

CHAPTER 1

INTRODUCTION

This chapter describes the study. It explores the background of the study and the formulation of the problem to provide insight into the context and urgency of the issue. Following this section, the operational definitions, the aim of the research, and its significance are discussed. These discussions help clarify the research objectives and highlight the benefits derived from this study.

A. Background of the Study

Communicative language learning activities encourage students to convey their ideas, feelings, and opinions. Rather than focusing on grammar, students should be encouraged to use language as a communication tool when learning English. Therefore, Communicative Language Teaching (CLT) has been developed as an alternative to traditional grammar translation-based techniques of second language instruction (A. N. Chang & Suparmi, 2020). Doeur (2022) defines CLT as a teaching style emphasizing communicative ability as the primary goal of language learning. This method encourages authenticity, interaction, student-centred learning, and meaningful communication (Pitikornpuangpetch & Suwanarak, 2021). Students learn through various interactive activities, such as role-playing, group discussion, and problem-solving tasks. These activities can help students convey their opinions using the target language.

As a pre-service teacher, I was introduced to CLT as a highly effective method for teaching English speaking skills. I learned its principles throughout my coursework and was encouraged to implement CLT in my teaching practice. Therefore, I prepared to learn more about CLT because I believed that using CLT would create an interactive and engaging classroom environment. Some studies have shown that several aspects can impact the effectiveness of CLT implementation in classroom settings. For instance, Doeur (2022) emphasized that teachers' positive attitudes and beliefs play a significant role in CLT implementation and are more likely to successfully implement CLT in the

classroom. This suggests that a teacher's mindset and readiness play a crucial role in implementing CLT principles into effective practice beyond theoretical understanding.

On the first day of CLT implementation, I implemented CLT by showing YouTube videos as authentic material. Initially, the students were enthusiastic and fully participated in carefully watching and listening to the video. However, when it comes to practices such as role-play or group discussion, the students lost enthusiasm and did not participate in doing the task. After implementing CLT several times, I discovered that students had difficulties learning English, including nervousness and fear of making mistakes when speaking, which led them to prefer theoretical learning to practical activities. Additionally, some students expressed concerns regarding group work assignments, which they perceived as hindering rather than supporting their learning progress. They also complained about the scheduling of English lessons, particularly during the last hours of the school day, making them less focused on studying. These factors indicate that the implementation of CLT did not meet my expectations and resulted in failure.

Despite my enthusiasm for CLT, I realized that implementing CLT in a real classroom setting was far more challenging than anticipated. According to Nam (2023), there are external factors, such as education policy and large class sizes, that are barriers to CLT implementation. However, internal teacher-related factors, including teachers' practices, beliefs, and limited understanding of CLT principles, play a more significant role in shaping the success or failure of its implementation. Similarly, Danibao and Tari (2023) emphasized that pre-service teachers frequently struggle to utilize communicative approaches during their teaching practicums due to a lack of classroom management experience. Furthermore, Nababan and Amalia (2021) identified specific issues that a pre-service teacher faces during their teaching practice, such as difficulties in selecting appropriate teaching materials and a lack of student willingness to learn English. These challenges indicate that its practical application requires institutional support and a foundation of pedagogical competence, particularly for pre-service teachers.

This study examined my experience as a pre-service teacher of English using CLT during my teaching internship program. Several studies align with my research. One of them is a study conducted by Azizah et al. (2022), which revealed that an EFL teacher successfully increased students' communication competence by using three components of the CLT approach. The approach integrates YouTube as authentic material, facilitates classroom discussions, and employs various teaching strategies. Their study focuses on how an EFL-experienced teacher carries out CLT successfully in teaching spoken English at a Secondary School. Meanwhile, in this study, I investigate the unsuccessful implementation of CLT during the teaching internship as a pre-service teacher at a junior high school.

B. Formulation of the Problems

The research question is, “What factors caused the unsuccessful implementation of my CLT as a pre-service teacher?”

C. Operational Definitions

1. Communicative Language Teaching

Communicative Language Teaching is a language teaching approach that emphasizes students' engagement in meaningful, real-life communication rather than grammatical accuracy. CLT is applied through interactive activities such as pair or group discussions, role-plays, problem-solving tasks, and the integration of authentic materials. The goal of CLT in this context is to provide students with opportunities to use English purposefully and spontaneously in classroom interactions.

2. Communicative Competence

Communicative competence is the ability to convey and interpret messages effectively by creating meaningful interactions, fostering cooperative learning, and applying student-centered strategies. This includes four subcomponents based on Canale and Swain's framework:

grammatical, sociolinguistic, discourse, and strategic competence. These strategies enable students to practice language collaboratively while ensuring communication and empower students to take active roles in their learning process, making the development of communicative skills more engaging and effective.

3. Pre-Service Teacher

A pre-service teacher refers to the researcher as an individual engaged in a teaching internship at a junior high school in Tasikmalaya as part of the teacher training program. The pre-service teacher is not yet fully certified or professionally qualified but is gaining teaching experience under the supervision of mentor teachers. This role includes planning, delivering lessons, and applying the principles of CLT.

D. Aims of the Study

This study aimed to investigate the factors that caused my CLT implementation to be unsuccessful at one junior high school in Tasikmalaya.

E. Significances of the Study

1. Theoretical use

This study may provide valuable information and enrich the understanding of CLT implementation for teachers, particularly pre-service teachers who use CLT in speaking teaching. It explores the alignment between CLT principles and practical implementation, offering a theoretical contribution to the literature on language teaching methodologies, especially in EFL contexts.

2. Practical use

This study offers practical insights for pre-service teachers on effectively implementing CLT in the classroom teaching internship. Identifying specific challenges and providing actionable recommendations supports pre-service teachers in refining their teaching strategies and achieving better learning outcomes in communicative classrooms.

3. Empirical use

This study provides data on how a pre-service teacher implements CLT in the classroom, focusing on teaching speaking skills. This report identifies the challenges faced during the implementation process, contributes valuable data to the field of EFL education, and informs future research on the adaptation of CLT to real-world classroom environments.