

THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AND STUDENTS' IMPROVEMENT IN SPEAKING SKILL

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh
Nurjati* State Institute for Islamic Studies in Partial fulfillment of the Requirements
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Written by:

JARIYAH

Reg. Number: 58430581

THE ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY
OF *SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES
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ABSTRACT

JARIYAH: THE COMMUNICATIVE LANGUAGE TEACHING (CLT) AND STUDENTS IMPROVEMENT IN SPEAKING SKILL

The linguists perceive language as a complex communication system. It is also widely believed that language must be analyzed on several levels, e.g., phonology, syntax, morphology, semantics and lexis, pragmatics, discourse. (Mitchel and Myles, 2001: 14). Language is one of the most important elements in the communication. It is only used to communicate but also to interact with other, to express an idea or feeling, to send a message, and so on.

In the process teaching and learning need also a language. A search in contemporary dictionaries reveals that “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” (Brown, 2000: 7). As like the students taught by the teacher with the method of teaching such as the teacher use the communicative language teaching in the speaking skill on the process teaching and learning of language.

The communicative language teaching is a by word for language teaching. (Brown, 2000: 14). Language teaching is not easily categories into methods and trends. According to Harmer (3rd Edition: 78), the general area of methodology to the practice of English teaching are approaches, methods, techniques, procedures and models.

In doing all that, the researcher takes qualitative research on the research. The researcher takes Communicative Language Teaching Today by Jack C. Richards 2006, The Practice of English Language Teaching by Jeremy Harmer 3th Edition, and Techniques, Principles in Language Teaching by Diane Larsen Freeman 2000, Introduction to Teaching English by Jill Hadfield and Charles Hadfield 2008, those are as the source and type the data of this research. The technique of data collection in this research is library research and the writer used the technique of analysis data is content analysis by David E. Grey.

The result of this research shows that according to the data above, it was proven that the communicative language teaching can apply to teach in teaching language especially for the speaking skill. The researcher got the conclusion that the communicative language teaching can apply to teach the students in speaking skill. And the purposes of this research that the used of communicative language teaching and students improvement in speaking skill. The researcher also has suggestion to all the reader and the other researcher.



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PREFACE

The very first gratefulness is delivered to The Almighty, Allah *Subhanahu wata'ala*: The Greatest Creator and The Best Motivator to His everlasting and mercy keeping me tough during my writing; therefore, this thesis is finally completed. Without Him, we will have no chance to read this complete thesis. May invocation and safety always be given to the prophet Muhammad *Shallallahu 'alaihi wassalam*, his families and his followers up to the end of the world. The thesis entitled, "The Communicative Language Teaching (CLT) and Students' Improvement in Speaking Skill." Is presented to fulfill as one of requirements to achieve the degree of Islamic Scholar in Education at English study program of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.

In arranging this thesis, there are so many people participated, helped and advised directly or indirectly. So in this opportunity, the writer would like to conferee his sincerely thankfulness to:

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Cirebon, October, 2012

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The linguists perceive language as a complex communication system. It is also widely believed that language must be analyzed on several levels, e.g., phonology, syntax, morphology, semantics and lexis, pragmatics, discourse. (Mitchel and Myles, 2001: 14).

A definition of language, observed the British cultural critic, based on Williams (1977: 21), language is always, implicitly or explicitly, a definition of human beings in the world. That is because language permeates every aspect of human experience, and creates as well as reflects images of that experience. It is almost impossible to imagine human life without it. And yet, people seldom think about it.

Language is one of the most important elements in the communication. It is only used to communicate but also to interact with other, to express an idea or feeling, to send a message, and so on.

According to Pinker has The Language Instinct (1994: 18), he has statement such as:



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“Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.”

According to Bolinger (1975: 236), the language is not only necessary for the formulation of thought, but is part of the thinking process itself. And then according to Brown (2000: 5), the consolidation of a number of possible definitions of language yields the following composite definition:

“1. Language is systematic. 2. Language is a set of arbitrary symbols. 3. Those symbols are primarily vocal, but may also be visual. 4. The symbols have conventionalized meanings to which they refer. 5. Language is used for communication. 6. Language operates in a speech community or culture. 7. Language is essentially human, although possibly not limited to humans. 8. Language is acquired by all people in much the same way, language and language learning both has universal characteristics.”

These eight statements provide a reasonably concise “Twenty five word or less,” definition of language. But the simplicity of the eight folds definition should not be allowed to mask the sophistication of linguistic research underlying each concept. In the process teaching and learning need also a language. A search in contemporary dictionaries reveals that “Learning is



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acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” (Brown, 2000: 7).

According to Kimble & Garmezy (1963: 133), “the definition of learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.” Similarly, teaching which is implied in the first definition of learning may be defined as “Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” (Brown, 2000: 7).

Teaching and learning has a very close relationship and one into another cannot be defined apart. According to Brown (2000: 7) identifies the components of definition of learning as follow:

“1. Learning is acquisition or getting. 2. Learning is retention of information or skill. 3. Retention implies storage systems, memory, and cognitive organization. 4. Learning involves active, conscious focus on and acting upon even outside or inside the organism. 5. Learning is relatively permanent, but subject to forgetting. 6. Learning involves some forms of practice, perhaps reinforced practice. 7. Learning is part of changes in behavior.”

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for



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learning. The learner will learn about philosophy of education, teaching style, approach, methods and classroom.

This research is important and different with the other research. And the researcher wants to give the truth of this research with the review and comparing of the other research.

Firstly, the researcher takes Novi Sumiati's research. She takes a title for her research "A Comparative Study of the Students' English Achievement between Using Audio-Lingual Method and Communicative Language Teaching at 2nd Grade of *SMK Pon-Pes* Cadangpinggan Indramayu Regency." The aims of this research is to find out the students' English achievement with using audio-lingual method, to find out the students' English achievement with using communicative language teaching, and to find out if there is a significant comparison of the students' English achievement between using audio-lingual method and communicative language teaching. The researcher used the techniques for collecting data with observation, interview, and test. And then the techniques for analysis data used t-test formula.

Secondly, the researcher takes Siti Nurhikmah's study. She takes a title for her study "A Comparative Study of Communicative Approach and Grammar Translation Method in the Teaching of Reading Comprehension in the 2nd Grade students of *MTS Nurul Huda* Kalibuntu Losari Brebes." The aims of this research is to know the students' achievement of reading comprehension through communicative approach, to know the students' achievement reading



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comprehension through grammar translation method, and to find out some different results of both variables. The researcher used the techniques for collecting data with observation, interview and test. And then the techniques for analysis data used t-test formula.

Thirdly, the researcher reviews Siti Zahro's investigation. She investigated "The Comparative Study of the Communicative Approach with the Grammar Translation Method in Teaching the Simple Past Tense at the 2nd Year Students of *SMP Negeri 1 Cimahi Kuningan*." The aims this research is to find out the data of the students' achievement in learning the simple past tense through the communicative approach, to find out the data of the students' achievement in learning the simple past tense through the grammar translation method, and to find out the data whether there is a positive and significant comparison between the students' achievement in learning the simple past tense through the communicative approach and the grammar translation method. The researcher used the techniques for collecting data with observation, interview, and test. And then the techniques for analysis data used T-test.

The last, the researcher studies Ros Awaliyah Rosadah's research. She researched "The Communicative Language Teaching and its Contribution towards the Students' Speaking Skill at the 2nd Grade Students of *SMP Muhammadiyah Cirebon*." The aims this thesis is to describe the application of the communicative language teaching in *SMP Muhammadiyah Cirebon*, to know the English teacher efforts on developing the communicative language



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teaching, and to know what extend the contribution of the communicative language teaching to the students' speaking skill. The researcher used the techniques for collecting data with observation, interview, questionnaire and test. And for the techniques of analysis data used statistic correlation.

From the reasons above, the writer looks there are differences about the description, purposes, technique for collecting data, analysis data, and so on. Although the title of this research almost same but the writer of this thesis used the method of the research is qualitative research and the technique for collecting data are writer used the library research.

The writer wants to describe the communicative language teaching (CLT). Referring with those descriptions, the writer is interested to describe about the communicative language teaching (CLT). Firstly, the writer interest with the literature, especially about the English language teaching. Secondly, the writer interest in studying about the communicative language teaching (CLT). Thirdly, the writer interest with the teaching and learning English in speaking skill. And the last, the writer interest to investigate the communicative language teaching (CLT) and students improvement in speaking skill. And then, the researcher will arrange into the title **“The Communicative Language Teaching (CLT) and Students Improvement in Speaking Skill.”**



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B. The Identification of the Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the background of the problem above, they are:

1. The Kinds of the Problem

The kind of the problem in this thesis is qualitative approach. That is to collect, to analyze, to conclude, to make decision, to interpret the data to be systematic, valid, and reasonable, and to control the situation.

2. The Main Problem

The main problems of this thesis is the students' difficult in learning speaking skill.

C. The Limitation of the Problem

In the communicative language teaching (CLT) and students' achievement in speaking skill, the description of the problem is limited into some points, like:

1. The English Language Teaching.
2. The Communicative Language Teaching (CLT).
3. The Teaching and Learning English Speaking Skill.
4. The Investigation of the Communicative Language Teaching (CLT) and Students' Improvement in Speaking Skill.

D. The Questions of the Research

1. What is the English language teaching?



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2. What is the communicative language teaching (CLT)?
3. How should teaching and learning English speaking occur?
4. How can the communicative language teaching (CLT) help students' improvement in speaking skill?

E. The Aims of the Research

The aims of the research round up description about research destination that would like to reach from the research that will done specifically. There are some aims of this thesis arrangement, they are:

1. To discover, to know and to understand about the English language teaching.
2. To discover, to know and to understand about the communicative language teaching (CLT).
3. To discover, to know and to understand about the teaching and learning English speaking skill.
4. To discover, to know and to understand about the investigation of the communicative language teaching (CLT) and students' improvement in speaking skill.

F. The Use of the Research

The writer expects that this research paper gives some benefits, they are on the theoretically and practically:

1. Theoretical Benefit



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- a. The research can be used as an additional source for the talk of study especially in communicative language teaching and speaking skill.
- b. The other researchers can use it as an inspiration to conduct further research related to.

2. Practical Benefit

Both for the writer and the readers, this research is expected to be useful in providing with some more knowledge about language of the subject which has to do with method of teaching by communicative language teaching and speaking skill.



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