

## CHAPTER I

### INTRODUCTION

This chapter presents the reasons why this research is important to be studied. Moreover, there are theories that support to the research. Then, the contents of this chapter consist of research background, the research questions, the research purposes, the significances of the research, rationale, the limitation of the research and the research method.

#### 1.1 Background of The Research

The focus of this study is to know how students' perception toward implementation of Communicative Language Teaching (CLT) in SMAN 1 Cicalengka, Bandung. In this era, as we know that English becomes an important language that should belong to every people in this world. It starts from technology, science, medical and the other field need English skill to comprehend the materials. Therefore, in teaching English the teacher also should provide a good and effective method to make students mastered in English skill. It is not enough if the teacher only transfers the knowledge to the students without thinking about a good method that will be used, the target need, the target situation, etc. The teachers should become a good people who are able to motivate, educate, and interpret the student's want.

In addition, according to Ansarey (2012) there are five types of teaching methods such as Grammar Translation Method (GTM), Direct Method (DM), Audio Lingual Method (ALM), Situational Language Teaching (SLT) and Communicative Language Teaching (CLT). Then in this research, CLT has been chosen as the method that will be analyzed. One of the reasons is because the children who want to learn English is not enough if learning about grammar only. This is in line with what Chomsky said (1965:26) cited in Hutchinson & Waters (1987:26):

“...the structural description was too superficial, because it only described the surface structure of language and thus could not explain relationships of meaning which were quite clearly there, but which were not released in the surface structure.”

However, based on the students' statement that they get bored when they have to learn English because they will face grammar that make them confused and lazy to learn English. Therefore, in learning English we cannot depend only on grammatical skill. It will make the process of learning become uninteresting. Then, CLT is able to make students more interested in learning English because CLT will concern about how to make students become communicative in their process of learning. It will affect to the activity that will be done by the students so that it will make the process of learning become more fun and interesting.

Moreover, CLT becomes an interest topic to be discussed. One of the previous research is about Kurdish students' perception toward CLT. In that research, the result is the students have positive attitude toward CLT. Then, the students are in favour about authentic materials that used in the process of learning English. The last is there are some difficulties that have been founded in implementing CLT.

Meanwhile, the research is about students' perception toward implementation of CLT in explaining about students' perception to the role of teacher and learner in implementing CLT, and the materials that used in teaching-learning English process by using CLT. Furthermore, this research is based to Nunan's theory (2001) cited in Novosadyuk (2014) that categorized 8 points about teaching learning

process of CLT, there are; theory of language, theory of learning, objectives, syllabus, activities, role of learner, role of teacher, and role of materials. But this research only concerns at the students' perception to the role of learner, role of teacher, and materials.

Therefore, it can be interesting to investigate about those 3 aspects because the writer thinks that 3 aspects is the based aspects of teaching learning process. Moreover, the problem that has been founded also has relation with those 3 aspects. It makes this research is to know deeply about how the students' perception about 3 aspects in the implementation of CLT, such as role of learner, role of teacher, and materials that used in the process of teaching learning by using CLT.

## **1.2 The Research Questions**

Based on the previous information in the background of research, the research questions are formed as follows:

1. How is the students' perception of their activities in learning English by using CLT?
2. How is the students' perception to the teacher's roles in the process of teaching-learning English by using CLT?
3. How is the students' perception to materials that used in the process of teaching-learning English by using CLT?

## **1.3 The Purposes of Research**

This research is practically directed to present a simple description on real empirical data. The aims are:

1. To know about the students' perception of their activities in learning English by using CLT.
2. To know about the students' perception to the teacher's role in the process of teaching-learning English by using CLT.
3. To know about the students' perception to materials that used in the process of teaching-learning English by using CLT.

## **1.4 The Significances of Research**

This research will provide theoretical and practical significances. Theoretically, CLT recognized as an effective method, because it will make teachers and students more communicative in learning English. Moreover, the students and the teachers will get more information about CLT. Especially, they will know what the thing that they should enhance or not about learning and teaching by using CLT.

In addition, practically the main focus of CLT makes the students are able to use language communicatively in the real situation. In this method, the teachers also will have opportunity to be closer with the students. Then, the students will have a skill to communicate with other people. The students will not be bored to do an activity in the class, because in this method the students and the teacher will have an attractive activity in learning English.

## **1.5 The limitation of The Research**

In order to focus the topic discussed in this research, the discussion have been limited as follows:

1. The research is limited to analyze the student of science in English class.
2. This study is limited to know how students' perception toward process of applying CLT in English class.

## **1.6 Rationale**

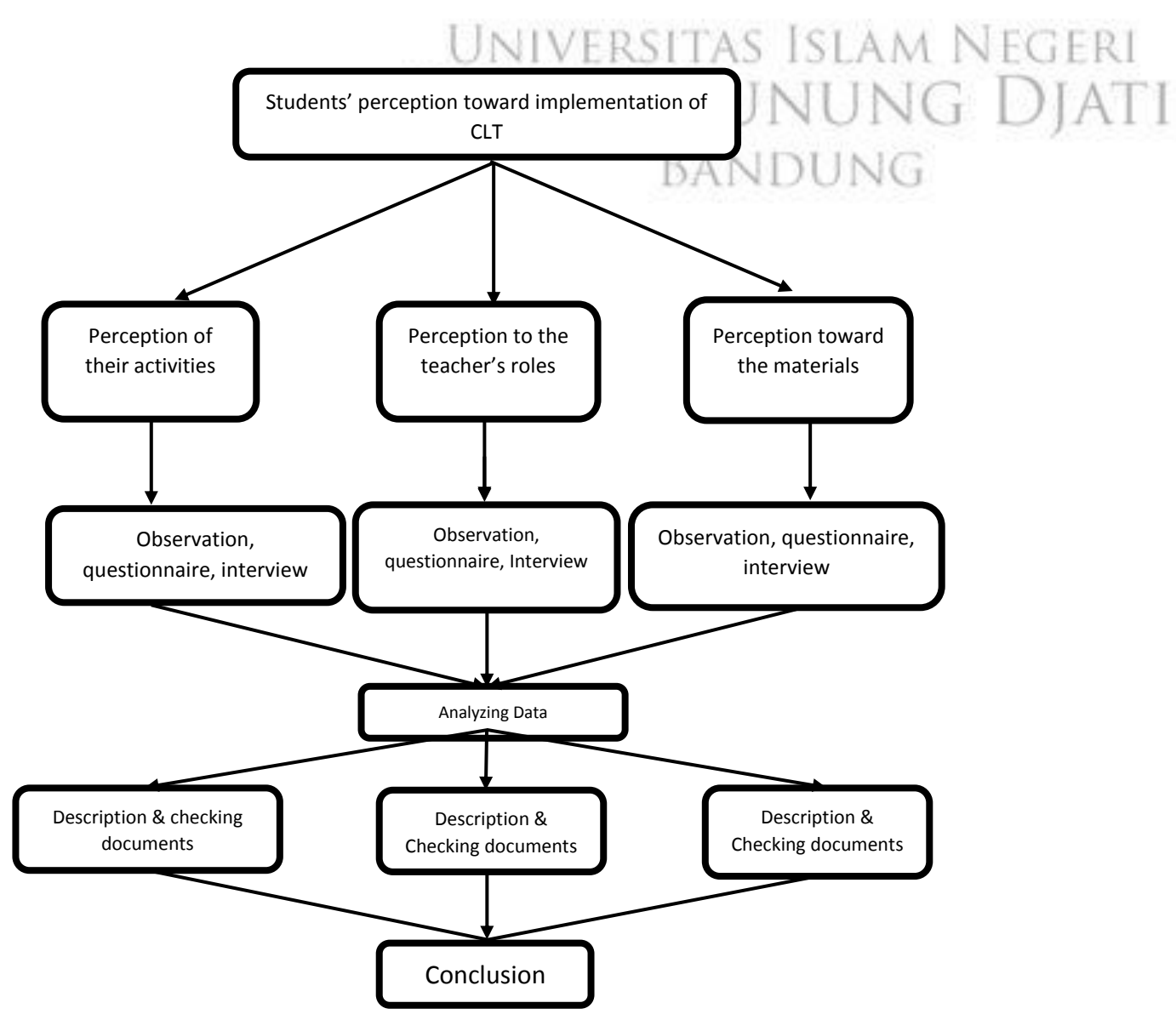
According to Carello (1981:2) "Perceptions are recognized as being very rich, elaborate, and accurate". Moreover, perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world by Lindsay & Norman (1977) cited in Pickens (2005). It proves that every people has a different perception because it depends on the interpretation of the people about something.

Therefore, this research is written to know about the students' perception of implementing CLT in their process of learning English. CLT is the main core in this research. CLT was recognized in 1970s, when the student cannot use an appropriate social language, gestures, and so on. Therefore, according to Galloway (1993) CLT has appeared to change the students are able to communicate actively. Communication is the main theory of CLT. Then, it has relation with the communicative competence. Communicative competence emphasizes about implementing language in social interaction. Canale and Swain (1979) cited in Musthafa (2001) have further specified the components of communicative competence in four areas, such as grammatical competence that must be there in English to interpret well the information that have been gotten, discourse competence to connect the information together appropriately and to maintain an extended exchange of messages (e.g., taking notes from lecture's explanation, joining discussion, etc.), sociolinguistic competence is the ability to choose language appropriate with the social situation and strategic competence is the ability to understand or to be understood the language. Although having a lack of vocabulary, this competence will handle it so that communication will not breakdown.

Moreover, according to Ansarey (2012) said that CLT becomes one of an effective method in achieving communicative competence. In addition, it is also in line with Hymes (1972:277) statement cited in Gee & Handford (2012:152):

“... a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.”

According to Abdullah (2015) the students are encouraged to interact with other students and become an active member in the learning process of CLT. Therefore, students have an important role in the process of implementing CLT. The students are able to determine the success of implementing CLT. Ahmed and Aziz (2009) cited in Ampadu (2012) said that students' perception of their teacher's teaching have a big contribution in improving the teaching and learning of the subject as it provides valuable suggestions and directions for the teacher's future improvement. Then, Ahmed and Aziz cited in Ampadu (*ibid*) found out when students develop conceptual understanding of the concept presented when they perceive their teachers' classroom environment as cooperative rather than competitive. Therefore, based on the statements above students' perception is important and have a big role in the implementation of Communicative Language Teaching (CLT). Moreover, Students' perception toward implementation of CLT will be analyzed in this research.



### Figure 1.1 Figure of Research Framework

Based on the scheme above, students' perception toward CLT is divided into three things will be known. There are students' perception of the students' activities in teaching-learning process, students' perception to the teacher's roles, and the students' perception to materials of teaching learning by using CLT. Then, collecting data will be done through the observation, questionnaire, and interview. The observation, questionnaire, and interview will be gotten data about all of the 3 things that want to know. After getting data, the data will be analyzed by checking the documents, and will be described. Finally, the data that have been gotten are able to be concluded.

#### 1.7 The Research Methodology

This section purposes to explain the research design that is used in this research. Moreover, it will explain the research site where this research done, how many participants who will be involved and describing what the instruments and procedures for collecting data.

##### 1.7.1 Research Design

Perception is the main focus in this research. Therefore, this research used qualitative method to collect and analyze the data. According to McDonald & Headlam (2008:9):

“Qualitative method concerned with a quality of information, qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them. Qualitative methods provide insights into the setting of a problem, generating ideas and/or hypotheses.”

Moreover, case study becomes an approach in this research. This research only involved limited participant. Then, the purpose of this research is to investigate about CLT that happened in the real life. This is in line with Yin's (2003) and Zainal's (2007) statement that a case study is used in the limited scope of the study and the purposes of this approach are to explore, to investigate the contemporary phenomenon. Moreover, this study adopted descriptive design to describe about students' perception. Maryslessor, Barasa, & Omulando, n. d. (2012:2) said that “This design has been the most widely used in educational research. It could be argued to be the one of the means through which competencies, opinions, attitudes, suggestions, instructions and others can be obtained.”

##### 1.7.2 Research site

The research will be held in SMAN 1 Cicalengka that is located in Jalan H. Darham No. 42, Desa Babakan Peuteuy, Tenjolaya, Cicalengka, Bandung, Jawa Barat 40395, Indonesia. SMAN 1 Cicalengka was chosen as the object to do the research. The reason is because this school implemented CLT in the process of teaching learning.

##### 1.7.3 Participants

The participants for this study were 12 students at the third grade of English class in the science class from SMAN 1 Cicalengka. Those 12 students consist of 4 students who have a high score, 4 students who have a middle score, and the other 4 students who have a low score in English. Those students were chosen because this research uses stratified purposeful sampling. According to Elmusharaf (2012), the purposive sampling when the researcher attempts to obtain sample that appears to him/her to be representative of the population. Therefore,

in this research the participant has been looked for who are able to give appropriate information and representing from all of the students in the class.

#### 1.7.4 Sampling Technique

This research used stratified purposeful sampling technique. According to Natasha Mack (2005) purposive sampling may or may not be fixed prior to data collection. It just depends on the resources and time available, as well as the study's objectives. Moreover, the participants have been looked for who are able to give information about CLT. It is line with what Bernard (2002), Lewis & Shep (2006) cited in Tongco (2007) said that in the purposive sampling, determining what needs to be known and setting out to find people who are able to provide the information by virtue of knowledge or experience. The participants were chosen based on their language score of English. The sampling will be taken from the four highest students, the four average students, and the four lowest students. This sampling method is used because it is suitable with what is needed. Therefore, according to Cohen (2006) a stratified purposeful sampling when the researcher have enough information to identify characteristics that may influence how the phenomenon is manifest.

### 1.8 Techniques of Collecting Data

The instrument is a tool of research that is used to collect the data. According to Mack (2005) there are three most common qualitative methods such as participant observation, in-depth interview, and focus group. Meanwhile, questionnaire is used in the technique of collecting data in this research by using open-ended question. Moreover, there are three instruments to collect data such as observation, questionnaire, and interview.

#### 1.8.1 Observation

In this instrument, the respondents will be observed in order to investigate and know about the process of learning English. According to Creswell (2014) qualitative observation is when the researcher takes field notes about behavior and activity of participant. Moreover, this instrument will be used to know more every single step that has been done by the students in learning English by using CLT. This instrument will be done to know about the students' perception of their activities in teaching learning, the students' perception to the teacher's roles, and to know about the students' perception to the materials that used in the process of teaching-learning English by using CLT.

#### 1.8.2 Questionnaire

In this instrument, all of respondents are asked to fill the questionnaire. Shokrpour (2015) has said that questionnaire is when the researcher asks some questions to evaluate the items. It will be end questions and open-ended questions. This instrument is done to collect the data about the students' perception of their activities in teaching learning, the students' perception to the teacher's roles, and to know about the students' perception to the materials that used in the process of teaching-learning by using CLT.

#### 1.8.3 Interview

After observing and giving a questionnaire to the respondents, all of the respondents are asked to do interview. According to Ozsevik (2010:61) interview is a very personal way of gathering information since it allows for adaptability in questioning. It will be face-to-face, semi-structured interview to investigate and know well about the complexities the students' perception toward implementation of CLT. During the interview, the interviewees will be asked predetermined, open-ended question. Then, the maximum time of interview is about 15 minutes. It considers about the effectiveness of asking and answering the question. The interview is done to obtain about the students' perception of their activities in teaching learning, the students' perception to the teacher's roles, and to know about the students' perception

to the materials that used in the process of teaching-learning English. It will be done to know deeply about their perception toward implementation of CLT.

### **1.9 Data Analysis**

This research used three instruments to collect the data. Then, triangulation is used in this research because using more than one instrument to answer one research question. According to Denzin, 1970; Kimchi, Polivka, & Stevenson, 1991 cited in Thurmond (2001:253), triangulation is the combination of two or more data sources, investigators, methodologic, approaches, theoretical perspective. Therefore, in this section will be explained about analyzing the data that have been gotten through observation, questionnaire, and interview.

The combinations of instruments to answer the first, second, and third question are observation, questionnaire, and interview. In the process of observation, the students' perception toward implementing CLT will be founded in their process of learning English. Is their perception positive or negative about implementing CLT? The data observation will be gotten by video camera that will take all of the process of learning and teaching English in the class. Then, the data that have been gotten will be categorized into some categories. Moreover, after all data had been coded, the data will be described. Finally, the result of the data will be in a description form.

Then after observing, the questionnaire will be given to the students for getting deep information about their opinion about implementing CLT. In analyzing the qualitative questionnaire, the data that have been gotten will be coded. According to Kawulich (2004: 2) said that "the coding process generates categories that must be fleshed out by seeking relevant data bits that inform the category". As said before, the questions will be open-ended questions. Therefore, the text analysis might be applied in this research. The texts that have been written by the respondents will be analyzed. Then, it will be categorized based on the respondents' answer.

After getting data from questionnaire, the students will be interviewed to get more data for matching accuracy and completing the data. Moreover, in the interview content analysis technique will be used in this research, which can be described as drawing up a list of code and segment that previously has been categorized. Before coding, the data must be transcribed. Then, the research will be categorized among one perception with other perceptions. Finally, the result of the data will be in a transcription form.