

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related finding, some pertinent ideas, conceptual review and conceptual framework:

#### **A. Some Previous Finding**

1. Liping Wei, Hsin-Hui Lin & Freddie Litton in their research about *Communicative Language Teaching (CLT) in EFL contexts in Asia*. This paper provides an in depth investigation into the application of Communicative Language Teaching (CLT) in English as a Foreign Language (EFL) context in Asia, China in particular. It reveals that CLT has not been fully acknowledge and espoused by Asia's English language educators at the classroom level. This paper aims to bring to the forefront that the curriculum and instructional decisions made by those outside are less powerful, less meaningful, and less sustainable than the ones that are self-intiated, self motivatited, and self value. Just as CLT developed in ESL context. EFL countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests. Instead of being passive receivers, teacher should be active constructors, rebuilding what is told to them into something they feel more relevant, meaningful, and suitable for their own classrooms, in order for their teaching to make an impact on students' learning outcomes.<sup>1</sup>
2. Jasmijn Bloemart, Amos Paran, Ellen Jansen & Win Van De Grift in their research about *Students' Perspective on the Benefits of EFL Literature Education*. The main purpose of this study was to investigate EFL literature

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<sup>1</sup>Liping Wei, Hsin-Hui Lin & Freddie Litton, *Communicative Language Teaching (CLT) in EFL contexts in Asia*. (Canadian center of science and education, 2018).

teaching through the perspectives of a large group of secondary school students. The findings show that although there are considerable differences between the perspective of students in the different school, each of the four approaches of the Comprehensive Approach nevertheless featured as the most dominant approach. Considering the impact a students' perspective has on how they learn, these findings have significant implications for the further implementation and development of integrated FL and literature curricula.<sup>2</sup>

3. Intan Armala in her research about *The Effectiveness Of Community Language Learning (CLL) And Communicative Language Teaching (CLT) To Improve The Speaking Skills Of The First Grade Students Of Sma N 2 Salatiga In The Academic Year Of 2015/2016*. The findings of the research are: (1) the achievement of the students' speaking skill can be seen in the result pre-test and post-test. In X5 class the pre-test score is 59, after the intervention the post-test score is 61.30 while in the X6 class the pre-test score is 56.63 and post-test score is 61.02. (2) to determine that the effectiveness to improve the students' speaking skill, it can be seen in the result of t-test after the intervention. The score of t-test is 0.33 and the t-table score is 1.67 from the degree of freedom 70 and the significance of 97%. The result shows that  $t < t_t$  ( $0.33 < 1.67$ ) the t-test score in the post-test shows that the t-test is lower than t-table ( $0.33 < 1.67$ ). The significant of t-table is 95% from degree of freedom (df) 70. Based upon the explanations and analysis above, the researcher concludes that between Community Language Learning and Communicative Language Teaching is similar or equal. It means that both methods are good to be applied to improve

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<sup>2</sup>Jasmijn Bloemert, Amos Paran et al, *Students' Perspective on the Benefits of EFL literature education*. (Routledge Taylor & Francis Group, *The Language Learning Journal*, 2019)

the speaking skill of the first grade students of SMA N 2 Salatiga in the academic year of 2015/2016.<sup>3</sup> The researcher uses quantitative to collecting the data.

4. Md. Hasan Mahmudun Nuby, Mohammad Rakibul Hasan and friends in their research about *Practices and Outcomes of Communicative Language Teaching in Higher Secondary School in Rural Bangladesh*, this paper aims to provide insights into the challenges of Communicative Language Teaching (CLT) practice at higher secondary level in Bangladesh rural settings. Employing qualitative approach, in depth interview were conducted with 24 rural English language teachers to explore the problem they face in CLT implementation. The interview data were scrutinized using thematic analysis which are: (i) pedagogical factors; (ii) contextual factors; and (iii) personal factors that obstruct CLT implementation to reach at its expected outcome. The paper reveals the gap between the objectives of the present ELT curriculum and teachers' practices. The teachers are optimistic with CLT approach for improving students' English skill viable support to overcome the factors working as the barriers of its proper implementation . based on the teachers' suggestion, the study recommends the aligning of curriculum and test format, and also the training and logistic support for the teachers to overcome the issue surrounding the CLT implementation in the rural context of Bangladesh.<sup>4</sup>

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<sup>3</sup>Intan Armala, *The Effectiveness of Community Language Learning (CLL) and Communicative Language Teaching (CLT) to Improve the Speaking Skills of the First Grade Students of Sma N 2 Salatiga in the Academic Year of 2015/1016*, (Iain Salatiga, 2015).

<sup>4</sup>Md. Hasan Mahmudun Nuby et all, "*Practices and Outcomes of Communicative Language Teaching in Higher Secondary School in Rural Bangladesh*". (University Sultan Abidin Malaysia; Hipatia Press, 2019).

5. Karin J. Spencer & Liora Pedhazur Schmelkin in their research about *Student Perspectives on Teaching and Its Evaluation*. The research on student ratings of instruction, while voluminous, has had minimal focus on the perceptions of the students who do the ratings. The current study explored student perspectives on course and teacher rating as well as some issues related to teaching effectiveness and faculty roles. It was found that students are generally willing to do evaluations and to provide feedback, and have no particular fear of repercussions. The students view teaching and advising as the most important roles that should be played by faculty, yet project and faculty, while also viewing teaching as the most important, would rank research above more student-interactive advising. Canonical correlations among various scales reveal a strong emphasis on such issues of the importance of faculty respect for student views.<sup>5</sup>

Based on some previous findings there are three types of research have done about CLT. The application & the implementation of CLT in speaking class and than the effectiveness of the CLT. and then about the students' perspective. Here the researcher want to research about students' perspective toward EFL for CLT IAIN Parepare.

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<sup>5</sup>Karin J. Spencer and Liora Pedhazur Schmelkin, *Student Perspectives on Teaching and Its Evaluation*. (Carfax Publishing Taylor & Francis Group; Assesment & Evaluation in Higher Education, Vol. 27, NO. 5, 2002).

## B. Some Pertinent Ideas

In this case, there are some pertinent ideas that explain the concept about the variable of the research:

### 1. The Concept of Perspective

#### a. The Nature of Perspective

Perspective is a particular attitude toward or way of regarding something; a point of view.<sup>6</sup> Perspective is the ability to see things as they really are. It is the skill of understanding the difference between illusion and truth, it would take enormous skill to have perfect perspective. In fact it is virtually impossible. There are simply too many factors that enter one's field of vision and mental processing to have true perspective on anything. Perspective is always subject to our limitations and flaws as human beings and understanding that fact is part of understanding perspective better. Another word for perspective is truth; that is the ability to see through illusion to reality.<sup>7</sup>

Perspective is someone's point of view of an object where someone is free to express opinions according to what he sees. Cursory perspective is the same as perception. But perspective is not really a perception but a guide of our perception; perspective influences what we see and how we interpret what we see.

Summarizes the meaning of perspective as follows; perspectives in scientific fields are often called paradigms, sometimes also called schools of

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<sup>6</sup>*Oxford Language Dictionary.*

<sup>7</sup>Campion Beaurain, *What is Perspective?* (Qoura, 2016) accessed on 29 July 2020, 23.55.

thought or theory.<sup>8</sup> Understanding students' perspectives on the foreign language (FL) curriculum could be considered as a vital step in curriculum design and lesson planning.<sup>9</sup>

We may see things differently, if we imagine that everyone faces the situation with a point of view. Different perspectives and therefore seeing a different reality we act as we think, without our perspective we will see the the situation before us is meaningless. Then what we perceive through our perspective is not a complete reality, but certain aspects of reality that we consider important.<sup>10</sup>

A perspective is born when someone's start to deliver their point of view about something and every person have their perspective. It means a perspective is universal to all of people to express their self. Free to convey something with what is seen in according to his views and visions. A person's perspective cannot be regulated but rather what they really feel and see.

Students' perspective is the way people think about something/subject. Students are powerful determiners of the learning that occurs in the classrooms. Understanding why they learn well or poorly is predicated upon clearly understanding their perspectives on learning.<sup>11</sup>

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<sup>8</sup>Joel M. Sharon, *Theory of Perspective* (United State of America, Parentic Hall Inc, 1979)

<sup>9</sup>Jasmijn Bloemert, Amos Paran et al, *Students' Perspective on the Benefits of EFL literature education*. (Routledge Taylor & Francis Group, *The Language Learning Journal*, 2019) p.2

<sup>10</sup>Joel M. Sharon, *Theory of Perspective* (United State of America, Parentic Hall Inc, 1979)

<sup>11</sup>James L. Gentilucci, *Improving School learning: The Student Perspective* (The Educational Forum, Volume 68, Winter 2004) p.133.

## 2. English as a Foreign Language (EFL)

As foreign language for Indonesian, learning English is like constructing a traditional building. A good engineer, a well-drawn blueprint, tends to be made for constructors to follow. It can be compared to a good language learner who is inclined to make plans and sticks to them afterwards. Similarly, steel can be compared to grammar which seems to most English Foreign Language (EFL) learners a monotonous and boring eyesore, given the fact that most EFL learners feel, more or less, worried when faced with grammar. However, it is generally accepted that EFL learners cannot have a good command of English without an in-depth sense of the structure of English. Gravel and sand can be compared to words, phrases, collocations and idioms, which are indispensable in taking shape of both receptive and productive language learning skills. Cement and water can be compared to sentence patterns and construction, which have the magic power to create different kinds of verses to attract the audience.<sup>12</sup>

English as a Foreign Language (EFL) learning as the learning of any language to any level, provided only that learning of the 'second' language to place sometime later than the acquisition of the first language. Furthermore they define the second language any language other than the learners native language or mother tongue. Language acquisition is the process by which language develop in human.<sup>13</sup>

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<sup>12</sup>Alpino Susanto, *The Teaching of Vocabulary : A Perspective* (Universitas Putera Batam) P. 182.

<sup>13</sup>Lusy Nurhayati, Nuri Suprianti Et All, *Teaching English As A Foreign Language Methodology*. (Universitas Negeri Jogyakarta, 2008) P.2.

Designed for students whose first language is not English, EFL courses offer an integrated whole-language approach to the English language through intensive reading, writing, speaking, and listening, focusing on American culture and communicative competence as their goals. EFL classes satisfy the General Education requirement for breadth and enable students to improve their facility with the English language, giving them an opportunity to perform more effectively in content area classes.<sup>14</sup>

The teaching and learning of a language, regardless of whether it is foreign or second is defined as a process when a person learns a language that is considered non-native to him. That is, one which does not exist in the community where the person's language is typically spoken. There is often a major difference between what is considered as foreign language and what is considered as second. A second language would typically refer to a language where the learner lives in community where this language is typically used. When a language is taught in a controlled setting such as a classroom and not spoken by the community, then this language would be considered a foreign language. Knowledge of another could create a person who is able to maintain an interaction in a very creative and effective way.<sup>15</sup>

Some of the educational effects of foreign language learning are achieved albeit subconsciously in the first month of study, though obviously a 'feel' for the new language, together with the subtle impacts on the learner's perceptual,

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<sup>14</sup>Hilda hernandez, *English as a Foreign Language/Second Language EFL and ESL* (Office of International Program Teaching International Language). P.373

<sup>15</sup>Thara Mahmoud Ali Al-Oglah, *Teaching and Learning English as a Foreign Language* (International Journal of English Language Teaching Vol. 5, No. 2:2018) p.57.



aesthetic and affective development, is a function of the growing experience of its written and spoken forms. Clearly the broader aims behind foreign language teaching are rarely something of which the learner is aware and fashionable demands for learner selected goals are not without danger to the fundamental processes of education.<sup>16</sup>

### 3. The Concept of CLT

#### a. The Definition of CLT

Communicative Language Teaching means little more than an integration of Grammatical and functional teaching. Communicative language teaching makes use of real-life situation that necessitate communication. The teacher sets up the situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching which relies on repetition and drill, the communicative approach can leave students in suspense as to outcome of a class exercise, which will vary according to their reaction and responses. The real-life simulation change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.<sup>17</sup>

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experience into their language

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<sup>16</sup>Geoffrey Broughton, Christopher Brumfit and friends, *Teaching English as a Foreign Language*, Second Edition (Taylor & Francis e-Library, New York 2003) p.11.

<sup>17</sup>Serirahayu, *The Influence of Direct Method and Communicative Language Teaching Method toward Students' Speaking Ability at The Second Grade of SMA Negeri 1 Pancarijang* (STAIN Parepare, 2014) p. 12.

learning environment, and focus on the learning experience in addition to learning of the target language.<sup>18</sup>

To begin with, CLT is generally regarded as an approach, rather than a method, that ‘aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. CLT is a learner centred approach where teacher no longer regarded as knowledge givers and not knowledge receivers, and the prime focus or ultimate goal of this communicative approach is to develop learners’ communicative competence through a variety of classroom task and activities.<sup>19</sup> According to CLT, the goal of language education is the ability to communicate in the target language.<sup>20</sup>

Within the last quarter century, Communicative Language Teaching (CLT) has been put forth around the world as the “new” or “innovative” way to teach English as a second or foreign language. To develop students’ ability to understand and to express themselves in a foreign language; to foster students’ positive attitude towards communicating in foreign language, and heighten their interest in language and culture.<sup>21</sup>

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<sup>18</sup>Nunan, David, *Communicative Tasks and the Language Curriculum* (TESOL Quarterly, 1991). p.279

<sup>19</sup>Kimkong Heng, *Communicative Language Teaching in Efl Contexts: Challenges And Suggestions For Successful Implementation* (The University of Queensland, 2014). p.6.

<sup>20</sup>J., Savignon, Sandra, *Communicative competence: theory and classroom practice : texts*

<sup>21</sup>Marriana Celce, Murcia, *Teaching English as a Second or Foreign Language*, Third Edition (Heinle Heinle Thomson Learning) p.13

Communicative Language Teaching aims to make communicative competence the goal of language teaching and develop procedures for teaching of four language skills that acknowledge the independence of language and communication.<sup>22</sup> The states of communicative approach helps to broaden our perspective on language and language learning. We did not view the mere mastery of linguistic forms and structures (Grammar and Vocabulary) as the end goal of language learning anymore, yet we begin to consider language in terms of its communicative functions because only mastering the structure of a language is not enough for students to function in real situations outside the classroom. Therefore, the CLT approach aims to provide students with opportunities and strategies to build up their communicative competence, a concept very central to CLT.<sup>23</sup>

b. Communicative Competence

Communicative competence has been defined and discussed in many different ways by language scholar of different fields. The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the sociocultural norms of the society where the language is used. It had been several decades since the communicative approach to language teaching first appeared in print in the field of the second language acquisition (SLA). In various types of language programs, language educators

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<sup>22</sup>Richard & Rogerts (1986). Intan Armala, *The Effectiveness of Community Language Learning (CLL) and Communicative Language Teaching (CLT) to Improve the Speaking Skills of the First Grade Students of Sma N 2 Salatiga in the Academic Year of 2015/1016*, (Iain Salatiga, 2015). P.32

<sup>23</sup>W. Littlewood, *Communicative Language Teaching: An Introduction*. (Cambridge: Cambridge University Press, 1981)

and curriculum researcher have implemented communicative oriented teaching syllabuses to seek for more effective ways for improving students' communicative skills to replace the traditional, grammar oriented approach in the past. To some English educators, a Communicative Language Teaching (CLT) approach is challenging to adopt in their classroom.

The idea of Communicative Competence is original from Chomsky's distinction between 'competence' and performance'. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of man that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations.<sup>24</sup> By competence it means the shared knowledge of the ideal speaker listener set in a completely homogenous speech community. Such underlying knowledge enables an user of a language to produce and understand an infinite set of sentences out of finite set of rules. The transformational grammar provides for an explicit account of this tacit knowledge of language structures, which is usually not conscious but is necessarily implicit.<sup>25</sup> "The Transformational theory carries to its perfection to deal in practice only with what is internal to language, yet to find in that internality that in theory is of the widest or deepest human significance."<sup>26</sup>

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<sup>24</sup>Ali Mustadi, *Communicative Competence Based Language Teaching: An English Course Design For PGSD* (Universitas Negeri Yogyakarta, 2012). P.11&13.

<sup>25</sup>N,Chomsky. "*Human Cognitive abilities*". (Newyork: Cambridge, 1965).

<sup>26</sup>D,Hymes et all. *On Communicative Competence, Sociolinguistics*. (Harmondsworth,Middlesex: Penguin Education, 1972).

c. The Characteristics of CLT

The sake of simplicity and directness, it stated that the following six interconnected of characteristic as a description of CLT:

- 1) Classroom goals are focused on all the components (Grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic.
- 2) Language technique are designed to engage learners in problematic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspect of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to use take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- 5) Students are given opportunities to focus on their own learning process through and understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6) The role of the teacher is that of facilitator and guide, not an all knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.<sup>27</sup>

d. Communicative Activities

The type of exercises or activities which can be used with the communicative approach is not limited to a certain numbers or options, that is, the list of communicative activities can be limitless. However, to be regarded as communicative, the activities must possess particular qualities such as engaging learners in communication and helping them to achieve specific communicative ability set forth in the lesson objectives and offering learners the opportunity to complete tasks which involve "information sharing, negotiation of meaning, and interaction".<sup>28</sup> In addition to these qualities, highlights four purposes of communicative activities which positively contribute to the process of language learning.

The first purpose is to provide learners with what he called "whole-task practice", the opportunity to practice a combination of individual skills to master a larger one. Second is to improve learners' motivation, which means helping learners understand how they can achieve their objectives (ability to communicate with others) through participating in different classroom activities. The third purpose involves promoting learners' natural learning through using the target language for communication both inside or outside

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<sup>27</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(San Francisco: Addison Wesley Longman, Inc, 2001), Second Edition, p.43.

<sup>28</sup>J. C. Richards & T.S. Rodgers, *Approaches and Methods in Language Teaching*. (Cambridge:Cambridge University Press, 2001) Second Edition.

the classroom. The last contribution that communicative activities have to offer is to "create a context which supports learning".

Functional communicative activities involve an information gap or a problem for learners to solve using the language available to them at their specific level. Thus, this kind of activities requires learners to do whatever they can with the language at their disposal to share, discuss, and evaluate information and to get their intended meanings across. As for the social interaction activities, that not only do learners have to pay attention to the aim of communication, that is, to get the messages across effectively, but they also have to focus on the social context in which the interaction takes place. Thus, social interaction activities are the kind of activities that provide learners with an opportunity to simulate communication or interaction more likely to be found in the real world outside the classroom. Such activities may include conversations, discussions, dialogues, role plays, debates, improvisations, and other simulation activities.<sup>29</sup>

The similar fashion, who examines Chinese students' perception of communicative and non-communicative activities in EFL classrooms speaks of activities like games, role plays, simulations, and problem-solving tasks as communicative activities. Moreover, He identifies student-student interaction, student-teacher interaction, and the use of songs as communicative activities while drilling, dictionary exercises, grammar rule explanation, and error

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<sup>29</sup>W. Littlewood, "*Communicative Language Teaching: An Introduction*". (Cambridge: Cambridge University Press, 1981)

correction as non-communicative activities.<sup>30</sup> They also refer to role play, games, survey, group work, and simulations as communicative activities.<sup>31</sup> For he, activities that involve learners in information gap or information transfer tasks are archetypal examples of communicative activities.<sup>32</sup>

e. The Roles of Teachers and Learners in CLT Classes

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for model. They were expected to take on a greater degree of responsibility for their own learning. Teachers had to assume the role of facilitator or monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher had to develop a different view of learners' error and of her/his own role in facilitating language learning.<sup>33</sup>

There were some roles of the teacher and the students changed in communicative language teaching method.

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<sup>30</sup>Z. Rao, *Chinese ' Perception of Communicative and Non-Communicative Activities in EFL classroom.* (System, 2002)

<sup>31</sup>K. Sato & Kleinsasser, *Communicative Language Teaching (CLT); Practical Understanding.* (Modern Language Journal, 1999)

<sup>32</sup>J. Corbett, *an Intercultural Approach to English Language Teaching.* (Clevedon: Multilingual Matters, 2003).

<sup>33</sup>Intan Armala, *The Effectiveness of Community Language Learning (Cll) And Communicative Language Teaching (Clt) to Improve the Speaking Skills off The First Grade Students Of Sma N 2 Salatiga In The Academic Year Of 2015/1016,* (Iain Salatiga, 2015). P.40.



### 1. Learner Role

CLT method there was same role of the learner. They were: learners were communicators, learners were engaged in negotiating meaning actively and learner were responsible manager of their own learning. That mean in this method, most of the activity in the classroom during the lesson was done by students.

### 2. Teacher Role

Teacher in communicative classroom will find themselves taking less and listening more booming active facilitators of their students' learning. That is means that the teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. This was the point of teacher role of CLT method:

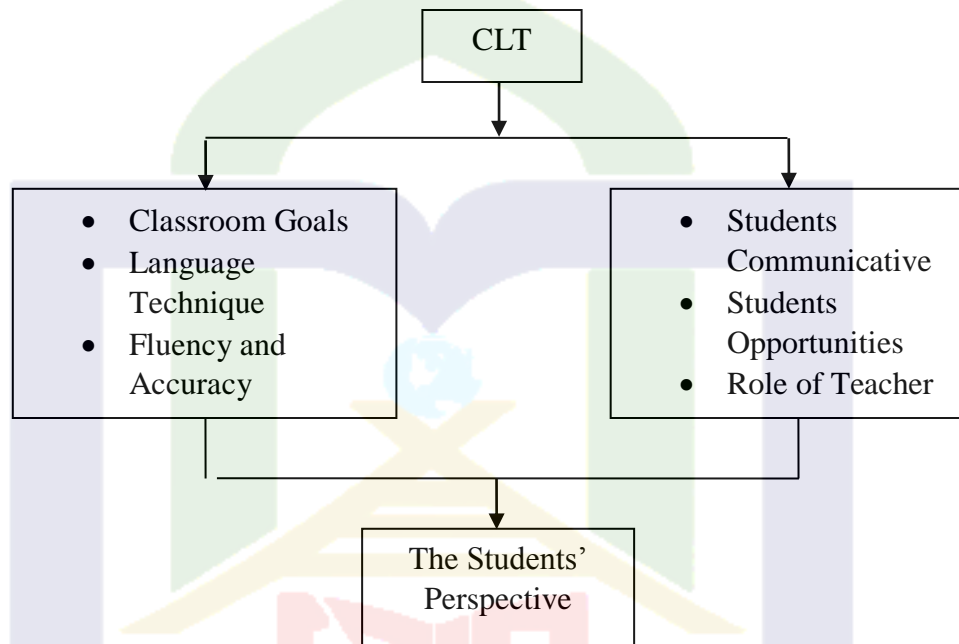
1. The is a facilitator of his/her student learning.
2. The teacher is a manager of classroom activities.
3. The teacher acts as an advisor and monitors student performance.
4. The teacher's role is primarily to facillitate communication and only secondarily to correct errors.<sup>34</sup>

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<sup>34</sup>Serirahayu, *The Influence of Direct Method and Communicative Language Teaching Method toward Students' Speaking Ability at The Second Grade of SMA Negeri 1 Pancarijang* (STAIN Parepare, 2014) p. 15&16

### C. Conceptual Framework

The main focus of this research will be students perspective toward EFL for CLT in English Departement IAIN Parepare. The researcher design the conceptual framework of this research by showing diagram below:



The scheme explains that to know the students' perspective towards EFL for CLT at the fifth semester in English Departement of IAIN Parepare. The researcher begins from the Communicative Language Teaching (CLT) and divide the characteristics of CLT. There are (1)Classroom Goal, (2)Language Technique, (3)Fluency and Accuracy, (4)Student Communicative, ((5)Students Opportunities and (6)Role of Teacher to find students' perspective.