

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

Communicative Language Teaching or CLT is used widely by teachers around the world particularly in the teaching of English in countries as Japan, Taiwan, and USA (Savignon, 2002). From this fact, it is clear that CLT hold an important role in the teaching of English. Therefore, the use of CLT is very interesting and important for further study.

Since CLT has been used widely and still is, to develop communicative competence, it is very interesting to investigate not just how CLT applied in different countries for different cultural reasons, but also to examine the one most closely involved with CLT application namely the teachers. Teachers are the one that determine the effectiveness of the teaching method applied. Furthermore, teachers have a big influence in the successful of teaching because teacher is the composer of the learning process. In this case, teachers have to be able to understand teaching method, language knowledge, student characteristic and learning environment. Because of the important role of teachers, it is also becomes important to study how teachers apply the teaching method, CLT.

The success of CLT as a teaching approach derives from the communicative approach it is used. In order to enable students to understand the target language, CLT is designed to cover all of the communicative competence aspects. This communicative competence is the path for communicative approach in teaching language. According to Canale and Swain (Brown, 2007), there are four aspects of communicative competence that are required in the communicative approach namely grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The success in using these competences will finally determine the success of the communication.

In CLT, the goal of learning language is to be able to communicate or to use the language in real communication. According to Nunnan, however, a basic principle underlying all communicative approaches is that learners must learn not only to be grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done(1996, p.25).

For this purpose, CLT is designed with learner-centered curricula. This learner-centered approach is focused on encouraging students to use the language in the real-world task. It is also impacted on the role of teachers. In this learner-centered approach, teachers have double functions as a facilitator and a guide. These teacher's roles are designed to create more space for student to interact with each other so that they can have genuine linguistic interaction.

About teachers, two types of teacher are involved, native and non-native speaker teachers. In general, native and non-native speaker teachers can be clearly differentiated in terms of target language skills. Native speaker teachers have better language skill than non-native teachers. For instance, native speaker can produce the correct pronunciation and have wider vocabulary than non-native speaker teachers. However, Nunnan states that in the learner-centered view that no one (not even native speaker) ever masters every aspect of the language (p.45, 1996). From this statement, it can be assumed that both native and non-native speaker teachers have the same opportunities in teaching language.

Nunnan (1996) statement about native speaker teacher above was triggered from assumption that native speaker teacher is better than non-native speaker teacher. Even though this study will not intend to prove which one is the better one between native speaker and non-native speaker teachers, this study can provide information for further research regarding to the comparison of the capability from native speaker and non-native speaker teacher. In this regard, this study will examine the teaching factors which are applied when native speaker and non-native speaker teachers are at work in CLT. To do this, a GEA 3 combination class at IALF Surabaya was taken as the subject of the study.

The CLT characteristics were used to analyze the teaching factor in GEA 3 Combination class. CLT characteristic is the points that represent communicative

approach. The CLT characteristic used as the basis of the analysis is taken from Brown's classification.

IALF is a non-profit organization providing English education. "The Indonesia Australia Language Foundation (IALF) is the leading language training organisation in Indonesia. Established by the governments of Indonesia and Australia, the IALF is a non-profit organisation committed to providing high quality education and training services throughout Indonesia and the Asia Pacific region.([www.ialf.edu](http://www.ialf.edu))". For the education and training, IALF mostly focus in the academic English. One of the training programs held by IALF is C-CELT (Certificate in Communicative English Language Teaching). Since IALF has established over past 25 years in South East Asia, this training program shows the involvement of IALF in spreading CLT.

For IALF Surabaya, it has some regular programs. The regular programs are divided into several classifications namely GEA (General English for Adult), SP (Study Preparation), and Advanced programs. GEA is the beginner program with three levels, SP is the intermediate program with seven levels, while advanced program is the top level in regular program with specific study such as research class, academic presentation class, or academic writing class. A different levels of study, there are different curriculum and teacher. The intermediate and advanced classes are handled by native speaker teachers. While for the beginner class, it is handled by non-native speaker teachers except for the combination class. The combination class is

taught by both native and non-native speaker teachers. Because of that, GEA 3 combination program is viewed as the proper program to collect data.

As its name General English for adult, GEA is the general English program which is designed for adult only. Furthermore, the student age will determine the application of the teaching method. As Brown stated “You may surprise yourself by how much of what we do and say as teachers is a factor of age “(Brown, p.104, 2007).

In the GEA3, the first half of the program is taught by non-native teacher, while the other half is taught by native teacher. The combination method is applied to give students a strong basis in grammar and prepare them for the next class which is taught fully by native speaker teacher.

The data was collected in 2009. In the observations, notes were taken and sessions were recorded by audio recorder. Finally, interviews with teachers and students were also conducted.

## 1.2 Statement of the problem

The phenomena that native speaker teachers has better language skill rather non-native speaker teacher lead to a question on how teachers with different language skill apply the same teaching method in the same class, especially in applying CLT.

Based on the Brown classification of CLT characteristic, the similarities and differences of native and non-native speaker teachers were examined. This study covered the class interaction in GEA 3 combination class.

Research Questions:

1. How is CLT applied in GEA 3 Combination class by native and non-native teacher?
2. What are the similarities and differences that may occur from the application of CLT by native and non-native teacher in GEA 3 Combination class?

### 1.3 Objective of the study

Since in the application of CLT teachers are bounded with some teaching characteristics, this study analyzed CLT characteristics which occur in the class of native and non-native speaker teachers. For this purpose, the application of CLT in GEA 3 combination class was analyzed. This class was chosen because it is handled by native and non-native speaker teachers.

### 1.4 Significant of the study

This study can describe the teaching factors that occur in the application of CLT. By knowing these teaching factors, it can provide additional information for teachers in improving teaching quality. For students and other readers, this study can give information about the background why teacher use certain activity in certain

condition. This study also can be used as the reference for further study about CLT application.

### 1.5 Definition of key terms

- CLT : Communicative Language Teaching (CLT) is an approach that pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood, 2007)
- CLT characteristics : The definition of CLT that divided into seven characteristics namely, overall goal, form and function, fluency and accuracy, real world context, teacher role and student role, and autonomy and strategic involvement (Brown, 2007)