

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. Besides, the researcher writes the information about the CLT method. In the CLT method heading, the researcher adds some detailed information as definition of CLT, principles of the CLT, and teachers' and students' roles in the CLT method. Additionally, the researcher discusses activities of CLT. In the last of chapter two, the researcher also puts the conceptual framework.

Definition of CLT

CLT is a method which has a purpose to develop students' communicative competence, and every activity in CLT classroom forces students to practice English as much as possible. This opinion is supported by a lot of previous research discussing communicative language teaching. According to Vongxay (2013), the CLT is one of the most influential and effective language teaching methods enhancing learners' communicative capability. Richards and Rodgers (2001) stated that the goal of the CLT is to develop learners' communicative competence.

CLT is a teaching method focusing in authentic situations. In English Language Teaching (ELT), this method is very effective because this method can enhance students' ability to create a meaning when interacting with others in the target language. This opinion is supported by Larsen-Freeman (2000) that the CLT has been introduced in EFL settings to improve students' abilities to use English in real contexts. The goal of the CLT in countries where English is a foreign language can develop students' speaking skills in real contexts. For Example, EFL students thank their friends after

being helped. Richards (2006) mentioned that CLT is one of the effective methods in ELT which can help students to enhance their communicative competence in the real context.

The principles of CLT

There are five principles of CLT. These five CLT principles should be reflected into the learning process to achieve the communicative competence. Likewise, all elements of a learning process including the materials and activities should reflect these principles. Richards and Rodgers (2001) mentioned that there are five principles of CLT applied into classroom practices, and each of five CLT principles is explained in the following paragraphs.

Learning by doing. In CLT classroom students should be a center on the learning process that all of the activities should be done by the learners. In this case, the teacher should not focus on explaining the materials to make students understand, but the teachers should involve the students in each teaching and learning activity in order to make students understand, so they can learn by themselves. Arfiandhani (2016) stated “In CLT, classroom activities should facilitate learners to be actively involved in the learning process so that they get more target language exposure by practicing it” (p. 28). For instance, to teach students a narrative text in English, the teacher does not need to spend the whole lesson hours explaining front of the class about how to make a narrative text. In a CLT classroom, the teachers need to ask students to practice in making a narrative text using the target language. Thus, by doing this activity, students can learn by doing.

Authentic and meaningful communication orientation. Authenticity and meaningfulness are two essential elements for effective learning mastery. Authenticity

and meaningfulness can happen in the classroom when the learning process facilitates genuine real life communication so that students can reflect it into their daily conversation. Buendgens-Kosten (2014) said that authenticity focuses on the realness and genuineness of real life situation in texts or tasks including the language use, the situation in the classroom, or the students' perceptions. Besides, Brandl (2007) stated that meaningful activities enable learners to understand the language so that they can achieve the information from the activities, and they can use the language in their daily conversation. For example, to teach compliments in the classroom, a teacher does not need to explain front of the class and to ask students to make a sentence. Then, students should submit it to the teacher. However, what the teacher needs to do is asking students to practice the language in the real life situation as one student gives a compliment to his or her friend's handwriting. This activity is more meaningful rather than the teacher just asks students to write the sentence because students can use the sentence in their daily conversation when they want to give a compliment to someone else.

Focusing on fluency. CLT activities focus on fostering fluency in language learning. In the fluency aspect, learners have to consider their performances in communication. The performances include their confidence, spirit, and ideas as the contents. From the statement mentioned, it means that students still can express their ideas even in a spontaneous situation. This opinion is in line with Richards(2006) who stated that fluency is defined as an ability to perform natural language use in communication. For instance, in a group work discussion students do not need to focus on accuracy. If students exceedingly focus on the accuracy, they will think a lot of aspects so that they feel afraid of sharing their ideas. In this case, the students should

focus on fluency, their confidence to interact with others. Indeed, the important thing is that other students can understand what they say even the grammar is not quite good.

Integrating different language skills in communication. Many people think the CLT only focuses on speaking and writing practices, but the CLT concerns with four language skills, namely speaking, listening, reading, and writing (Spada, 2007). Even though oral communication should be practiced a lot, activities as reading, writing and listening should also be received equal focus so that learners can master all English skills. In fact, the integration of different language skills in the learning process is very crucial because it can prepare the students to survive in the real life communication. For example, in a group discussion activity, the students not only share their ideas, but also listen to other people so that they can get full information about the topic. Besides, while listening to other people, students can write the important note from it. If the students do those of things while discussion, they can make a good and effective group discussion.

Learning from mistakes as a creative process. In the learning process, making mistakes is a normal condition because it is a part of the learning process. The more students make mistakes in studying, the more they can find some benefits from it. The important thing in this case is that students should try to practice and should not be afraid of making mistakes because if they are always afraid, they never feel confident to speak in public context. This opinion is in line with Arfiandhani (2016) that “Errors and mistakes should be expected to happen as a normal part of the learning process, which are not to be looked down” (p. 30). For the illustration, a student gives a presentation front of class, and he or she explains his or her ideas to the audience, but during the presentation he or she makes some mistakes in pronunciation, dictions as the context,

and grammar. The teacher does not stop his presentation when making some mistakes. The teacher should let him or her continue the presentation until the presentation is finished, but at the end of the presentation the teacher gives some feedback from his or her mistake so he or she can improve his mistakes as a creative process in learning. From the previous statement, it means that students may not exceedingly focus on the result of the study, but as the good learners, they should always give the best efforts in their learning process.

Teachers' and Students' in CLT

Teachers and students have important roles in classroom environment especially in successful implementation of the CLT method. In CLT classroom students should actively participate in the learning process. Ozsevik (2010) mentioned that in the behavior and classroom environment, students have a role as the center of the learning process which does not focus on the teacher all the time and wait for the instructions, words of approval, correction, advice or praise. It means that in CLT classroom, students should communicate one another and do not ignore one another too. Also, they should value one another's contributions, cooperate with, learn from, and help others in order to reach the goal of communication. However, he also argued that a role of a teacher in CLT classroom is as a facilitator or an instructor. In addition, Chang (2011) mentioned the teacher should give not only instructions but also motivation to make students feel a comfortable atmosphere in learning process so that the students can conform in making communication. He also stated that another role of a teacher is also as a moderator of the learning process and as a consultant when they are needed.

To summarize, roles of a teacher in CLT classroom is that the teacher guides students, manages the class including the activity and classroom management, and also

gives feedback to develop their language skills. When students get some difficulties in learning or in using the language, the teacher does not immediately help the students to improve their mistakes, but the teacher have to give the students a chance to communicate and solve their problem by working together in pairs, group or whole class. After the students try to solve their problems, the teacher can give feedback to them.

Activities of CLT

Communicative activities include a lot of various oral communications, and the learning process in classroom gives the students the opportunities to practice the language as much as possible in order to increase students' communicative competence. CLT principles should be reflected in CLT activities. Four communicative activities which have strong characteristics related to principles of CLT are listed as follows.

Discussion. Discussion is a way to invite students to get involved in group and communicate with others in order to discuss certain topics or materials. Besides, discussion is a way to invite students to get involved in group and communicate with others in order to discuss certain topics or materials (Ozsevix, 2010). The number of member in group discussion is around two people or more. Rahman, Khalik, Jumani, Ajmal, Malik, and Sharif (2011) defined that a group discussion in learning process comprises two or more students expressing, clarifying, and uniting their knowledge, experience, ideas and perceptions. There are several steps in implementing group discussion. Hoover (1997) explained that there are several steps or activities on the discussion. The first activity is that the students should make a group or pair works. Then, the lecturer gives some topics or cases. After that, the students should discuss the topics and share their ideas or opinions.

Moreover, the teacher has to consider about the number of group discussion because the number of group discussion can influence the effectiveness of learning process. The small number of group discussion can make a student more active to participate in the discussion. Arafat (2016) maintained that small groups of around five and more students provoke greater involvement and participation than larger groups. Argawati (2014) said that students can be engaged more actively in a discussion when the number of group members is small especially around four up to five students, and the teacher can also be more easier to control students' discussion. Besides, the students also can feel more confident when they share the idea in a small group discussion. Exley and Dennick (2004) stated that students' confidence to share their thoughts is higher in a small group than in a large group.

Additionally, before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In other words, the topic is usually given by the teacher. In this way, the discussion points are relevant to this purpose so that students do not spend their time chatting one another about irrelevant topics. Besides, the purpose of group discussion is to develop students' communication skill. Brown and Atkins (2002) argued that discussion activities can develop the communication skills because students should communicate one another during the discussion. In group discussion, the students work together to achieve the same purpose called as cooperative learning group. Arafat (2016) asserted that cooperative learning group is the students worked together to achieve the same goal which means to answer the questions from the lecturer. This activity is has the same goal with the CLT method which can develop students' communicative competency.

However, group discussion activity has the several benefits. From the group discussion, students can add new knowledge and find new information from their friends. Brown (2007) argued that the group discussion becomes a learning community to achieve common goals, add a new knowledge, and find new information. Besides, the students can be more enthusiast in learning process because they work together with their friends, so they can think together to find right answers. Exley and Dennick (2004) stated that in a group work, students are more enthusiast and spirit in learning process because they can be encouraged to talk, think, and share much more readily than in a larger group discussion or whole of the class, so they can find a right answer effectively. Also, the students can learn how to be responsible people because from this activity, they have to listen to others' opinion. They also said that, in group discussion activities, students are aware of their responsibility for their learning progress. The students can have some places or communities to share their ideas. Brown (2007) said that the group work becomes a learning community to achieve common goals so that the students can be more enthusiast and spirit in learning process.

Presentation. Presentation is a CLT activity which forces the students to prepare all the materials in details so that they can explain and share the information about a specific topic front of the class or by standing up in a middle of the class. The presentation activity can be done by group presentation or individual presentation. Zitouni (2013) asserted that presentation is an activity that the presenters express their knowledge on a certain topic and show their oral communication concurrently in a group or individual work. Presentation is one of the natural activities in the classroom. Baker (2010) said that speaking is the group discussion as a natural activity.

In the presentation activity, students not only read whole of the materials, but also they have to explain it in details and also good way so that the audiences can gain something important and useful. Radzuan and Kaur (2011) said that presentation is planned and practiced speech memorized or read from notes, but it is also introduced by a presenter to an audience. Besides, presentation activity also can describe as a speech which students explain their fresh idea to other. Tkachenko (2014) also mentioned that presentation is described as a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. Likewise, doing the presentation students have to master about the topic either they are present it as a speech or paper talk, so the audiences can enjoy to learn and hear the presentation. Zivkovic (2014) added that the mastery of the subject topic and the good will to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way for both their audience and themselves with structured planning and organization.

Presentation activity gives some benefits to students. The first benefit is that students can practice their confident to share their opinion to many people and also practice to speak up in public context. This activity can give some benefits as students can feel confident to share their ideas in public (Richard & Rodgers, 2001). Hamm and Dunbar (2005) also stated that presentation provides students an opportunity to explore and explain their knowledge of certain subjects to other people or front of audience. For the second benefit, the students can have opportunity to speak English. Zivkovic (2014) argued that the students realize that doing presentation is useful for them. They agree that presentations help them learn English better and practice their speaking skills. In the third benefit, the students can learn new vocabulary and knowledge. Lee and Park (2008) also explained that Presentation class provides the students with a possibility to

speak English and explain a particular topic. Students' presentation might help them participate more actively and provide them to learn new vocabularies and knowledge in English.

However, there are some difficulties that the students usually face during the presentation activity. The difficulties which students usually face in presentation are perception nervous, anxiety, unconfident and shy (Chuang, 2009, Abu El Enein, 2011, & Alwi & Sidhu, 2013). The other difficulty comes from the linguistic factors. Juhana (2012) stated that some obstacles for students to present in the English class are dealing with linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns, and incorrect pronunciation. Tanveer's study (2007) revealed that socio cultural factors such as limited exposure to the target language and lack of opportunities to practice speaking in such environments are setbacks to the development of students' communicative abilities.

Role play. Role play is a CLT activity which can make the classroom to be real life situation. Also, it includes plays, dramas, socio dramas, and simulation. Lasen-Freeman (2000) asserted that role-play may be situated in authentic settings that students have an opportunity to acquire the intended learning outcomes by making real situation in the scenario. According to Akbari and Vandi (2010), role play as an activity for bringing real language situation into classroom is considerably effective in helping students to acquire the target language structure. Phuetphon, Chayanuvat, and Sitthitikul (2012) stated that role play is a communicative technique to improve students' fluency or communication skills after having discussion. Based on this theory, role play belongs to CLT activities which have the same goals with the CLT activities to develop students' communicative competency and also more focus on the fluency.

In role play activity, the students have responsibility to play some roles or pretend to be someone else. In this case, a teacher should consider three components to conduct the role play such as the situation, the role of the students, and useful expression in the role play. Ozsevix (2010) said that a teacher should think the format of the role play which consists of three basic components such as situation, the role, and useful expression in role play. Paskasari (2014) suggested that a teacher has to follow the following procedures and also preparing the procedure carefully.

The first component is about the context of the role play that the teacher should explain the context clearly so that the students can know the plot of the story. The second component is that teacher should assign the role or list characters of the role play for the student, but in this case, the students can choose by themselves. Maulany (2013) who believed that role play is really a valuable learning experience for both students and teachers and within this context. also a role play is employed to help promoting the development of students' teamwork skills. The third component is that the teacher considers useful expression parts which contain linguistics, expressions, and phrases that will help students to conduct the role play. Ardriyati (2009) maintained that this role play may need the teacher to act as 'walking dictionary', monitoring the class, and providing some words or phrases.

Role play activity has a function to increase students' ability in communicating with others. Morales (2008) stated that one of the functions in the role play is to increase students' ability to appreciate themselves and other perceptions. Using role play can improve students' speaking ability, and it also helps students to practice maximally. Ardriyati (2009) said that role play is very important in the Communicative

Language Teaching (CLT) because it enables students to have interaction in different social context and roles.

Information gap. Information gap is an interactive activity in CLT because this activity forces the student to speak and listen. In this activity, the students should share the information until other students know and understand contents of the information (Moss & Ross-Feldman, 2003). For example, a student describes information of a picture and another student draws it. “An advantage of this activity is that the students will draw available vocabulary, grammar, and communication strategies to complete the task” (Ozsvik, 2010, p.41). The goal of this activity is that students are able to find and share the information to complete the task by asking and answering the questions.

Games. Games are CLT activities that most students like. In this activity, teacher can use homemade games or adapted games from TV programs, or it depends on the particular topic. For example, in a game of guessing the picture, one student acts like the picture and other students try to guess the picture by looking at the acting of their friends. Besides, there are several kinds of games that learners enjoy in the classroom. Moss and Ross-Feldman (2003) mentioned that games give the students opportunities to use the language they are learning in non-threatening, enjoyable contexts. The purpose of this activity is to make an enjoyable and not boring activity during teaching and learning process, so that the students can learn how to communicate with other students without any boredom.

Related Study

One previous study that has the similarity to this research will be observed by researcher. These related studies concern about the implementation CLT in classroom activities. The related study is reviewed and then pin point the prior ideas of content in a

summary by researcher. The research that is reviewed entitled *The Implementation of Communicative Language Teaching Approach in Teaching Speaking* which was held by Rosalina Ulfah, Rahayu Apriliawati, and Zainal Arifin.

The research focused to describe the implementation of Communicative Language Teaching (CLT) approach in teaching speaking by English teacher in eleventh year students of Science and Social study program at SMA Taruna Bumi Khatulistiwa. The research method that used is case study with primary data and secondary data as technique of data collecting. The sample is an English Teacher who facilitate eleventh year students. The research results showed that the teacher provided learners with communicative activities such as games, simulation, certain command, problem solving, discussion and role play and guided learners to be able to use the target language. Besides from the book and students worksheet (LKS), the teacher provided the students with various sources of learning material that reflect to the real world language use. The teacher also provided the students with assessment that emphasizes the measurement of learning outcomes in the form of students' competencies to do something.

The similarity of this study with the researcher's study is that the finding of this research is similar with the aim of this research which wants to find the CLT in the classroom activities. In the researcher's study, this result becomes a reference to strengthen the fact that those classroom activities were belong to CLT.

Conceptual Framework

In this conceptual framework, the researcher writes the conclusion of the concepts in chapter two. It aims to find out the CLT activities implemented for students at university level and also to investigate the students' perceptions on those CLT

activities. The kinds of CLT activities can be used by the teacher in classroom such as group discussion, presentation, and role play. Those CLT activities should reflect the CLT principles. In this study, the researcher adopt five CLT principles according to the Richards and Rodgers (2001) to be applied in classroom practices namely learning by doing, authentic and meaningful communication orientation, focusing on fluency, integrating different language skills in communication, and learning from mistakes as a creative process. Besides, in the CLT principles, roles of teachers and students in the classroom should be considered in teaching and learning process. The following chart is to simplify the concept of the study.

Figure

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Conceptual Framework