

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

At this moment, English communication skills are very much needed, especially in the world of work. Many companies recruit workers who can at least speak English. English can be found in formal education, but in practice formal education does not teach speaking adequately. implementation of formal education does not teach speaking adequately, so that sometimes students often experience confusion communicating with English. Based on the results of research in several decades, English language skills include listening, speaking, reading, and writing skills.(writing).

This was expressed by Brown (2001, p. 232), *"for more than six decades now, research and practice in English language teaching has identified the four skills listening, speaking, reading, and writing-as of paramount importance."* Therefore, educational services are needed for the community regarding English language learning. Service education services that provide learning about English, namely the Course Institution.

As Reiser and Dick (1996, p. 316) say that teachers can use different teaching strategies to achieve teaching-learning goals and objectives. This means that the teacher's role is to provide effective plans/strategies in meeting the educational needs of students, whose common goal is to communicate using the language being learned. This implies that teachers are responsible for getting students to speak English by using appropriate speaking teaching strategies.

Based on the observed conducted research by SMK Teuku Umar Semarang it was found some problems. In teaching learning process, the teacher was using less

innovative and active strategy in teaching speaking. The teacher just used conventional teaching in the class and students only as listeners and unable to be active in the learning process. The students speaking ability were relatively low. Students did not have confidence to produce their words because they seem afraid to speaking in English for making mistake in grammar and pronunciation and students were lack of vocabulary mastery therefore they left difficult to express their ideas. Consequently, the students became passive during the learning process in the class.

The problem faced by students in learning because speaking is one of the abilities that requires students to speak English orally. Meanwhile, students assume that learning English is difficult so that they are not motivated in learning English. This research is important because if students mastery in learning English especially in speaking, students can easy to speak English so they have confidence to produce their words and if students have more vocabulary, they can easy to express their ideas so that they able to communicate with others.

Due to the COVID -19 pandemic, The Ministry of Education and Culture (Kemendikbud) of the Republik of Indonesia release the policy that indicates teachers and students have a teaching and learning process from home. The teaching and learning process from home (online learning) can replace face-to-face offline classroom learning. Online learning has opened up many educational problems in Indonesia. It also shows that education development in Indonesia needs support from various parties. Education as an ecosystem that cannot be separated from political policies, technological support, adequate infrastructure, and support from parents/community. Without that all, education cannot be optimal in educating the nation's children.

Based on the description above, a common thread can be drawn that the COVID-19 pandemic has a major impact on the education sector, including English

language learning in elementary schools, both public and private schools, especially at SMK Teuku Umar Semarang. In addition, students have limited exposure to English for communicative purposes (Mbato, 2013). In fact, there are many English teaching approaches/methods that can be applied by teachers for the purpose of the English teaching and learning process. However, to achieve the goal of English teaching-learning process that uses the language of communication, there is one teaching approach that is widely known and that has been widely recognized as appropriate to be applied for teachers to teach, namely Communicative Language Teaching (CLT).

Communicative Language Teaching (CLT) is a language teaching method that emphasizes communication as the main goal of learning. In this method, students are focused on learning the language by doing actual social interactions, such as conversations, presentations, and discussions. CLT considers that communicative skills (listening, speaking, reading, and writing) are competencies that must be developed in language learning. Therefore, teachers provide realistic and fun communicative situations for students, so that students can learn and apply the language learned in real situations. In CLT, students actively use language in actual communication with attention to the accuracy of language structures being less important (Hanafi, 2017). Everything done with a communicative purpose is the most obvious characteristic of CLT, where students use language primarily through communicative actions such as games, role-playing, and problem-solving tasks (Larsen-Freeman & Anderson, 2011). On the other hand, Banciu (2012, cited in Hanafi, 2017, p. 97) also mentioned some classroom activities that are often used in CLT, such as role-playing, interviews, information gaps, games, language exchanges, surveys, and pair work. Teachers can apply these communicative activities in improving students' English language skills.

Teacher creativity in applying these communicative activities is also needed to make the teaching-learning process more essential.

Based on this study's background, the researcher plans to investigate the implementation of Communicative Language Teaching in order to determine whether using multimedia techniques can enhance students' speaking abilities, particularly with regard to speaking fluency. This is seen to be pertinent given that the number of Covid-19 cases is declining and that we are currently in a phase of transition from online to offline learning. Additionally, a study titled "The Effectiveness of using Communicative Language Teaching with Multimedia to Improve Students Fluency in Speaking" is of interest to scholars.

The novelty proposed by this study is that it focuses on the fluency of using communicative language teaching on tenth grade vocational high school students, as well as investigating useful strategies in the teaching and learning process to improve speaking ability. This study also highlights the students' perceptions in using this learning method.

1.2 Reason for Choosing the Topic

In the development of the reason for choosing the topic. Researchers conducted an observation stage at the research location and discovered many difficulties, which can be identified as follows :

1. The teacher was using less innovative and active strategy in teaching speaking
2. The students speaking ability were relative low
3. Students did not have confidence to produce their words because they seem afraid to speak in English for making mistake in grammar and pronunciation
4. Students were lack of vocabulary mastery therefore they felt difficult to express their ideas.

1.3 Research Question

1. How effective is the CLT and Multimedia in Communicative Language Teaching (CLT) Approach to improve students' speaking ability in terms of fluency using multimedia teaching methods?
2. What is the students' perceptions about the use of the Communicative Language Teaching (CLT) Approach using a multimedia teaching method in improving their speaking skills?

1.4 Research Objectives

1. To find out how the effectiveness of CLT and Multimedia in Communicative Language Teaching (CLT) Approach to improve students' speaking ability in terms of fluency using multimedia teaching methods.
2. To find out the students' perceptions about the use of the Communicative Language Teaching (CLT) Approach using a multimedia teaching method in improving their speaking skills.

1.5 Significance of the Research

1. Theoretical Benefits

The results of this study are expected to provide examples of how to implement CLT in elementary schools as well as an evaluation for future English language learning, and can provide appropriate solutions to describe the challenges faced by English teachers in implementing CLT in elementary schools.

2. Practical Benefits

The benefits of this research are to add insight and experience for researchers and it is hoped that they will gain an active, creative learning experience, and can

be easily accepted by students, as well as material for school consideration and develop this learning appropriately.

3. Pedagogical

The results of this study are expected to show that the effect of the use of communicative language teaching on speaking skills can be used for learning in schools and help students in speaking English

1.6 Definition of the Term

1.6.1 Effect

The definition of effect according to Wikipedia can refer to the following things:

In general, an effect (Latin: effectus) is a change, result, or immediate consequence caused by an action or phenomenon.

1.6.2 Speaking Ability

Speaking Ability is a basic level language skill that has an important role compared to other skills because this skill is very important and is used to communicate and learn new things. According to Bygate (1987) speaking skill is the ability in using oral organ to explore ideas, intentions, thoughts and feelings to other people as way to make the message clearly delivered and well understood by the hearer.

1.6.3 Communicative Language Teaching (CLT)

According to Richards & Rodgers (1986) Communicative language teaching can be understood as a set of principles about the purpose of language teaching, how learners learn language, the types of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom, which refers to knowledge of the building blocks of sentences (e.g., parts of sentences, tenses, phrases, clauses, sentence patterns) and how sentences are formed, and this method also aims to tell second language learners that knowing grammar rules is not the main goal in CLT. Therefore, students are no longer memorizing grammar rules, but they can practice communicating by using English well and correctly.

1.7 Outline of the Research

The first chapter is an introductory chapter. in this chapter contains the background, problem formulation, research questions, research objectives, research benefits, reasons for choosing the title of the thesis, definition of terms and systematics of discussion. as a whole, the first chapter describes the initial series of research systematically and theoretically.

The second chapter contains a literature review and a framework of previous research as a basis for footing to conduct research - research that will be carried out further and as a foothold for developing further research. in addition to the literature review, chapter two also discusses theoretical studies to clarify research problems and as a basis for compiling research.

The third chapter contains research methods. in this chapter what is discussed includes the approach and type of research, research setting, research focus, data collection techniques, data analysis, data validity and research stages.

The fourth chapter contains the results and discussion, an overview of the object of research, research limitations. this section is the result of the data obtained and also draws conclusions answering the focus of the problem.

The fifth chapter contains conclusions and suggestions. these conclusions explain briefly, clearly and systematically from the overall results of the analysis and discussion. while the suggestions are part of the recommendations formulated by researchers for further research.

Furthermore, this thesis ends with a bibliography and several attachments as support for the results of the analysis that the author has done