

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 1.1 Previous Studies

This chapter contains descriptions about the relevant theories of previous study related to “The Implementation of Communicative Language Teaching Method In Teaching Speaking Skill”. This title concerns in Senior High School of Mamba’ul Ulum Mambak.

Based on the researcher by Mustapha and Yahaya (2013) entitled “*Communicative Language Teaching (CLT) in Malaysian context: its’ implementation in selected community colleges*” by using descriptive research, they decide that the successful of implementation of CLT in English language teaching in community collages depend shown on the lecturer’s beliefs and understanding on CLT which is reflected through their real teaching practice in the classroom. This can seen from their technique and method applied in the classroom, the way they design the activities for the learners, and the materials used in the activities.

In the research by Essossomo (2013) entitle “*Implementation Communicative Language Teaching (CLT) in Cameroon High School: Analysis and Perspective*)stated thatthere is a different factors that obstruct the implementation of CLT, a language teaching approach which focuses on the teaching of language for communicative purposes. It is believed that such factorswill be looked at by the school administrators and policy makers a sound implementation of CLT in the English classroom in cameroon. If all the purpose measure (as well as the other alternative) are taken into account, the researcher hope that CLT will be well implemented and students will become good speakers of English.

According tothe research conducted by Ulfah (2015)“ *The Implementation of Communicative Language Teaching Approach in*

*Teaching Speaking*". In her case study research, she stated that to support the implementation of CLT in teaching speaking, the teacher provided the students with the communicative activities. The teacher filled out the classroom activities by role-play activity, find/collect information in the classroom or did an interview about the problems that happen. In another meeting, teacher invited student to discuss about the issue from news, newspaper and magazine. And the teacher tried to provide the materials from handbook and etc. Sometimes the teacher also played audio materials like talk show, songs and short video.

The speaking assessment came as performance of speaking activities in individual or group. On the other hand, the teacher provided the students with peer/self-assessment. The teacher guided the students by asking them what the students think about their peer's performance. In addition, self-assessment provided by the teacher usually in form of questions that the students have to answer. So, the implementation of CLT method in teaching speaking was carried out very well by both the teacher and the students.

Based on previous researchers above there are many researchers that said communicative language teaching method is a good method to teaching speaking. But, to get successfully in implementing CLT, the teachers must understand about the structures and how to collaborate CLT in classroom with the suitable communicative activity. In this study, the writer would like to explain those phenomena and to find out the teacher's difficulties in implementing communicative language teaching method in teaching speaking skill.

## 1.2 Related Theories

### 1.2.1 Definition of speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on the competence based curriculum speaking is one of the four basic competence that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint construction of the text stage (Departemen Pendidikan Nasional:2004). In carrying out speaking, students face some difficulties one of them is about language itself. In fact, most of student get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make a mistake.

Harmer in (Tarigan, 1990:12) writes that when teaching speaking or producing skill, we can apply three major stages, those are :

- 1) Introducing new language

From practice to speaking, we can naturally get new vocabularies that we never know before, maybe it can from my friend's conversation.

- 2) Practice

In teaching speaking, we automatically will always practice to speak, so when we practice to speaking, we can improve our fluency.

- 3) Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity.

Therefore, Clark and Clark said that speaking is fundamental an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Student skill in conversation is core aspect of teaching speaking, it becomes firstly aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently furthermore, Tarigan (1990:8) said that “Speaking as the way of communication influences our individual life strongly”.

Based on the statement above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responses to what speakers says.

## 1.2.2 English Speaking as Second Language

In the research Pham Hoa Hiep (2007:193) Current understandings of CLT can be traced back to Hymes (1972), who proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively learners need to develop communicative competence the ability to use the language they are learning appropriately in a given social encounter. Hymes' notion of communicative competence was elaborated by a number of practice-oriented language educators, most notably by Canale and Swain (1980) who contended that communicative competence comprises grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

### 1.2.2.1 Element of Speaking

Harmer (2001:269) said that the ability of speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language "on the spot".

He mentioned some elements of speaking as follow :

#### 1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' (as in I'd've gone). In connected speech sound are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

## 2. Expressive Device

Native speakers of English change the pitch of stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to intensity. Student should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

## 3. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different function such as agreeing, expressing, surprise, shock, or approval. Where students are involved the specific speaking certain useful phrases which they can produce at various stages of an interaction.

## 4. Negotiation language

Effective speaking benefit from the negotiation language we use to seek clarification and to show the structure of what we are saying.

### 1.2.3 Definition of Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is a language teaching which has been developed in the United Kingdom in 1970's. Different from the other teaching methods that have been discussed, CLT is seen as an approach instead method. CLT is regarded more as an approach since the aims of CLT are. a) to make the communicative competence the goal of language teaching, and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers:2006).

CLT is one of English teaching methods which emphasize on learning to communicate through in the target language. So that it focuses on what people want to do or what they want to accomplish through speech. In CLT we use the language situation. We have to be able to speak in target language. So that why most literatures indicate that CLT give emphasize on teaching of oral skill. To achieve the successful learning, as an English teacher we have the important roles. We are as a facilitator a students learning, managing classroom activities and also having responsibility to monitor our students perform.

According to Ying (2010) argue that CLT is an approach to the teaching of second language that emphasize interaction as both the means and the ultimate goal of learning language.

According to Fauziati. Endang in book “ *Introduction to Methods and Approaches in Second Foreign Language Teaching*”(2009:132) said that communicative language teaching could also be said to be the product of educators who has dissatisfied with the traditional method. They felt that student were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expression. In brief, they interest

development of communicative-style teaching mushroomed in the 1970s. and authentic language use and classroom exchanges where student engaged in real communication with one another become quite popular.

Based on the statement above the researcher infers that Communicative Language Teaching is a communicative competence that focuses on what people want to do or express by speech. CLT is alsoas a teaching style that use authentic language and classroom exchange where student engaged in real communicative with one another become popular and teachers as a facilitator a students learning, managing classroom activities and monitoring of student's perform.

#### **1.2.4 General Concept of Communicative Language Teaching (CLT)**

Based on the Fauziati (2009:136) she mention that the theory of language which underlies CLT comes from a theory of language as communication. The goals of language teaching is to develop what Hymes (1972) referred to as “communicative competence” hymes coined this term to construct a communicative view of language and Chomsky's theory of competence and performance. For Chomsky (1965:3) competence is “the speaker-hearer's knowledge of his language.” Speaker and hearer and defined as those ideal individuals in a completely homogeneous speech community. For Hymes (1970) the ideal speaker-hearer simply does not exist, because a completely homogeneous speech community is simply non-existent. The language used for communication in society is so full of varieties that competence must be coupled with performance for Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that

enable them to produce grammatically correct sentence in a language (Chomsky 1965:3). Hymes held that such a view of linguistic theory needed to be seen as part of a more general theory incorporating communication and culture.

Hymes's theory of communicative competence was definition of what a speaker needs to know in order to be communicatively competent in a speech community. In his view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to: (1) whether or not something is formally possible (grammatically); (2) whether or not something is feasible (natural and immediately comprehensible); (3) whether or not something is appropriate in relation to a context in which it is used; (4) whether or not is in fact done and actually performed. (Hymes, 1972:281; Brumfit and Johnson, 1989:14) Hymes seems to have parameters with a wider coverage of communicative competence which encompasses not only the formally grammatical but also what is easily understood, appropriate to context, and actually done.

Basing on Hyme's concepts, Michael Canale (1983:43) has proposed communicative competence which includes four domains of knowledge and skills as follows:

1. *Grammatical competence* or linguistic competence which refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This included vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teacher call this accuracy in language use.
2. *Sociolinguistic competence* which refers to the learner's ability to use language correctly in specific social

situation-for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status those speaking to each other, the purpose of the interaction , and the expectations of the players. How socially acceptable is the person's use of English in different settings? This competency is about *appropriacy* in using language.

3. *Discourse competence* which refer to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical form and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the student's *fluency*.
4. *Strategy competence* which refer to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas or weakness? If so, the learner has communicative efficacy.

### 1.2.5 Classroom Activities in Teaching Speaking by using CLT Method

According to Fauziatiin book *“Introduction To Method and Approach in Second or Foreign Language Teaching”* (2009:136) she stated that The range of classroom technique or activities compatible with the CLT is unlimited, provided that such exercises enable learners to attain the communicative competence, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. The following review provides several techniques and materials associated with the CLT.

#### 1. Authentic Materials

Technique materials are used to overcome the problem which students cannot transfer what they learn in the classroom to the outside world and to expose them to natural language in various situations. The teacher may use a copy or article taken from a newspaper or magazine. They can also assign the students to listen to a live radio or television broadcast. These are applicable to the classes of high intermediate level or advanced levels. For students with lower proficiency, it may be possible to use simplex authentic materials such as restaurant menu, timetable, brochures, advertisement, and leaflets. Such realia does not contain a lot of language, but a lot of discussion could be generated.

#### 2. Scrambled Sentences

In this activity. The students are given a text to which the sentences are in a scrambled order. This may be a text they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students the cohesion and coherence properties and or language (discourse competence). They learn how sentences are bound together at the supra-sentential level through formal linguistic devices such as anaphoric, which unify a text and make it coherent. In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialog or asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

### 3. Language Games

Games (i.e card) are used frequently in the CLT and the students find them enjoyable. If properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morrow, 1981:34), contain the three features of communication : information gap, choice, and feedback. These three features are manifested in the game in the following way. An information gap exists because the speaker has a choice as to what she would predict and how she would predict it (which form her prediction would take). The speaker receives feedback from the members of the group. If her prediction is incomprehensible. Then none of the members of her group will respond. If he has got a meaningful response, he can presume that her prediction is understood.

### 4. Picture Strip Story

Many activities can be done with pictures strip stories. In this activity, one student in small group is given a strip story. He shows the first picture of the story to the other members of the group and asks them to predict what the second picture will look like. An information gap exists when the student in the group do not know the picture contains. They have to choice as to what their prediction will be and how they will word it. They receive feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

#### 5. Role-Play

Role plays are very important in CLT because they give student an opportunity to practice communicating in different social context and different social roles. Role-plays can be set up to what they are very structured (for example, the teacher tells the students what they are and what they should say). They can also be set up in a less structured way (for example, thr teacher tells the students what they are, what the situation is, and what they are talking about), but the students determine what they will say. The later is more compatible with the CLT because it gives the students more choices. Structured role-plays also provide information gaps since students cannot be sure what the other person or people will say. The students also receive feedback on whether or not they have effectively communicated.

With regard to CLT procedure, it often requires teachers to have more student-centered classroom management skills. It is the teacher's responsibility to organize the

classroom as a setting for communication and communicative activities.

