CHAPTER ONE
INTRODUCTION

1.1 Background of Study

Education in every country has different responsibilities and policies. In Indonesia itself, education is not only a process that is organized regularly, planned, and uses learned methods and is based on rules that have been agreed upon by a community of a society (the State), but rather is a part of life which has indeed been has been running since humans existed. The teaching education system in Indonesia is very influential in learning in the classroom. Effective learning will certainly greatly influence the intelligence of children in the world of education. According to Gardner (1999), humans have at least 9 intelligences, one of these intelligences is the intelligence of mastering language. In Indonesia, learning about language has started from when they were born until they are adults

In learning English, Indonesian students are trained to be able to speak English properly and correctly, even though there are slight differences in accent for first language learners. For Indonesian students learning to speak English fluently is very difficult, because they cannot speak English fluently. Speaking is seen as a very important language skill that must be mastered by students Hyland, (2007). However, speaking skill is the most difficult language skill to master because speaking is a very complicated cognitive process Sibarani, (2007). With good speaking skills, a person can convey his thoughts, views, opinions, ideas or feelings about various things in a productive, interesting and easy to understand manner. According to Spratt et.al (2005) speaking is a productive skill like writing, which involves using speech to convey meaning to others. In addition, Crystal, (1977); Bryne, (1986); Nation, (1999) in Lan (1994) "*states that*

fluency can be defined as the ability to convey communicative intent without too much hesitation and too many pauses to cause obstacles or interruptions in communication".

In language learning, in order to get maximum results, teachers are usually required provide effective methods in delivering the material. One of the methods used by the teacher must be in accordance with the abilities of the students in the class so that language learning more easily understood, especially in learning speaking skills. In this case the teacher can use one of the Communicative Language Teaching (CLT) methods. CLT itself is an approach method that teachers usually use when learning language classes take place such as speaking classes. CLT itself is language teaching that emphasizes the concept of interaction in both the process and the goals of the learning process. According to Hymes, (1971) underlines that in communicative competence theory it takes into account both what is possible formally in a language (ie grammatically) and what is appropriate and acceptable in terms of appearance. Therefore, language teaching should adhere to this understanding. The main thing from CLT is the combination of functional and structural aspects of language. Functionally, CLT emphasizes how the language is used, while structurally, CLT emphasizes the language system or rules. In CLT they are very effective as a way of identifying which specific features of language need to be taught as in communicative procedure Johnson, (1982)

After discovering the problems that occur in class X of SMAN 2 Kotabumi through surveys and also observations to the school environment in learning English, especially in speaking skills, researchers found problems in the English learning system at SMAN 2 Kotabumi is learning only through the LKS book where students are asked to read the meaning of the material that will be presented that day, then do the exercises available in the LKS book and then scored. therefore the learning system in class X especially in learning students' speaking skills is less effective. In

explaining some of these backgrounds, the author is interested in conducting research on how to improve their English speaking skills by using the CLT Method for 10th grade students of SMAN 2 Kotabumi, North Lampung.

1.2   Research Questions

Based on the research background that has been described, the researcher formulates the research problem as follows:

1. Does the CLT method improve English speaking skills in grade 10 SMAN 2 Kotabumi North Lampung?

2. How is Student's motivation after they study with CLT English in grade 10 at SMAN 2 Kotabumi North Lampung?

1.3   Research Objectives

Based on the problems from the research above, the researcher formulates the research objectives that the writer is currently examining as follows:

1. To find out whether CLT method improve students' skills when speaking English in grade 10 students of SMAN 2 Kotabumi North Lampung

2. To find out whether the CLT method provides motivation in learning English speaking skills for class X students of SMAN 2 Kotabumi North Lampung

1.4   Uses of Study

The results of this study are expected to be useful for:

1. **Theoretically**

This research is expected to confirm whether there is an increase in speaking skills after the application of the CLT method at SMAN 2 Kotabumi in learning English.

2. Practically

A. For Teacher

The benefits of research for teachers, it is expected to provide new innovations in teaching English, especially in speaking skills. This research can also provide knowledge about how to use and utilize the CLT method to speak in English conversation

B. For Students

The benefits of research for students, students can find out how to learn to speak English properly and correctly by using the Communicative Language Teaching method students can press their targets to practice their speaking skills as well.

C. For Researcher

The benefits of research for the Researcher can stimulate this new experience as a new skill to be applied in the future and also this research can be reference for future researchers to help them find the required analytical data

1.5 Scope of Study

This research is only limited to addressing students' abilities when speaking English using the Communicative Language Teaching method. This research is designed to help improve students' speaking skills experienced when speaking English. A learning method is needed to help students improve their abilities. Researchers limit the problem only to improve students'

speaking skills experienced by using the CLT learning method. The author conducted this research in class 10 SMAN 2 Kotabumi North Lampung.