# CHAPTER II

# LITERATURE REVIEWS

Communicative Language Teaching found in the late of 1960s in the changes of British Language teaching[10] that exists up to now. Communicative Language Teaching found to develop activity in the classroom reflecting the principle of communicative approach.

Communicative is as a way to exchange an ideas, information, etc. between two people or more [11]. In the class, students are expected to speak English actively to increase their comprehension in studying English.

Speaker and listener increase their speaking, listening, reading, and writing skill by practice English.

Speaking skill can be defined as basic of English Language skill for appropriate situation not only in workplace but also in school[12]. Students intent to practice speaking English in their daily activity because it will increase their speaking skill. Language is practice, so, without practice, students will get less skill of language.

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[10] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* ………….., p. 64

[11] Jack C. Richards and Richard Schi 10 *ngman Dictionary of Language Teaching and Applied Linguistics* ………….p.89

[12] Jon Davison and Jane Dowson, *Learning to teach English In the Secondary School,* (London and New York, Routledge, 2002), p 264

The other word of Communicative Language Teaching is Communicative Competence. Competence defines in terms of the *expression, interpretation,* and *negotiation* of meaning which look in both psycholinguistics (Mental Processes) and sociocultural (social context) perspectives in Second Language Acquisition (SLA) study to account for its development[13]

## A. Communicative Language Teaching

### 1. The Definition of Communicative Language Teaching

Communicative Language Teaching (CLT) or Communicative Approach (CA) defines as an Approach to foreign or second language teaching that emphasizes that the goal of language learning is Communicative Competence to make meaningful communication and language use a focus of all classroom activities.[14]

The focus of classroom is communicative activities. This interaction occurs between students and teacher (Ss-T) but emphasizes between students and students (Ss-Ss). Students and teacher (Ss-T) interaction occur when teacher explains the material or students want to know the meaning of some English words that unknown by them and cannot be found in dictionary and students and students (Ss-Ss) interaction occurs in classroom of Communicative Language Teaching (CLT).

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[13] ----, *Interpreting Communicative Language Teaching,* (New Haven & London, Yale University Press, 2002), p. 1

[14] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*,……….. p. 90

Habermas 1970; Hymes 1971; Jakobovits 1970; Savignon 1971define Communicative Language Teaching as a term introduced into discussions of language use, and second or foreign language learning in the early 1970s. [15]

## 2. Principles of Communicative Language Teaching

Many theories declare about the implementation of Communicative Language Teaching that had developed since 1960s. Here, the scientists that told about Communicative Language Teaching as follows;

## a. Jeremy Harmer

Jeremy (1960s) suggested that communicative aspects concisct of six criteria, which will shown in opposite continuum below[16]

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[15] ----, *Interpreting Communicative Language Teaching*............... p.1
[16] Jeremy Harmer, *The Practice of* English *language teaching*, (2000, Longman, Malaysia) p.85

Table 1: the opposite continuum

| Non-communicative activities | | Communicative activities |
|---|---|---|
| - No communicative desire | | - A desire to communicate |
| - No communicative purpose | ⟷ | - A communicative purpose |
| - Form not content | | - Content not form |
| - One language item only | | - Variety of language |
| - Teacher intervention | | - No teacher intervention |
| - Materials control | | - No materials control |

Communicative Language Teaching describes how to improve students' ability in communication. The table of communicative activities above has good aspects such as; desire to communicate, a communicate purpose and more emphasize on content than form (grammatical). It will make students use their mind to think about what their intention is, there is no compulsion on them. While about no teacher intervention and no materials control, sometimes it will make difficult interaction for students and teacher, because:

1. Students will feel difficult if they do not know the word that they intend, moreover if that word cannot be found in dictionary.

2. No material controls; it makes students difficult in doing their final exam, because when they study in the class, they do not have

certain material to discuss, so they just discuss about what in their mind, and it will make them less reference to understand about the material in their whole activities using Communicative Language Teaching theory based on Jeremy Harmer in last principle "no materials control".

While about the activities, the real communication is less important than successful achievement of the communicative task they are performing such as role-play.

**b. Finocchiaro and Brumfit**

Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audio-lingual Method and the Communicative Approach, according to their interpretation:[17]

Table 2: the communicative approach depend on Finocchiaro and Brumfit

| Audio Lingual | Communicative Language Teaching |
|---|---|
| 1. Attends to structure and form more than meaning. | Meaning is paramount. |
| 2. Demands memorization of structure-based dialogs. | Dialogs, if used, center around communicative functions and are not normally memorized. |
| 3. Language items are not | Contextualization is a basic |

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[17] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, ……...* P. 67

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| necessarily contextualized. | premise. |
| 4. Language learning is learning structures, sounds, or words. | Language learning is learning to communicate. |
| 5. Mastery, or "over-learning", is sought. | Effective communication is sought. |
| 6. Drilling is a central technique. | Drilling may occur, but peripherally. |
| 7. Native-speaker-like pronunciation is sought. | Comprehensible pronunciation is sought. |
| 8. Grammatical explanation is avoided. | Any device which helps the learners is accepted - varying according to their age, interest, etc. |
| 9. Communicative activities only come after a long process of rigid drills and exercises. | Attempts to communicate may be encouraged from the very beginning. |
| 10. The use of the student's native language is forbidden. | Judicious use of native language is accepted where feasible. |
| 11. Translation is forbidden at early levels. | Translation may be used where students need or benefit from it. |
| 12. Reading and writing are deferred till speech is mastered. | Reading and writing may be started from the first day |
| 13. The target linguistic system will be learned through the overt teaching of the patterns of the system. | The target linguistic system will be learned best through the process of struggling to communicate. |
| 14. Linguistic competence is the Expected goal. | Communicative competence is the expected goal (i.e. the ability to |

| | use the linguistic system effectively and appropriately). |
|---|---|
| 15. Varieties of language are recognized but not emphasized. | Linguistic variation is a central concept in materials and methodology. |
| 16. The sequence of unit is determined solely by principles of linguistic complexity. | Sequencing is determined by any consideration of content, functions, or meaning which maintains interest. |
| 17. The teacher controls the learners activity in the class and prevents them from doing other activities out of teacher's instruction. | Teachers do everything to motivate learners to be active in studying the language. |
| 18. "Language is habit" so errors must be prevented at all costs. | Language is created by the individual often through trial and error. |
| 19. Accuracy, in terms of formal correctness, is a primary goal. | Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context. |
| 20. Students are expected to interact with the language system, embodied in machines or controlled materials | Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. |
| 21. The teacher is expected to | The teacher cannot know exactly |

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| specify the language that students are to use. 22. Intrinsic motivation will spring from an interest in the structure of the language. | what language the students will use. Intrinsic motivation will spring from an interest in what is being communicated by the language. (1983: 91-3) |

*Source : Jack C. Richards and Theodore S. Rodgers,*
*Approaches and Methods in Language Teaching, Page. 67*

This theory above, has little similarity with the other claimed. The strengths of this theory are:

1) Teachers do everything to help learners in any way and motivate them to work with the language.

2) Language often through trial and error is created by the individual.

While the weakness of this theory, students have to use linguistic variation being central concept in materials and methods, the difficulty will happened if this method applied on children or the students that do not know English before.

**c. Jack C. Richard**

The principles of Communicative Language Teaching that argued by Jack C. Richard are[18]

1. Learners use a language through using it to communicate

2. Authentic and meaningful communication should be the goal of class-room activities

3. Fluency and accuracy are both important goals in language learning

4. Communication involves the integration of different language skills

5. Learning is a process of creative construction and involves trial and error

This is a simple good theory that claimed by Jack, he claimed that the important activities are using English. Whatever that skill that will be used by students it does not make problem in Communicative Language Teaching theory, although this theory not as detail as Jeremy said but this theory will be easier to do in Indonesia, which is English as Second Language Acquisition (SLA). While the weakness of this theory is third principle "Fluency and accuracy are both

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[18] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* …………90

important goals in language learning", it will feel difficult thing to do, moreover in the new material that they have already know.

This theory will be search by researcher, while the explanation of this theory will be discuss bellow

1. Learners use a language through using it to communicate

    Teacher asks to students to use English when the students learn language as a way of communication to interact with their friends. He/she (teacher) guiding students to be able to communicate using English with their friends, this is expected students using English well. For several students, this may very difficult to do. However, after they can pronounce until understand what they say it will make them easier to speaking using English as their second language learning.

2. Authentic and meaningful communication should be the goal of classroom activities

    Savignon (1972) is concerned mainly with the skills that are needed to get one's meaning across, to do things in the second language, to say what one really wants to say[19].

3. Fluency and accuracy both important goals in language learning

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[19] Michael Canale and Merrill Swain, *Approaches to Communicative Competence, ------,* Singapore, 1980 P.10

Fluency is the features that give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second or foreign language teaching, fluency describes a level of proficiency in communication, which includes:

a. The ability to produce written and/or spoken language with ease

b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar

c. The ability to communicate ideas effectively

d. The ability to produce continuous speech without causing comprehension

Difficulties or a breakdown of communication, It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently[20]

4. Communication involves the integration of different language skills

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[20] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*,……….. p. 204

Four language skills are, listening, reading, speaking and reading. In Jack theory just an integration a different language skills, not all of thus language skill. For example in role play activity students just integrate between speaking and listening skills, in debate, students integrate three language skills; speaking, listening and reading, in group work activity when teacher asks to discuss about the answer of the question in the book it will integrate four language skill; speaking, listening, writing and reading.

5. Learning is a process of creative construction and involves trial and error

Communication strategies was defined and related to learning styles learners use obviously use production strategies in order to enhance getting their message across, but at times this techniques can them self become the source of error.[21]

**3. Common Classroom Activities in Communicative Language Teaching**

To make this theory enjoy full, teacher can make any activities that related with communicative communication, here are some communicative activities could be try out

1. Drama and Role-play.

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[21] H. Douglas Brown, *Principles of Language Teaching and Learning…………….* p. 227

Drama is an excellent way to get students using the language. It involves using the other person character, this will make the exciting listening and speaking work. By bringing the out world into the classroom in this way, we can provide a lot of useful practice, such as in cafes, shops, banks, streets, parties, etc. six types of drama commonly found in English language teaching classrooms:[22]

- Role-play

    Students act out small scenes using their own ideas or trom ideas and information on role-cards.

- Simulation

    This is a large – scale role-play. Role-cards are normally used and there is often other background information as well. The intention is to create a much more complete, complex 'world', say of a business company, television studio, government body, etc

- Drama Games

    Short games that usually involve movement and imagination

- Guided Improvisation

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[22] Jim Scrivener, *Learning Teaching*, Macmillan Heinemann, Thailand, 1994, p 69

A scene is improvised. One by one the students join in in character, until the whole scene and possibly story take on a life of their own.

- Acting play scripts

Short written sketches or scenes are acted by the students

- Prepared Improvised Drama

Student in small group invent and rehearse a short scene or story that they then perform for the others

2. Pairs Interview

This is useful to help to know one another, especially in the start of school. Put student into pairs; ask them to asking heir pair any question they wish, and noting down the interesting question. When finish, they introduce friend they interviewed to a small group or whole class[23]

3. Dialogue

Usually used in the classroom and see how much information value it has, or in other words how much communication actually occurs. The teacher reads the dialogue aloud from a book or from the blackboard. He reads the lines of both speakers, A and B, and shows who is speaking by changing his voice or pointing to simple pictures on the blackboard. The students then copy the

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[23] Jim Scrivener, *Learning Teaching*,……… p. 63

teacher and repeat the lines as a chorus drill. The students then copy the teacher and repeat the lines as a chorus drill. The teacher follow s this by asking individual students to repeat the lines. He then corrects their pronunciation. After this the students must learn the dialogue. The teacher then divides the class into two parts, A and B, for pair practice. He then goes round the class listening to each pair and correcting pronunciation.[24]

## 4. The Purpose of Communicative Language Teaching Process

The implementation of Communicative Language Teaching process in teaching English expected give good enough output that related to the purpose of teaching and learning language. While the method of teach depends on students' capability, which classify students based on students' knowledge with test from their first day. The methodology of teaching and learning, following the principles of teaching and learning process that claimed by Jack C. Richard with the language competence that students had and with knowing the student's capability, teacher can easily begin to teach increase the students' knowledge of language.

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[24] -------, *Guidelines for Communication Activities*, (Singapore, Seameo, 1979), p. 82

B.  **The Components of Teaching**

1.  **Definition of Teaching and Learning**

Teaching and learning process contain the continuum activities between students and teacher on interrelationship that goes on educative situation to reach the specific purpose, while Teaching English as Second Language (TESL) used either to describe the teaching of English in situations where it is a second language[25]. With those two definitions, teaching and learning process meant the process of educative activities that specified on teaching of English as second language

2.  **Components of Teaching and Learning Process**

Teaching and learning process could run well when the influential components can be completed[26], thus components are

1.  Purpose

Purpose or intend in Arabic is *ghayat* or *maqasid*, and in English it is goal, objective or aim. In generally those definitions contain the same meaning, step which toward into one specific aim, with efforts or activities[27]. Depend on Zakiah Darajat, purpose is the thing that expected reach after doing efforts or that activities.

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[25] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, ……….. p. 546

[26] Ramayulis, *Ilmu Pendidikan Islam*, ( Jakarta: kalam mulia, 2004),  p. 65

[27] Ramayulis, *Ilmu Pendidikan Islam*, ……… p. 65

2. Material

   There should be material that given to the students, in language teaching, material is anything which can be used by teachers or learners to facilitate the learning of a language.

3. Teaching and Learning Activity

   There have to activities in school or teaching and learning process, such as reading story than discuss with another, work group, debate, etc.

4. Method

   To reach teaching and learning purpose, teacher must have the methodology of teaching or applying quantum teaching, so with the students, they have to know learning methodology (quantum learning). Or a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning

5. Tool

   Tool is the one important component in teaching and learning process. This tools are building, blackboard/whiteboard, chock/board marker, eraser, etc

6. Evaluation

Evaluation used to knowing students acceptance after teaching and learning process. This usually occur in the end of teaching and learning process, such UAS

Thus six factors interrelates one another, if there is no one component or more, it will makes the process of teaching and learning English not freewheeling.

3. **Factors that Influence in Teaching and Learning Process**

With this teaching and learning process, researcher hope that students will not afraid to try speaking English as second language. To advocate students' skill in teaching and learning second language reached well, so these two aspects have to pay attention.

1) Intern factor, factor from the inside of student, for example student desire, psychology factor, etc

   a. The students that have no desire to learn it will be difficult to student to accept the material that teacher gave.

   b. Psychology factor such feeling threatened, students will feel difficult to concentration in paying attention from the teacher because they always thinking about that problem.

2) Extern factor, factor from the outside of student, for example circumstance, friends, etc.

a. Circumstance give big effect on their desire to learn, for example if students circumstance is a place that did not make students comfort in study such noisy sound

b. Friend will make student have spirit to study when they have a friend that always give them spirit to study, but it will be opposite if they have a friend that lazy to study.

## C. The Previous Study in Communicative Language Teaching

Many books that argued about Communicative Language Teaching theory, there are:

1. Jack C. Richard and Theodre S.Rodgers. 1986. *Approach and Methods in Language Teaching*, London New York, Cambridge University Press

2. Jack C. Richards. and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics* Malaysia, Longman

3. Canale , Michael and Merrill Swain.  1980. *Approaches to Communicative Competence,* Singapore

4. H. Douglas Brown, 2000, *Principles of Language Teaching and Learning,* San Francisco, Longman