



**STUDENTS' PERSPECTIVE ON THE IMPLEMENTATION OF
COMMUNICATIVE TEACHING APPROACH ON READING SUBJECT**

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**JURUSAN PENDIDIKAN BAHASA INGGRIS
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Judul : Students' Perspective on the implementation of Communicative teaching approach on reading subject.

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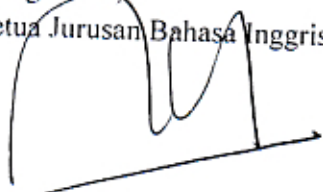
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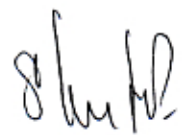
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Chapter I

Introduction

1. Research Context

These developments results from the experiment and research done by language specialist who continuously try to find out the best language teaching methodologies. It is agreed that the methodologies a school of experts developed are based on certain assumptions or theory on how language are best learned (Spada and Lightbown, 2000: 3).

The development of language teaching methodologies has been so rapid that in the several last decades we have seen the emergence of many teaching approaches and methodologies which were based on certain belief on the nature of language learning (Richards, 2000: 34). Methods such as Grammar Translation methods, Silent Method, Direct Method, and Audiolingualism were all the example of teaching method that appeared in the last several decades based on certain belief their proponents believed as best method of teaching language (Harmer, 2000: 45). Each method disappeared and is replaced by new method. One of most current and popular methods of teaching is what is called communicative teaching method. This method put emphasis on the teaching of language as communication tool (Richards, 2000). The method suggest that the learners should be taught how to use language or should be involved in class activities using real language as it appears in real communication.

According to Richards (2000) communicative language teaching is perceived as a set of principles about the goals of language teaching, how learners learn a language, the