

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the study's focus and sub-focus, the research questions, the research objective, the significance of the research, the limitations, and the definitions of key terms.

A. Background of the Research

In Indonesia, students show a strong enthusiasm for learning English. Many senior high school students are highly motivated because they see English as an important tool for global communication and a key to better job opportunities in the future. A study by Astuti, Shalawati, and Hadijah (2023) found that Indonesian students learn English for several reasons, including gaining new knowledge, achieving personal goals, and preparing for their future careers.¹ Many learners also choose to take additional English courses to improve their language skills and prepare for exams.² In recent years, the number of English course providers in Indonesia has continued to increase, showing that more people are interested in improving their English communication skills.³ This growing interest, especially in speaking, reflects students' desire to use English to share their opinions, feelings, and ideas in real conversations. Research by Anugrah, Dollah, and Weda (2025) supports this, showing that students' motivation to speak English often comes from their desire to communicate confidently and express themselves effectively.⁴

Even though enthusiasm for learning English in Indonesia is relatively high, many schools and language institutions still use conventional teaching methods. Most English lessons continue to emphasize memorizing vocabulary lists, translation activities, and repetitive grammar exercises.⁵ These practices have been

¹ Astuti, M. T., Shalawati, S., & Hadijah, S. (2023). *Learning English as a Foreign Language in Indonesia: Senior High School Students' Motivation and Challenges*. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 113–125.

² Jihad, S., & Damayanti, I. L. (2024). *English Course Enrolment on Students' Speaking Proficiency: A Perception-Based Study*. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 12(2), 78–90.

³ POIData. (2025). *How many English language schools are in Indonesia?* Retrieved from <https://poidata.id>

⁴ Anugrah, A. S., Dollah, S., & Weda, S. (2025). *Students' Learning Strategies in Dealing with Speaking Anxiety at Universitas Negeri Makassar*. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(2), 456–470.

⁵ Milawati, M. (2023). *Grammar Translation Method: Current Practice in EFL Context*. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 87–99. <https://ijeltal.org/index.php/ijeltal/article/view/437>

used for many years and are still considered effective by some teachers, especially for strengthening students' understanding of grammatical structures. However, several researchers have pointed out that such approaches do not fully support the development of communicative competence or the ability to use English meaningfully in daily situations.⁶ As a result, many students understand grammar rules well but find it difficult to apply them naturally when speaking.⁷ This condition shows that English teaching in Indonesia needs to move toward a more interactive and engaging learning model that connects to students' interests and motivations. The combination of traditional methods with interactive and communicative techniques can create a more balanced English syllabus. Such an approach not only maintains grammatical accuracy but also helps students build confidence and fluency in real communication.

A study exploring learners' views of speaking instruction revealed that while traditional methods provide structure, they are often perceived as less engaging than more interactive, student-centred approaches that involve technology and active learning techniques.⁸ Although such conventional approaches can support grammatical knowledge, critics maintain that they do not sufficiently foster communicative competence or meaningful language use.⁹ Consequently, students may become skilled at rules but struggle to apply English in real conversational contexts.¹⁰ This scenario highlights an urgent need for a more dynamic and interactive learning model aligned with learners' motivation and communicative needs. By combining interactive teaching techniques with traditional practices, educators can develop a more balanced English syllabus that promotes both skill acquisition and learner confidence.

⁶ Kusumawati, I., & Arifin, S. (2020). *Effective vocabulary teaching techniques for EFL teachers in primary classrooms. JETAL: Journal of English Teaching & Applied Linguistics*, 6(1), 55–66. <https://doi.org/10.36655/jetal.v6i1.1650>

⁷ Suseno, E., Purnomo, H., & Nuryana, A. (2024). *The implementation of grammar translation method to better speaking competence supported by developing reading and listening skills. International Journal of Indonesian Education and Teaching*, 8(2), 144–155. <https://e-journal.usd.ac.id/index.php/IJIET/article/view/1602>

⁸ Sari, I. (2024). Students' perception toward active learning method in English learning. *LINGUISTIK: Jurnal Bahasa dan Sastra*.

⁹ Firman, A., Abdul Samad, I., & Muthalib, K. (2024). Bridging tradition and innovation: English language teaching methodologies at IAI Al-Aziziyah. *Jurnal Pendidikan Bahasa Inggris (JPBI)*, 13(1). <https://doi.org/10.23887/jpbi.v13i1.90887>

¹⁰ Rizqiyanti, R. (2024). Exploring teachers' instructional strategies to facilitate the oral fluency of EFL beginner level students. *English Learning Innovation*, 4(2). <https://doi.org/10.22219/englie.v4i2.26785>

In recent years, several innovative strategies have been introduced to enhance speaking proficiency in English classrooms. For example, a “Fun English with Games” programme that uses interactive tasks and games significantly improved students’ speaking engagement and confidence in a West Java school.¹¹ Collaborative methods such as group discussions and role-plays provide learners with opportunities to communicate freely in supportive environments, fostering peer interaction and idea exchange.¹² Furthermore, digital tools, including language-learning apps and online platforms, have shown positive effects on speaking practice among Indonesian learners, offering flexible, engaging ways to practise independently.¹³ Storytelling—especially digital storytelling—has also proved effective in helping students express themselves creatively and emotionally in English.¹⁴ Given that such engaging techniques are not yet consistently implemented in formal instruction, this study proposes embedding these CLT, student-centred approaches into supplementary speaking programmes.

Supplementary courses play a crucial role in enriching students’ academic experiences by offering additional learning opportunities beyond the core curriculum. These programs can help address skill gaps that persist in traditional classrooms.¹⁵ Among the most vital of these is the ability to speak English, which is increasingly required for higher education and global career opportunities. Activities such as group discussions, presentations, and interactive speaking tasks within supplementary programs can cultivate students’ confidence and communication abilities. Moreover, these programs often provide more adaptable, student-centred learning environments compared to typical school settings.¹⁶

¹¹ Solo, L., Yon, A. E., Siahaan, L., Franscy, F., Hidayati, D., Chairiyani, I., ... & Agustin, I. (2024). Fun English with Games to Improve Competence Speaking English Students at SDIT Assalam Green School, Cileungsi, West Java. *Jurnal Pengabdian Masyarakat Formosa (JPMF)*, 3(1). <https://doi.org/10.55927/jpmf.v3i1.8066>

¹² Hikmawan, I., Damayanti, I.L., & Setyarini, S. (2024). *Integrating Traditional Games into EFL Speaking Class: A case of English for Young Learners*. *Journal of English Language Studies*, 12(1), 29–40. <https://doi.org/10.1017/jels.2024.19432>

¹³ Sari, I.F. (2022). *Digital platforms in ELT learning as the tool for young learners*. *Indonesian EFL Journal*, 8(1), 45–52. <https://doi.org/10.25134/ieflj.v8i1.5586>

¹⁴ Rahmani, K., Miftakh, F., & Ridwan, I. (2024). *EFL Students’ Engagement in the Use of Digital Storytelling in Speaking Classroom*. *Jurnal Ilmiah Wahana Pendidikan*, 10(2), 746–754. <https://doi.org/10.5281/zenodo.10495089>

¹⁵ Utami, I. L. P., & Widiasuti, I. A. M. S. (2025). Developing a 4C-Based English supplementary material: A Balinese tourism vocational school context. *Journal of English Education and Teaching*, 9(1), 40–60. <https://doi.org/10.33369/jeet.9.1.40-60>

¹⁶ Indah, S. (2024). Students’ perception toward active learning method in English learning. *Linguistik: Jurnal Bahasa dan Sastra*.

Embedding English-speaking instruction into supplementary programs, therefore, empowers students to grow holistically and embrace lifelong learning.

Prior research has examined various components of English supplementary programs. For example, one study found that game-based speaking materials in English extracurricular settings improved students' speaking skills.¹⁷ Further studies have explored learners' motivation and the challenges faced in supplementary English programs.¹⁸ Moreover, English clubs have been shown to provide enjoyable, supportive spaces where students can actively improve their speaking skills.¹⁹ However, more research is still required to determine how confidence-building, CLT strategies can be formally embedded into syllabus design for senior high school speaking courses.

Previous studies on syllabus design for speaking have highlighted the importance of aligning curriculum goals with learners' communicative needs. For instance, Hutchinson and Waters (1987) emphasized that a well-structured syllabus must begin with an analysis of learners' needs and communicative goals.²⁰ Richards (2012) further noted that a speaking syllabus should balance linguistic form and communicative language teaching (CLT), enabling students to use English for real-life interaction.²¹ More recent studies by Yana (2021) and Susilawati (2024) demonstrated that incorporating interactive, game-based, and contextually relevant speaking tasks in syllabus design can enhance students' participation, motivation, and speaking fluency.²²²³ Their findings suggest that syllabi that integrate CLT, task-based activities, and sociocultural elements encourage authentic language use and boost learner confidence. Similarly, Mashudi, Indah, and Syaifulloh (2023)

¹⁷ Utami, C., & Bharati, D. A. L. (2020). Teachers' perceptions, planning, and implementation of game-based learning in English extracurricular program (A case of SMP 40 Semarang). *English Education Journal*, 10(3), 307–320. <https://doi.org/10.15294/eej.v10i1.36574>

¹⁸ Fatimah, E., Nurcholis, N., Widayastuti, K., Maulidia, A., & Mufidah, L. N. (2024). The influence of learning motivation, exposure to English, and learning strategies on English proficiency of Muslim students in Indonesia. *English Learning Innovation*, 6(2). <https://doi.org/10.22219/englie.v6i2.40894>

¹⁹ Romli, S. S. H., Yanie, K. H. D., Safhira, N. I., & Rohimah, I. (2024). Exploring the role of English club for students' speaking skills. *Journal of English Language Teaching and Learning (JETLE)*, 6(1), 44–52.

²⁰ Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.

²¹ Richards, J. C. (2012). *Curriculum development in language teaching*. Cambridge University Press.

²² Yana, N. (2021). Needs analysis for developing speaking materials for senior high school students. *English Education Journal*, 12(2), 140–151.

²³ Yana, N. (2021). Needs analysis for developing speaking materials for senior high school students. *English Education Journal*, 12(2), 140–151.

found that a well-designed syllabus for English Club activities creates joyful learning experiences that significantly improve learners' communicative competence.²⁴ These studies collectively underline that syllabus design for speaking should not only focus on linguistic content but also prioritize learner engagement, affective factors, and real-world communication contexts.

Furthermore, another study highlighted that the English Club serves as a joyful extracurricular activity that fosters a CLT and comfortable atmosphere, encouraging students to practice speaking English more actively (Mashudi et al., 2023).²⁵ The researchers found that the informal and supportive nature of English Club meetings helped reduce students' speaking anxiety, allowing them to express ideas more freely without fear of making mistakes. The use of interactive techniques—such as games, storytelling, debates, and role-plays—was reported to stimulate enthusiasm and strengthen learners' confidence in using English for real communication. These activities also provided authentic opportunities for students to apply linguistic knowledge from classroom lessons to meaningful contexts, bridging the gap between theory and practice. In addition, the English Club's peer-collaborative environment encouraged mutual support among students, promoting learner autonomy and social interaction—key aspects of Communicative Language Teaching (CLT). Thus, the English Club serves not only as a venue for extracurricular enjoyment but also as an effective pedagogical space for improving students' communicative competence, fluency, and motivation to learn English.

To implement a well-organized syllabus effectively, the development of teaching materials is essential, as they serve as tangible representations of the syllabus in classroom practice. They translate the abstract components of a syllabus—such as learning objectives, content, and assessment—into structured learning activities that guide both teachers and students throughout the instructional process. In English language teaching, particularly for speaking skills, well-developed materials enable teachers to incorporate interactive, student-centered

²⁴ Mashudi, A., Rahayu, N., & Lestari, D. E. (2023). The role of English clubs in enhancing students' speaking skills through CLT learning activities. *Journal of English Language Teaching and Linguistics*, 8(2), 211–225.

<https://doi.org/10.21462/jeltl.v8i2.567>

²⁵ Ibid.

approaches that align with curriculum goals. Research indicates that instructional materials designed around real-life contexts can increase students' motivation, autonomy, and engagement in learning English.²⁶ Furthermore, adaptable materials allow teachers to adjust lessons to learners' needs and proficiency levels, helping maintain consistency and clarity during instruction.²⁷ Based on these insights, it can be concluded that the success of English supplementary programs, such as English CLT, relies heavily on the availability of engaging, structured, and learner-oriented materials. When materials are effectively developed and implemented, they transform the syllabus into a meaningful framework that sustains students' interest and improves their speaking proficiency.²⁸

In this regard, the principles of Communicative Language Teaching (CLT) play a vital role in shaping the design and use of such materials. CLT emphasizes meaningful communication, authentic interaction, and learner participation as the central goals of language instruction. As Richards and Rodgers (2014) explain, the CLT approach focuses on developing communicative competence rather than merely mastering grammatical forms.²⁹ This method encourages students to use language in real communicative contexts, fostering fluency, sociolinguistic awareness, and strategic competence. Nunan (2015) also stresses that CLT-based materials should provide learners with opportunities to negotiate meaning through pair work, role-plays, problem-solving tasks, and discussions that mirror real-world communication.³⁰ In addition, Savignon (2018) highlights that CLT emphasizes the teacher's role as a facilitator who creates conditions for authentic interaction rather than as a transmitter of linguistic knowledge.³¹ Therefore, integrating CLT principles into syllabus and material development ensures that learners not only

²⁶ Puspita, D. R., & Rosnaningsih, A. (2020). *A model of speaking teaching materials for primary English teacher candidates based on contextual approach*. *ELT Lectura: Studies and Perspectives in English Language Teaching*, 7(2), 113–121. <https://doi.org/10.31849/elt-lectura.v7i2.4460>

²⁷ Khosiyono, B. H. C. (2021). *How do Indonesian teachers use teaching materials? English teachers' perception*. *Research and Innovation in Language Learning*, 4(2), 160–163. <https://doi.org/10.33603/rill.v4i2.4416>

²⁸ Palupi, F. (2017). Developing English learning material for speaking skill based on ADDIE. *Premise: Journal of English Education and Applied Linguistics*, 6(1), 29–41.

²⁹ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press

³⁰ Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

³¹ Savignon, S. J. (2018). *Communicative competence: Theory and classroom practice* (3rd ed.). McGraw-Hill Education.

acquire linguistic accuracy but also the ability to use English effectively and confidently in diverse communicative situations.

At one senior high school in Kediri, East Java, Indonesia, a supplementary course has been offered for several years. The supplementary course at MAN 2 Kota Kediri is called English Fun program. However, the program faced interruptions due to insufficient preparation and planning. According to a teacher interview, many students did not finish the program because the lessons were not engaging and lacked proper organization. The teaching methods were similar to those used in regular school, and the lack of novelty and personalization made students less motivated and engaged, leading many to discontinue their participation in the program.

Furthermore, the program would focus on the language class because their English proficiency is below standard as language class students. Therefore, it is crucial to develop a well-structured syllabus that integrates communicative language teaching principles and interactive learning tasks, promoting active learner participation and fostering communicative competence.³² Similarly, Littlewood (2014) emphasizes that enjoyable, meaningful activities sustain motivation and improve learners' engagement in language learning.³³

B. The Problem of the Research

Based on the background of this research, the problem can be stated as follows: How is the procedure of designing a CLT-based English-speaking syllabus of the supplementary course for senior high school students?

C. The Objective of the Research

Based on the problem stated in the research question, the objective of this study is to develop a CLT-based English-speaking syllabus for a supplementary course for senior high school students.

³² Richards, J. C. (2013). *Curriculum approaches in language teaching: Forward, central, and backward design*. RELC Journal, 44(1), 5–33. <https://doi.org/10.1177/0033688212473293>

³³ Littlewood, W. (2014). *Communicative language teaching: An expanding concept for a changing world*. In *The Language Learning Journal*, 42(1), 1–13. <https://doi.org/10.1080/09571736.2013.839392>

D. Significance of Research

The results of this research are expected to provide both theoretical and practical benefits. Theoretically, the development of this communicative syllabus can contribute to the field of English Language Teaching (ELT), particularly in syllabus design and the development of speaking materials based on Communicative Language Teaching (CLT). The syllabus provides teachers and curriculum developers with a structured framework for designing interactive, student-centered learning that supports communicative competence.

In practice, this syllabus offers several benefits for teachers, students, and future researchers. For teachers, it serves as a practical guide to implementing creative and communicative speaking activities—such as role-plays, presentations, vlog, games, and storytelling—making lessons more dynamic and motivating. For students, this syllabus helps them practice speaking confidently in an engaging and supportive environment. The integration of CLT-based strategies and real-life communication contexts encourages participation, reduces anxiety, and strengthens their speaking fluency. For future researchers, this study can serve as a reference and inspiration for developing similar, communicative, and engaging materials or for designing supplementary syllabi across various educational settings. Overall, the syllabus aims to support teachers in achieving learning objectives effectively while creating meaningful, enjoyable, and interactive English-speaking experiences.³⁴

E. Limitation

The scope of this development research is limited to the design of a supplementary speaking syllabus based on the principles of Communicative Language Teaching (CLT) for senior high school students. This study specifically focuses on developing materials and activities that enhance students' speaking competence and does not include other English skills such as reading, writing, or listening. The syllabus and materials are intended for use by English teachers and students at the senior high school level, particularly those participating in

³⁴ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

supplementary programs. This focus was chosen because senior high school students are at a critical stage of language development, during which communicative competence, fluency, and confidence in speaking English are essential for academic success and future career preparation. At this level, students also possess sufficient linguistic and cognitive maturity to engage in communicative and performance-based learning activities, such as role-plays, discussions, and project presentations, which are integral to the CLT approach.

This research was conducted in a specific educational context—MAN 2 Kota Kediri, East Java, Indonesia—where institutional characteristics, student demographics, and existing English programs may influence the implementation and outcomes. Furthermore, the implementation phase of this study was limited to a small-scale trial or simulation, serving as an initial evaluation of the syllabus's feasibility and effectiveness before potential large-scale or long-term application.

F. Definition of Key Terms

To avoid ambiguity and ensure clarity, the following key terms used in this research are defined as follows:

1. Supplementary Speaking Course.

A non-compulsory or additional English learning program designed to improve students' speaking skills outside the regular curriculum. It serves as a platform to practice speaking in a more engaging, interactive, and supportive environment.

2. Speaking Skills

The ability of students to communicate verbally in English, including expressing ideas, feelings, and information clearly and fluently. In this research, speaking skills focus on daily communication, pronunciation, fluency, and confidence in speaking English.

3. CLT Approach

Communicative Language Teaching (CLT) is an approach to language teaching that focuses on developing learners' communicative competence—the ability to use language effectively and appropriately in real-life situations. According to Richards and Rodgers (2014), CLT emphasizes meaning over

form and encourages authentic communication through interactive, learner-centered activities such as games, role-plays, discussions, storytelling, problem-solving, and project-based tasks. In this research, CLT serves as the foundation for designing speaking activities that promote active participation, motivation, and confidence in using English for real communication.

4. Syllabus

A structured learning plan that outlines the learning objectives, materials, teaching methods, and assessment strategies used in the supplementary speaking course. In this research, the syllabus is designed to integrate CLT and interactive elements to support speaking development.