

CHAPTER 1

INTRODUCTION

In this chapter, the writer presents; (1) background (2) problem of the study (3) objective of the study (4) significances of the study

1.1 Background

One of the fundamental abilities in learning a language is speaking. It is essential to communication because it enables people to communicate their ideas, emotions, and thoughts clearly. The development of students' speaking abilities is one of the most difficult aspects of language education because it requires not only linguistic knowledge but also social and cultural competencies.

The factors that affect students' speaking ability, such as motivation, anxiety, and self-esteem, have been the subject of numerous studies. Motivation is regarded as a crucial component of language learning because it encourages students to persevere in their efforts to pick up the language. On the other hand, anxiety can impede the growth of speaking ability by making students feel uneasy or ashamed when speaking in front of others.

According to Shumin as cited (Marady Phoeun, 2021, p. 1026) speaking is thought to be the most difficult language skill for nonnative speakers to master. Brown and Yule as cited (Rao, 2019, p. 8) said that speaking is the skill that the students will be judged upon most in real life situations. Burns & Joyce as cited (Maleki, 2014, p. 69) stated that speaking encompasses the advancement of a specific mode of creation, reception, and information processing characterized by its conventional grammatical, lexical, and discourse structures. It is an interactive procedure that results in the

construction of meaning. When evaluating speaking proficiency, various factors come into play that can potentially impact the performance of test takers and, consequently, their test scores. These factors include task characteristics, interlocutor attributes, rater effects, and the rating scale. In the teaching and learning process, students' speaking abilities are still lacking and are considerably distant from their desired skill level. This is evident in several phenomena, such as students continuing to use their native language for communication, lack of attention to materials or topics, inability to articulate ideas verbally, difficulty in understanding teacher instructions, lack of confidence in practicing in front of the class, passive and bored demeanor during the learning process, and occasional silence without any response. Students learning English as a foreign language may encounter various challenges when it comes to speaking. One of the most common issues is a lack of confidence, which can stem from a fear of making mistakes or being judged by others. This can lead to anxiety and a reluctance to speak, which in turn can hinder progress and lead to frustration. Another issue that students may face is a limited vocabulary. Without a broad range of words and expressions at their disposal, it can be difficult to express their ideas clearly and effectively. Grammatical errors are also common, as students may struggle with verb tenses, word order, and other aspects of grammar. Other factors that can contribute to difficulties in speaking include a lack of exposure to speak English, cultural differences in communication styles, and a lack of practice opportunities outside of the classroom. Students should prioritize a lot of speaking practice, aggressively seek out advice and criticism from peers and teachers, and concentrate on improving their vocabulary and

grammar in order to overcome these challenges. Students can improve their confidence and fluency in spoken English with consistent practice and effort.

Improving students' speaking skills in English language instruction can be achieved through the use of the Communicative Language Teaching (CLT) approach. This method places a strong emphasis on communication as the main goal of teaching English, encouraging students to participate fully in speaking exercises that mimic authentic communication scenarios. In the CLT approach, students are encouraged to speak using English as much as possible, and the teacher acts as a facilitator in guiding students to achieve communicative goals. Teaching strategies in CLT, such as simulations, language games, and role-plays, can help students expand their vocabulary and increase their confidence in speaking English.

Moreover, the CLT approach also focuses on developing speaking skills related to students' needs in the real world. In class, students are trained to speak in various useful situations, such as introducing themselves, ordering food in a restaurant, talking with classmates, and speaking in public. Therefore, students have the opportunity to practice English in a relevant and directed manner.

According to Richards and Rodgers as cited (Burhanuddin yasin, 2017, p. 323), have suggested that employing the Communicative Language Teaching (CLT) strategy may aid in enhancing students' speaking abilities. Furthermore, because CLT is frequently accompanied by scenes or simulated scenarios that make it more realistic, it offers students the chance to actively engage in activities. Moreover, Hiep (2007) as cited (Zanyar Nathir Ghafar, 2023, p. 55), stated that one of the main objectives of

communicative language teaching is to give students the opportunity to practice the target language so they can use it more effectively in everyday situations or real-life communications. Liu (2015), cited in Zanyar Nathir Ghafar M. H., 2023, p. 56, stated that the foundation of CLT is the idea that communication is mediated by language. Additionally, the development of communicative competence is the goal of language instruction. All things considered, the CLT method offers a framework for enhancing students' speaking abilities by fostering an atmosphere in the classroom that values dialogue and engagement. by employing techniques like emphasizing fluency over accuracy, encouraging pair and group work, and offering relevant contexts.

Based on observations at Senior High Scholl Shailendra Palembang most students have the same problem when they have to speak, which may be caused by low vocabulary and confusion about where to look for topics and how to start speaking. One way to help students start speaking is to use strategy, the writer chooses the Communicative Language Teaching (CLT) strategy to improve speaking skills.

Based on the explanation above, the writer is interested in conducting a research entitled **"THE COMMUNICATIVE LANGUAGE TEACHING (CLT) STRATEGY FOR THE IMPROVEMENT OF STUDENTS' SPEAKING ABILITY"**

1.2 Problem of the study

According to background of the study described above, this research has a number of issues, including:

1. Students fell difficulty in speaking, students have less vocabulary.

2. When students speaking are confused about starting to speak and determining the topic of speaking.

1.2.1 Limitation of the Problem

This research focused exclusively on instructing spoken communication through activities based on Communicative Language Teaching, targeting twelfth-grade students at Senior High School Shailendra in Palembang.

1.2.2 Formulation of the Problem

The research was formulated in the following points;

- a. Is there any significant difference in speaking ability between students' who taught speaking using Communicative Language Teaching (CLT) to the twelfth grade students of Senior High School Shailendra of Palembang and those who are not?
- b. Does communicative language teaching improve the students speaking ability?

1.3 Objective of the study

The aim of the study is to determine if there exists a noteworthy distinction among students who were instructed in spoken communication using Communicative language teaching (CLT) to the twelfth - grade students of Senior High School Shailendra of and those who are not.

1.4 Significances of the study

The writer expects that this study will be useful to all people as follows:

1. For the Writer Herself

This research has the potential to improve student outcomes in terms of speaking ability, conducting research on communicative language learning strategies to

improve students' speaking skills help the writer to deepen knowledge, as it provides evidence-based insights into effective language teaching practices. Language educators can utilize the results of the research to enhance their teaching approaches, leading to improved effectiveness in students' communication skills in the designated language

2. For the Students

The writer hopes that using communicative language teaching can improve students' speaking ability and also make them enjoy learning to speak. This study may highlight specific communicative language teaching strategies that are particularly effective for improving speaking abilities. By identifying these strategies, students may have access to more effective language learning resources and strategies that can help them improve their speaking skills.

3. For the Teacher of English

The writer hopes that communicative language teaching can be useful for English teachers in teaching speaking as a technique to improve students' speaking skills. Teachers who can communicate with students effectively can create a more positive and productive learning environment, by improving their own speaking skills and implementing effective teaching strategies. Teachers can better communicate with students and create a more engaging and collaborative classroom environment.

4. For the other Researcher

It is hoped that the results of this study can provide information to other researchers and become a reference for further research. Building on existing

research and contributing to the field of language teaching. Contributes to the understanding of effective language teaching practices.