

CHAPTER I

INTRODUCTION

I.1. Background of the Study

The present writer is concerned about the way of teaching English in Indonesia, especially in Bandung. It is the traditional way that is mostly used in schools, in which the teacher is the only speaker in the classroom and the students just listen, write down what the teacher dictates and writes on the blackboard and speak only when they are told to. The students experience little development when teachers use this traditional way. This is not supposed to happen because she finds out that English has been given since the students are in primary schools but the material always puts emphasis on grammar, not the language skills, namely listening, speaking, reading and writing. The result of this kind of teaching can be seen in what happens to teenage students. They should be able to speak English fluently in front of the class, but the fact shows that they are still nervous and do not know what to say when they need to. Moreover, this way of teaching creates a tense atmosphere in the class because there is a gap between the students and the teacher.

The present writer chooses to discuss the communicative language teaching approach in teaching English to develop speaking skills for 1st grade Junior High

School students because she wants to find out whether the communicative language teaching approach can be applied in the English lesson. She also wants to know if by using this approach the students are not afraid to speak in front of the class. She will look at the effect of the approach on the atmosphere of the class, the relationship between the teacher and the students and the choosing of topics discussed in the class.

She chooses first grade junior high school because first grade students are experiencing the transition phase in their teaching and learning process, from traditional to communicative method. She would like to do the observations in Waringin Junior High School because Waringin Junior High School has applied Communicative Language Teaching effectively in the 2nd grade and she would like to see if Communicative Language Teaching approach can also be applied in the 1st grade.

I.2. Identification of the Problem

1. Does Communicative Language Teaching approach applied in Waringin Junior High School, Bandung help the English teacher reach the goal of arousing students' motivation in speaking English?
2. How does the teacher at Waringin Junior High School apply Communicative Language Teaching approach in teaching English to junior high school students?
3. What are the advantages of using Communicative Language Teaching approach in developing the students' speaking skill compared to using the traditional way?

1.3. Objectives and Benefits of the Study

Objectives

1. To find out how to apply Communicative Language Teaching approach to teach English in 1st grade Junior High School.
2. To find out the most appropriate method to overcome problems in developing speaking skills for 1st grade Junior High School students.

Benefits

Readers in general and English teachers in Junior High School can get input of an alternative that make students experience more development in expressing their ideas by speaking communicatively.

1.4. Concise History of the Organization

Waringin Junior High School was opened because of the concern of Mgr. P. M. Arntz to provide a junior high school to take in the alumnus from Maria Bintang Laut Elementary School. In 1954, the school was opened; it started with one class consisting of 32 female students. The lessons were held at Maria Bintang Laut Elementary School building on Jl. Kebonjati no. 209, Bandung. In 1955, the number of students increased and in 1956, there were four classes. In 1958, Waringin Junior High School had its own building authenticated by Mgr. Arntz, OSC.

At that moment, the building was used by two schools, Waringin in the morning and Saint Mikael Junior High School, in which all the students were male, in the afternoon. In 1963/1964, Waringin and Saint Mikael Junior High School were united into

one school with the name Waringin Junior High School. Starting from that time the school is opened for male and female students.

Nowadays, after 25 years since Waringin Junior High School was built, the school experiences many developments. The number of students is approximately 525 students at the moment, divided into 15 classes. The now three-storey school building is also well-facilitated with a hall, two Physics/Biology Laboratories, a clinic, an Electrical Laboratory, a library, a music room, a canteen, an OSIS room, a consultation room, computer laboratories and an internet room.

I.5. Limitations of the Study

The present writer would like to focus on how to apply Communicative Language Teaching approach to teach English in Junior High School so that students' speaking skills are developed. The data will be obtained from 1st grade students and the English teachers of SMP Waringin, Jl. Kebonjati 209, Bandung.

I.6. Layout of the Term Paper

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesian. This Abstract is followed by the Preface, in which the present writer acknowledges the work and contribution of other parties. After that in the Table of Contents, followed by its five chapters:

Chapter I is the introduction to the analysis

Chapter II contains the library research

Chapter III deals with the performance of the research

Chapter IV contains the results and discussion of the research

Chapter V contains the conclusion, the present writer's comments and suggestions.

In the final part, the present writer presents successively the Bibliography and the Appendices.