

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. This chapter consists of background of research, statement of problem, research question, objective of the research, and significance of the research outline of the research is also written in this chapter. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

Teachers' teaching methods have been changing over period of time. There are several methods which the teachers can apply to teach the students. One of teaching methods used by teachers is Communicative Language Teaching (CLT) method. According to Richards (2006), there were the change of trends in the language teaching in the last fifty years such as traditional approach, classic communicative language teaching, and communicative language teaching. Besides, the traditional approach was used in late 1960s, and it focused on grammatical competence. Following this, the teaching technique often used by the teacher is question and answer practice, drilling, dialog, and several forms of guided practice speaking and writing (Richards, 2006). Likewise, the classic communicative language teaching was used in the 1970s to 1990s to teach the students in the class. In 1970s, it was started introducing on what the teachers need to use language communicatively in teaching as communicative competence. Also, it could make the teachers almost over the world consider out whether their teaching syllabuses and materials are up-to-date or not (Richards, 2006). Since 1990s, CLT is a method which is currently used by several teachers because

teachers are demanded to make students be able to communicate. CLT method has the aim to develop students in communication. Celce-Murcia, Brinton, and Snow (2014) stated “Communicative language teaching (CLT) is an approach to language teaching which emphasizes learning a language first and foremost for the purpose of communicating with others” (p.16). Therefore, there is no different between classic CLT and current CLT.

There are some countries which have implemented CLT in teaching learning process. CLT had been implemented in Bangladesh and Thailand, and an expert tried to find out the challenges and problems on using CLT in those two countries. According to Islam and Bari (2012), the students from Bangladesh and Thailand were almost not being cooperative and not feeling comfortable when the teacher implemented CLT method in their class. Regarding the statement mentioned, the teachers implemented the learning activities which focused on grammar, reading and translation skills. Some activities recommended by the expert in relation of CLT were jig-saw activity, task-completion activity, information-gathering activity, opinion-sharing activity, information-transfer activity, reasoning-gap activity, group work activity, and role play activity (Richards, 2006).

In Indonesia, English has become as a foreign language (EFL) and implemented CLT in the class. CLT itself has long been implemented in Indonesia. According to Arfiandhani (2015), CLT had been implemented since early 1980s in Indonesia. However, the students were not ready with the implementation of CLT because only several students used English language properly. The statement mentioned was in line with Arfiandhani (2015) who

stated that high school students still have difficulties on using their English skill in real life. Besides, the teacher is a role model of the students in the classroom activity. The teacher uses Indonesian as the first language in teaching English in the class so that it can lead the students to follow the teacher to speak in Indonesian. From the statement mentioned, it was in line with Musthafa (2001) who argued that English is rarely used in English classroom as the teacher more often uses Indonesian language in the English classroom.

There are several aspects happened when CLT method is applied in English as Foreign Language country. Islam and Bari (2012) said “They include insufficient time for classroom activities, difficulty in class management, students’ preference of accuracy to fluency, cultural conflict between the students and CLT, students’ focus on grades, and examinations not being on CLT-based” (pp.95-96). In this case, the students focus on the score rather than their skills in English language. Regarding the phenomena mentioned in the previous paragraphs, the researcher is interested in conducting a research to find out the teachers’ difficulties in the use of CLT in the classroom.

Statement of the Problem

The point of this research is to reveal the teachers’ difficulties in implementing CLT activities in the classroom of high school in Yogyakarta. The researcher wants to takes the data from teachers’ difficulties about implementing CLT activities based on teachers’ experiences in the classroom. Besides, it can also become concrete data to know about CLT.

Research Question

The problem of this study is formulated into “What are the EFL teachers’ difficulties regarding the use of CLT activities in the classroom?”

Objective of the Research

The objective of this research is to find out the teachers’ difficulties in implementing CLT activities in the classroom aspects from the internal and external of the teachers comprising from students and the educational system as well as from CLT itself.

Significance of the Research

This research is aimed to give positive advantages for some parties such as teachers, school authority, teacher training institution and other researchers.

For the teachers. This research can be useful for teachers or pre-service teachers to do the evaluation and develop method which they will use to teach, so they can be the professional teachers. From this research, it is useful for the teachers to be aware with the class situation and students’ different skills one another. Hence, this research can be useful for the teachers as a reflection to their teaching.

For the school authority. This research is beneficial for school authority. By knowing the teaching methods mentioned, the school authority can develop the education system used in the school and curriculum and organize the teachers towards the certain teaching method. Moreover, the school authority can also know the benefits from the teaching methods for the students’ comprehension in learning process.

For teacher training institutions. This research can give the beneficial for training institutions in educating the teachers with all of teaching methods to overcome the difficulties in implementing CLT in the classroom. The institutions can develop and do the research towards the appropriate method and curriculum given to the pre-service teachers.

For other researchers. The results of this study might be used for other researchers who are interested to conduct the same area of this study. Besides, this research can be base information for other researchers to conduct experiment research in same area of study related to CLT. Following this, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and may become recommendation of further research.

Research Outline

This research consists of five chapters which explain an overview of each research chapter. The first chapter is introduction. In this chapter, it discusses the background of the study including the explanation of CLT and difficulties of using CLT for the teachers, the statement of the problem, research question, objective of the research, the significance of the research, and the outline of the research. The second chapter discusses the literature reviews related to the research. There are some sources from the experts who have examined the subjects related to this research. In the literature review, it covers CLT, implementing of CLT, activities in CLT, and the difficulties in implementing CLT. The third chapter elaborates the methodology of the research. This chapter presents the research design used in this research. Besides, this chapter three

consists seven parts of methodology namely research design, research setting, population and sample of the research, data collection method, data collection procedure, validity and reliability, and data analysis. In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data towards the difficulties in implementing CLT faced by the teachers. Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.