CHAPTER II

REVIEW OF RELATED LITERATURE

A. Communicative Language Teaching

According to Bambang,[1] (CLT) is a language teaching tradition which has been developed in the united Kingdom in 1970's. The aims of CLT are; a) to make the communicative competence the goal of language teaching and b) to develop procedure for the teaching of the four language teaching skills that acknowledge the interdependence of language and communication.

SThe emphasizes the communication makes the proponents of this approach, pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or text, that is accepted as typical procedures of CLT. Different people have interpreted, the concept of the combination of functional and structural aspects of language in different way. [2]CLT means an integration of grammatical and functional teaching while for other, the approach means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks.

The first concept suggests that language items are presented in situations in the classroom to ensure that their meaning is clear and then practiced as formal structures by means of exercises of sufficient variety to sustain the interest of the learners and in sufficient numbers to establish the structures in the learner's

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[1]Setiyadi, AG. Bambang. 2006. *Teaching English As a Foreign Language*. Jakarta: Graha Ilmu p.141.
 [2] *ibid , p.141*

memory. The concept of CLT is not regarded as the right assumption of CLT since the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate. The second concept seems to be not the only aim of CLT. Language learner should do more than working in-groups to learn to use language in communication.[3]

The concept of CLT can be traced back by looking at the concept of communication itself. states that communication only takes place when we make sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statement of different kinds, to describe, to record, to classify, and so on, or to ask questions, make requests, give orders. It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT language teachers should consider the formal structures in situational setting in the classroom. Even though it may be argued what type of contextualization (signification or value) can be provided to the students in the classroom. suggests, that whatever the contextualization the teacher provides will help the student learn the communicative function of the language. Another way of teaching a foreign language as a means of communication, based on Allen and Widdowson .[4] Consideration that the language as a medium of teaching another subject. Language of communication no longer apparent as a separate subject, but as an

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[3] *ibid p. 142*
[4] *Ibid p.143.*

aspect of other subjects. The target language should be presented in such a way as to reveal its character as communication. Therefore, designing an English course for students of science should cover common topics in basic science and language items. The propose of English Teaching is to develop in the students an awareness of the ways in which the language system is used to express scientific facts and concept. Their idea suggests that the target language be used in an immersion program in order for the teaching of the target language to be communicative.

According to Morrow in J. Weir[5] states that the very essence of a communicative approach is to establish particular features of context, etc., in order to test the candidates' ability to use language appropriate in terms of a particular specification. While it is hoped that the procedures discussed will indeed be revealing in those terms, they cannot strictly speaking reveal anything of the candidate's ability to produce language which is appropriate to a situation different in even one respect from that establish.

1. Basic Theory of Communicative Language Teaching

(CLT) has two basic theories, that is communication and interaction In the other words, CLT was developed based on theory of communication and theory of interaction. A teacher who applies this model must be able to manage the communicative class in the teaching and learning process which gives a large chance to students to interact each other in English atmosphere.[6]

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[5] Weir, Cyril J. *Communicative Language Testing*. USA: Prentice Hall, 1990, p. 17.
[6] *Ibid p.8.*

Communication is sharing idea, felling, and taught by using oral or written language. The components of communication are addressee, addresser, and the messages. There something which must be talked to our communicated within communication. It requires an understanding or two people, namely addressee and addresser. Communication also requires interaction among the communicators. It is impossible f   them to communicate without interaction each other. In other words, interaction is the primary prerequisite of communication. Communication and interaction cannot be separated each others. In the simple sentence, if a teacher would like to apply CLT in English class, he/she must able to manager the class by using communication and interaction strategies Harmer in Mariani.

2. **Theory Teaching Learning of Communicative Language Teaching**

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ''communicative competence,'' a term introduced into discussions of language use and second or foreign language learning in the early. Competence is defined in terms of the *expression, interpretation,* and *negotiation* of meaning and looks to both psycholinguistic and social cultural perspectives in second language acquisition (SLA) research to account for its development. Identification of learners' communicative needs provides a basis for curriculum design.

In Contrast to the amount that has been written in communicative language teaching literature about communicative dimension of language, little has been written about learning theory. for example, offers any discussion of learning theory. elements of an underlying learning theory can be described in some CLT practices, however. one such element might be described as the communication principle: activities that involve real communication promote learning. a second element is the task principle: activities in which language is used for crying out meaningful task principle: language that is meaningful to the learner supports the learning process. learning activities are consequently selected according to use (rather than merely mechanical practice of language patternts).

3. Characteristic and Principles of Communicative Language Teaching (CLT)

a. Characteristic of Communicative Language Teaching (CLT).

According to Richards and Rodgers some characteristics of communicative view of language as follows:[7]

1. Language is a system for expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

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[7] *ibid p. 71*

4. The primary units of language are not merely grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

b. Principles of Communicative Language Teaching (CLT)

According to Bambang[8] to develop the procedures of teaching, language teachers may consider the underlying principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but the whole processer cover the preparation of language materials, the sequence of the materials, the presentation, and the evaluation on the output. However, different writers have different stresses of the principles of CLT. Howatt, states that there are a strong version and a weak version of CLT.

The weak version of CLT stresses the importance of providing learners with opportunities to use their English for communicative propose and characteristically attempts to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, advances they claim that language is acquired through communication. If the former could be described as 'learning to use' English the later entails 'using English to learn it'.

The two different versions need not be contrasted. CLT principles may be continuum. One side of the interval is the strong version. The

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[8] *Ibid, p. 143*

procedure developed based on the principles of the weak version of CLT may be used as a starting point of teaching foreign language communicatively. Then, the procedure of CLT ends with the activities developed based on the strong version of CLT. It seems impossible to teach English by using the target language to learn it in a setting where English is really a foreign language, such as in Indonesia. Probably, the procedure of the strong version of CLT may be introduced without considering the weak version in countries where the target language is used in an immersion program.

Since the emphasis of teaching is the use of the language for communication, language errors are tolerated and seen a natural outcome of the development communication skills (Larsen Freeman in Bambang).[9] Language teachers are not suggested to correct all of students' errors. As a long as the ideas expressed in the target language can be understood and the minor errors may be ignored. Correction are done when the errors may distract the understanding of the communication. Language teacher should be selective in correcting errors. They should provide their students with opportunities to express their ideas in the target language and the target language is used as a vehicle for communication in the classroom.

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[9] *Ibid p. 144.*

CLT emphasizes on linguistic performance instead of linguistic competence. The goal of teaching a foreign language is the actual use of language in real situations. This is a response to traditional methods that are concerned with what is called linguistic competence. Linguistic competence is understood as concerns with the tacit knowledge of language structure, knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say (Hymes in Bambang).[10] This concept is used to contrast it with linguistic performance, which is mostly concerned with the processes termed encoding and decoding. This practical goal gives a direction to language teaching activities. The activities done to present language materials should be oriented to the ability to use the target language in communication. This principle is related to the first principle that CLT sees errors as natural outcome. The main concern of teaching is communication with ease in the target language without being occupied with error correction. One of the characteristic features of communicative approach to language teaching is that it enables us to make assumption about the types of communication we will equip learners to handle (Marrow in Bambang. The principles of CLT will be more easily understood by contrasting CLT with another method. Finacchiaro and Brumfit contrast the major distinctive features of CLT with those of Audiolingual Method.

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[10] *Ibid p.145.*

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CLT	Audio-lingual Method
Meaning is paramount	Attends to structure and form than meaning
Dialogs, if used, center around communicative functions and are normally memorized.	Demand memorizations of structure-based dialogs.
Language learning is learning to communicative.	Language learning is learning structures, sound, or words.
Effective communication is sought.	Mastery, or"over-learning"is sought.
Drilling may occur, but peripherally.	Drilling is a central technique.
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[11] *Ibid. 145*

Language learning is learning to communicative	Language learning is learning structures, sounds, or words.
Effective communication is sought	Mastery, or" over-learning is sought.
Drilling may occur, but peripherally.	Drilling is a central technique.
Comprehensible pronunciation is sought	Native-speaker-like pronunciation is sought.
Any device which helps the learners is accepted-varying according to their age, internet, etc.	Grammatical explanation is avoided.
Attempts to communicate may encouraged from the very beginning	Communicative activities only come after a long process of rigid drills and exercises
Judicious use of native language is accepted where feasible.	The use of students, native language is forbidden.
Translation may be used where students need or benefit from it.	Translation is forbidden at early levels.
Reading and writing can start from the first day, if desired.	Reading and writing are deferred till speech is mastered.
The target linguistic system will be learned best through the process.	The target linguistic system will be learned through the over teaching of the patterns of the system.
Communicative competence is the	Linguistic competence is the

desired goal.	desired goal.
Linguistic variation is a central concept in materials and methodology	Varieties of language are recognized but not emphasized.
Sequencing is determined by any consideration of content, function, meaning which maintains interest.	The sequence of units is determined solely by principles of linguistic complexity.
Teachers help learners in any way that motivates them to work with the language.	Teachers control learners and prevent them from doing anything that conflict with the theory.
Language is created by the individual often through trial and error.	"Language in habit" so errors must be prevented at all coasts.
Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.	Accuracy, in terms of formal correctness, is as primary goal.
Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.	Students are expected to interact with the language system, embodied in machines or controlled materials.
The teacher cannot know exactly what language the students will use.	The teacher is expected to specify the language that students are to use.

Intrinsic motivation will spring from an interest in what is being communicated by the language.	Intrinsic motivation will spare from an interest in the structure of the language.

The principle of CLT mentioned above cover not only the theory of language and language teaching but also the procedure of presenting language materials, the sequencing, the objective of language teaching, and the language testing. Considering that CLT has basic concepts of language teaching like the other methods discussed in this book, CLT is regarded more as method.

c. Procedure Theory

Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on communicative language teaching, description of typical classroom procedures used in a lesson based on CLT principles is not feasible. Savignon, discusses techniques and classroom management procedures associated with a number of CLT classroom procedure (e.g: group activities, language games, role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classroom.

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language materials, the sequencing, the objective of language teaching, and the language testing. Considering that CLT has basic concepts of language teaching like the other methods discussed in this book, CLT is regarded more as method.

d. Classroom procedure

Savigno discusses technique and classroom procedures associated with a number of CLT classroom procedures. for example group activities, language games, role-plays), but neither of these activities not the ways in which they are used are exclusive to CLT classroom. teaching learners in the beginning level of a secondary school program. they suggest that CLT procedures are evolutionary than revolutionary.

4. Steps of Communicative Language Teaching (CLT)

Because communicative principles can be applied in the teaching any skills, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on communicative language teaching description of typical classroom procedures used in a lesson based on CLT principles is not feasible, Savignon[12] in Richards and Rodgers discusses technique and classroom management procedures associated with a number of CLT classroom procedures (example, group activities, language games, role plays), but neither these activit   or the ways in which they are used are

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[12] Savignon, Sandra J. 1997. *Communicative Competence Theory and Classroom Practice*. USA: Addison-Wesley Publishing Company p. 80.

exclusive to CLT classroom Finocchiaro and Brumfit offer a lesson outline for teaching the function "making a suggestion" for learners in the beginning level of a secondary school program suggests that CLT procedures are evolutionary rather than revolutionary.

The steps of communicative language teaching are:[13]

a. Presentation of brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation (s) to the learners' probable community experiences) and a discussion of the function and situation-people, roles setting, topic, and the informality or formality of the language which the function and situation demand. (At beginning levels, where all the learners understand the same native language, the motivation can well be given in their native tongue).

b. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individual) generally preceded by your model. If mini-dialog are used, engage in similar practice.

c. Question and answers based on the dialog topic (s) and situation itself. (Inverted Wh or or questions).

d. Questions and answers related to the students' personal experiences but centered around the dialog the

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[13] Endang Faujiati. *Teaching of English as a foreign language(TEF), Surakarta : Muhammadyah university Press, 2002* p.104.

e. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function. You will wish to give several additional examples of the communicative of the expression or structure with familiar vocabulary in unambiguous utterances or mini-dialogs (using pictures, simple real object, or dramatization) to clarify the meaning of the expression or structure.

f. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e, g. "How about + verb + ing? ") ; is position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning.

g. Oral recognition, interpretative activities (two to five depending on the learning level, the language knowledge of the students, and related factors).

h. Oral production activities-pro   ing from guided to freer communication activities.

i. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.
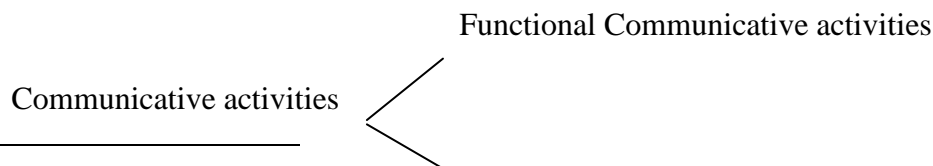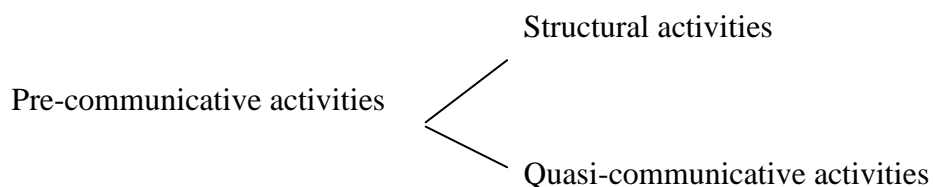
j. Sampling of the written homework assignment, if given.

k. Evaluation of learning (oral only), e, g. "How would you ask your friend to ? and how would ask me to_____ ?''[14]

5. Component of Communicative Language Teaching

Component of Communicative Language Teaching according to Littlewood.

1. *Pre-communicative* activities, in pre-communicative activities the teachers isolates specific elements of knowledge or skill which compose communicative ability, and providers the learners with opportunities to practice them separately.

2. *Communicative activities,* in communicative activities the learners have to activate and integrate his pre-communicative knowledge and skills, in order to use them for the communication of meanings.

The Component of Communicative Language Teaching (CLT) can be seen in diagrammatically as follows;

Structural activities

Pre-communicative activities

Quasi-communicative activities

Functional Communicative activities

Communicative activities

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[14] *ibid, p. 105*

Social interaction activities

6. Advantages and Disadvantages of Communicative Language Teaching (CLT)

a. Advantages of Communicative Language Teaching (CLT)

According Little wood the advantages of Communicative Language Teaching as follows:

1) The emphasis on communicative interaction provides more opportunity for cooperative relationship to emerge, both among learners and between teacher and learners.

2) Communicative interaction gives learners more opportunities to express their own individuality in the classroom.

3) The teachers as co-communicator places him on an equal basis with the learners.

4) The teachers' role in the learning is recognized as less dominant. More emphasis is placed on the learners' contribution through independent learning.

5) Learners are not being constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills.

Another theory also states, that Communicative Language Teaching approach has three advantages namely:

1. The interaction between students and teachers. Communicative language teaching is becoming increasingly clear s the change in the

way as the internships, students develop the subject, initiative and become increasingly important.

2. To important the basic knowledge and ability to skillful combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on knowledge of the systematic and integrity, which is a teacher-centered. The communicative Language Teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicative.

3. Greatly enhanced the students' interest. Communicative Language Teaching students to participate in sometimes accompanied by scenes or stimulated scenarios, so that practical communicative activities should be true as far as possible. This allows students and teachers are adding to a lot of pressure.[15]

Based on the statement above, the present researcher takes the conclusion that the advantage of Communicative Language Teaching as follows:

1) To stimulate the students in learning English.

2) To make the students brave speaking English without thinking that is wrong.

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[15] Mardiana. 2012. *The Implementation of Communivative language teaching* at the seven grade students of SMA 1 Belo. Thesis. Mataram: IKIP Mataram.

3) The students can enjoy the English subject with teacher strategies in Communicative Language Teaching approach.

4) Communicative Language Teaching approach is the good ways to improve the students skills in English communication

5) In Communicative Language Teaching approach can make the interaction among the teacher and the students.

b. Disadvantages of Communicative Language Teaching (CLT)

1) The Communicative Language Teaching (CLT) approach does not cater to learners who come from cultures with traditional educational systems and different learning styles.

2) Communicative Language Teaching (CLT) does not focus on error correction. This is a disadvantage the learners are forced to practice with classmate who are not fluent in English. They do not like talking with students who make mistakes. They want to learn to say things correctly and be corrected by the teacher whenever they make an error. They find it frustrating to 'chat' with learners from different countries because they find their accent. Pronunciation and speech unintelligible.

3) Another disadvantage is that the Communicative Language Teaching (CLT) approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect.

4) The weaker learners who struggle and cannot use the target language continue to make mistakes and eventually give up. The stronger students tend to lose patience with the weaker learners and hesitate to participate because they do not see the benefit. They do not feel challenged.

Based on the statement above, the present researcher takes the conclusion that this disvantage of Communicative Language Teaching as follows:

1. The students feel difficult in understanding the English subject.
2. The students feel hesitant to study about English.
3. The students feel nervous in speaking English because he/she worry that the grammatical is not right.
4. The teacher will find many problems in students' characters.
5. The teacher will feel difficult to change the student opinions about English subject, because the student thinks that English subject is very difficult.

B. Communicative Competence

The communicative approach in language teaching starts from theory of language as communication. The goal of language teaching is to develop what Hyme's in Richards and Rodger refers to as" communicative competence."He coins this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is

concerned primarily with an ideal speaker- listener in a completely homogeneous speech community, who knows its language perfectly and unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.[16]

1. Basic Theory of Communicative Competence

According to Chomsky in the same page, the focus of linguistic theory is to characterize the abstract speakers abilities possess that enable them to produce grammatically correct sentence in language. Hyme's held that such as view of linguistics theory was sterile, that linguistics theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:[17]

a. Whether (and to what degree) something is formally possible.

b. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

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[16] *Ibid, p.69*
[17] *Ibid* p. 70

c. Whether (and to what degree0 something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.

d. Whether (and to what degree) something in fact is done, actually performed, and what it is doing entails.

1. The Element of Communicative Competence

Elements of an underlying learning theory can be discerned in some CLT practices, however. One such as element might be described as the communication principle. Activities that involve real communication promote learning. A second element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning Johnson.[18] The third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

2. Communicative Competence as A Outcome of Communicative Language Teaching

Communicative competences are identified: grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Grammatical competence refers to what Chomsky calls linguistic competence and what Hyme's intents by what is "formally Sociolinguistics competence

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[18] *Ibid, p. 72*

refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.

Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

3. Communicative Competence In English Language Teaching at SMP

Teaching English in junior high school is not easy because the students need to add with a new situation, which is different from that of the elementary school. Junior high schools are formed to provide a school for young adolescence in which they would study a curriculum different from that of the elementary school. The curriculum 2013 at SMP Muhammadiyah Palangka Raya using method of communicative language teaching, and the grammatical in the syllabus is simple past tense, adverbial, plural and singular. It hopes that the school will reduce the number of students dripping out of skill by making the work more interesting and more relevant to students' need than the elementary school work and also by enrolling students in new school before the end of the compulsory attendance period. It is also hoped that such a school will prepare students for their high school year by allowing them to taste the experience and the disciplines they might want to introduce them gradually to

the more formal departmentalized structure need in the transfer from the elementary school to the high school. According to Clark and Starr in Lili. The junior high school is a place where, under personalized guidance and support, artiness science could make the transition from being an elementary school child to becoming high scholars, therefore, we as teacher cannot force them to study.[19]

Based on the statement above, communicative competence in English language teaching at Junior High School has rules to make the teacher ready to face the problem in learning process. In a case, with communicative competence the scare feeling of the teacher about English language problem can be overcome. Communicative competence related to compose the good situation in classroom activity so, the teacher shall try to design the class as comfortable as possible with skill that teacher have. The nature of the output that learners produce in the classroom may be influenced by a number of factors, one of which is the interactional goal.[20]

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[19] Lili Mirawati. 2008. *Optimyzing the Students English Speaking Ability by Using Games at Second Year of MTSN Padolo Bima in Academic year 2008/2009*. Thesis. Mataram: UMM Mataram. Unpublished,2008,p.10.

[20]Brown, H. Doglas and Susan T. Gonzo.*Reading on Second Language Acquisition*. USA: Prentice Hall Regents,1995.p.335.

Teaching always has been and always will be as much art as it is science. That this is so, should not deter us from elaborating methods. Systematically trying them out, and judging the results. The theoretical support for what may or may not work in practice is of interest insofar as it provides a broad view of the directions we are pursuing. Once communicative competence appeared to have become synonymous with progressive, innovative teaching everyone wanted to use the term to describe what he or she was doing everyone, that is, except those who saw in it a disregard for *grammar.*

Based on dual meaning statement, the communicative competence refers to the skill in communication or interaction with understanding the grammatical rules and how the language is used as a dynamic process.