

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is seen as an essential language to be mastered in this era, especially in communication. One of many approaches to guide learners in mastering English is communicative language teaching. Communicative Language Teaching (henceforth CLT) is a set of language teaching principles to improve communicative competence through the varieties of language classroom activities with a teacher as a facilitator and emphasizes learners' role in the classroom (Richards, 2006; Owen & Razali, 2018). The notion means that CLT plays a role as one of the language learning approaches for gaining communicative competence naturally. Evidently, in the context of English as Second Language (ESL) learners, the CLT had positive impacts on their English learning such as developing vocabularies, being confident more, developing new ideas, empathy, fluency, collaboratively, and motivated more in learning (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, Khadim, Jatoi & Manzoor, 2020; Eddie & Aziz, 2020; Carranco, Cristina, Garcés, & Graciela, 2021). Because of that, this approach was considered as one of the core teaching principles in current English to achieve learners' communicative competence (Arain, et al.,2020).

Furthermore, based on the result of the researcher's preliminary observation in the process of determining the data shows that Indonesia as an English as a Foreign Language (EFL) country that used Curriculum 2013 (*K-13*) applies CLT in the teaching-learning process, particularly in teaching spoken language at Secondary School. In this context, there is an EFL teacher who implements CLT and presents the material that connects to the learners' life, at the time she did the information gap activity. Whereas, the information gap activity was required learners to interact for achieving communicative competence as the characteristic of the CLT approach (Richards, 2006). Therefore, English interaction is required in the process of promoting spoken

language or basic communicative skills before more complex language proficiency to gain communicative competence (Brown & Yule, 1983; Richards, 2006).

Besides, the researcher was invited to join the English teachers' organization (*MGMP* English) gathering. At the time, the teachers discussed the kind of English materials and how to create learners' communicative competence as the goal of *K-13*. Therefore, as a response to the learning objective of English language teaching at Secondary School, the teacher who uses the CLT approach explained her experiences in promoting spoken language to gain learners' communicative competence and she proved her lesson plan. For the reason of some teachers' point of view, the teacher who uses the CLT approach was recognized has a good ability in creating classroom interaction using the CLT approach. Referring to an issue of teaching spoken language using CLT performed by an EFL teacher as a response to the English learning objective of *K-13* at Secondary Schools, the researcher wants to know about her implementation of CLT principles.

Many previous studies discussed the CLT in teaching speaking since the previous studies focused more on the impact of CLT on ESL students' speaking skills (Owen & Razali, 2018; Mangaleswaran & Aziz, 2019; Arain, et al., 2020; Eddie & Aziz, 2020; Carranco, et al., 2021). While this study focused more on how an EFL teacher performs CLT in teaching spoken language to create learners' communicative competence at one of the Secondary Schools in Tasikmalaya. Consequently, a teacher who would implement CLT in English learning should focus more on the way how to teach spoken language through the CLT approach in creating learners' communicative competence.

1.2 Formulation of the Problem

Based on the background above, the research question addressed in this present study is "How is the CLT implementation performed by an EFL teacher in teaching spoken language at the Secondary School?"

1.3 Operational Definitions

To avoid misunderstanding about the terms used in this study, the

1.3.1 Teacher's Implementation of Communicative Language Teaching (CLT) : Teacher's application of the CLT principles as a learning approach to provide learners' communicative competence through CLT activities that emphasizes classroom interaction with the concept of students' centered learning, while the teacher is a facilitator in controlling the learning process.

1.3.2 Teaching Spoken Language at Secondary School : Promoting basic communication skills before gaining more complex language proficiency using the CLT principles which emphasizes classroom communicative interaction which promotes transactional and interpersonal conversation as the tasks that should be accomplished by Secondary School students.

researcher presents some definitions related to this study, as follows:

1.4 Aim of the Study

This study aims to describe the CLT implementation as performed by an EFL teacher in teaching spoken language at Secondary School.

1.5 Significances of the Study

1.5.1 Theoretical Use : This study is aimed to describe the implementation of the CLT principles in teaching spoken language at Secondary School and hopefully, it

might enhance the teacher in implementing CLT.

1.5.2 Practical Use

: This study provides valuable information for the teacher on teacher's implementation of the CLT principles in teaching spoken language at Secondary School.

1.5.3 Empirical

:

Use This study contributes to the researcher to provide empirical understanding regarding teacher's implementation of the CLT principles in teaching spoken language at Secondary School.