

CHAPTER ONE

INTRODUCTION

I.1. Background of the study

The importance of being able to communicate in English language due to the globalization era has made many schools provide English language subject for their students. As one of the places where the language acquisition takes place, school in Indonesia has taught English language to its students starting from the pre-school level until the Senior High. It means that the English language teaching at schools in Indonesia has covered many students with different level of age.

Since Indonesian government has declared a competency-based curriculum as one of the National Education System's policies, schools are expected to produce graduates who are able to communicate in English language using the four skills of language. In order to achieve the goal, the English language teachers need a particular set of approach, methods and techniques in language teaching that will encourage the students to improve their communicative ability in English language.

In this term paper, the present writer will focus on Communicative Language Teaching. According to Jack C. Richards and Theodore S. Rodgers, Communicative Language Teaching is 'an approach that aims at making communicative competence the goal of language teaching and developing procedures of the teaching of the four language skills that acknowledge the

interdependence of language and communication.’ (Richards and Rodgers 2001:66)

Moreover, the present writer assumes that in every level of English language learning at schools, the English language teachers have played the important role to succeed the language acquisition through the effective teaching in the classroom. The effective teaching to a particular students’ level of age may not be effective with other students who are above or below their age. It is due to the different characteristics on grounds of the different level of age.

The present writer will focus on the characteristics of the third grade of senior High School students whose age is between 17-18 years old. H. Douglas Brown said that during that period of age, the third grade of Senior High School students are ‘between childhood and adulthood and therefore there should be very special set of considerations applied when teaching them.’ (Brown 1994)

The present writer believes that applying the methods of teaching without considering the students’ characteristics according to their level of age can cause the ineffective acquisition of the language. Therefore, it is important for the third grade of Senior High School English language teacher to apply his Communicative Language teaching considering the students’ age characteristics.

The present writer decides to choose the third grade English conversation class of SMAK 2 BPK Penabur as the object for her observation. As one of the best schools in Bandung, SMAK 2 BPK Penabur is assumed to apply Communicative Language Teaching through its native speaker-teacher in his third grade of Senior High English conversation classes. The present writer hopes that

through observing two of his third grade of Senior High English conversation classes, she will gain accurate data needed to be discussed in her term paper.

I.2. Identification of the Problem

- i. What are the characteristics of the third grade Senior High School students based on their level of age?
- ii. To what extent does the native speaker teacher apply Communicative Language Teaching in his third grade of Senior High English conversation class?
- iii. To what extent does the native speaker teacher adapt his techniques of teaching with the students' age characteristics and are the students' interest and ability in English language speaking affected by it?

I.3. Objectives and Benefits of the Study

I.3.1. Objectives of the Study

1. To know the characteristics of the third grade of Senior High School students according to their level of age as a significant consideration in applying Communicative Language Teaching effectively in the English conversation class.
2. To evaluate the influence of applying the Communicative Language Teaching on the students' interest and ability in English language speaking.

I.3.2. Benefits of the Study

1. Raising the awareness of the Senior High School English language teachers the importance of applying the Communicative Language Teaching by adapting its techniques of teaching with the characteristics of the students' level of age in order to succeed the language acquisition in the English conversation class.
2. Enriching Senior High School English language teachers with the techniques of Communicative Language Teaching that have been adapted with the students' characteristics according to their level of age.

I.4. Concise History of the Organization

SMAK 2 BPK Penabur Bandung, was established in 1976. The learning and teaching activity was held in the same building as SMAK 1 BPK Penabur Bandung. The building is on Hos Cokroaminoto 157. In the morning, SMAK 1 BPK Penabur uses it for teaching and learning activities while in the afternoon the building is used by SMAK 2 BPK Penabur.

At the first time, SMAK 2 BPK Penabur Bandung consisted of four classes with fifteen teachers. Since 1988, SMAK 2 BPK Penabur has become one of the most famous schools in Bandung because the students' achievement on National Final Exam keeps rising up. Therefore, since 1990 the status of SMAK 2 BPK Penabur Bandung has become accredited. Since 1994, there are three majors in SMAK 2 BPK Penabur Bandung which are Science, Social, and Language.

Since July 2002 until now, Mrs. Mariati H. S has led SMAK 2 BPK Penabur Bandung as the headmistress.

I.5. Limitation of the Study

In this term paper, the present writer will focus on how the native-speaker teacher of SMAK 2 BPK Penabur Bandung applies the Communicative Language Teaching by adapting its techniques of teaching with the students' age characteristics in his third grade of Senior High English conversation class.

I.6. Lay Out of The Term Paper

This term paper begins with the Abstract that is a concise summary of the entire paper in Indonesian language. It will be followed by the preface, in which the present writer acknowledges the contribution of other people. Afterwards, the Table of contents will be consisted of its five chapters.

- Chapter I is the Introduction to the Analysis
- Chapter II contains the Library Research
- Chapter III holds the Performance of the Research
- Chapter IV contains the Result and Discussion of Research
- Chapter V contains the Conclusion, the present writer's Comments
and Suggestion

In the last part, the present writer presents respectively the Bibliography and the Appendix.