher can take an example when the teacher applies discussion activities in the learning process, and the teacher must be able to manage the class well when using the CLT method in learning. If the teacher cannot manage the class properly, it will happen like students can chat using Indonesian instead of English during discussion activities.

Teachers who are persistent and difficult in controlling the class in the learning process must be able to master the class better so that the CLT method applied can be achieved properly in accordance with the objectives of the CLT method. Therefore, the researcher is interested in researching the activities and

difficulties in implementing CLT. Although there have been many studies examining the CLT method in the language learning process, it is still lacking from the teacher's point of view. Therefore, the researcher wants to deepen information about the use of the CLT method in the language learning process, especially at the high school level.

Identification of Problem:

Based on the research background, in language learning, language is a communication tool that is used, not to be studied. One of the learning methods whose application emphasizes the use of language is the CLT method. This method is very interesting, it has many activities such as discussion, roleplay, storytelling, and others, but these activities are difficult to implement in schools because teachers must have broad mastery of the material being studied, teachers must be able to control the effectiveness of the class, because some CLT activities such as discussion and roleplay require the teacher to be able to master the class well, because if the class is not well controlled, then the class will not be effective during learning.

Delimitation of Problem:

From the problems above, in this study, the researcher examines the teacher's experience in classroom activities in CLT, such as discussions, storytelling, pairs,

Etc. Also, the researcher wants to know the difficulties that occur or are experienced by the teacher in teaching using the CLT method. This research was conducted at a senior high school in Yogyakarta using a qualitative method.

Research Question:

1. What activities do teachers apply in teach on CLT (Communicative Language Teaching) method in language learning?
2. What are the obstacles encountered during teaching using the CLT (Communicative Language Teaching) method?

Research Objective

This study aims to find out what activities teachers teach using the CLT method and also the obstacles experienced by teachers in teaching using the CLT learning method.

Significance of the Research

This research is expected to be useful for researchers, students, lecturers, and future researchers, who can use this research as reference and evaluation materials in the learning process using the CLT method.

The Students. This research expected that CLT activities could make students understand and participate after knowing the obstacles so that students are expected to understand the difficulties experienced by the teacher and be more empathetic.

The teachers. This research is expected to help teachers find out what the CLT method is, what activities are usually included in the CLT method activity, and also to find out the obstacles that may occur while applying the CLT method.

The Next Researcher. The results of this study are expected to help further researchers find the CLT learning model and can be used as reference material.

The Academic Institution. This research can help academic institutions as an introduction reference to the CLT learning method, which may be applied during the learning process in the classroom.

Organization of the Chapters

In this section, the researcher describes each chapter's writing organization. There are five chapters in this thesis which are described below:

The first chapter. It consists of a background of study explaining why the researcher is interested in doing this research. Then there is the identification of problems contains about research problems to be identified. Delimitation is the division of problems that will be identified, followed by research questions. Next, the researcher also has research objectives containing the research objectives, and the last section is research significance is the benefits of research for several people or institutions.

The second chapter. It consists of theories that support or reinforce this research so that its background and problems can be more robust with the

supporting theory in this research. Besides explaining related research, this chapter will also define several research keywords.

The third chapter. It contains an explanation of the method that will be carried out in this study which will discuss the design. The participants of the research and also, the place of research, research procedures, data analysis, and also trustworthiness.

The four chapters. It contains an explanation of the results and a discussion of the research, namely the activities teachers use in teaching using the CLT method. In addition, the obstacles found during the learning process using the CLT method.

The five chapters. It explains the conclusions and suggestions from the research results, such as the findings obtained after conducting the research.