

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents explanation of theoretical review related to the variable of this research. They are review on the Concept of Communicative Language Teaching (CLT), teacher belief, previous studies, and research paradigm.

A. The Concept of Communicative Language Teaching (CLT)

1. Communicative Competence

The concept of *communicative competence* was proposed by Hymes (1972), who declared that the study of human language should place humans in a social world. It correlates with the definition of communicative competence is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972). In relation to this statement, when Ying (2010) argued that communicative competence referred to a language learner's ability to use the target language successfully in real world communication.

Hymes argued (1972, p. 63), competence should be appear as “the over all under lying knowledge and ability for language which the speaker-listener possesses.” In another word, the main concept of communicative competence needs knowledge of the language and the capability to use the knowledge in context. Hymes (1972) gave four points of communicative competence, they are. *First*, “whether or not something is formally *possible*” it points to the idea of grammatical structure competence. It is correlated with whether an utterance is grammatically correct. *Second*, “whether

something is *feasible*” deals with its acceptability, it can be said that the point to being grammatically possible. *Third*, “whether something is *appropriate*” is meaning as a sentence should be suitable to the context in which it is used. *Finally*, “whether something is in fact *done*” has meaning that an utterance may be grammatically correct, feasible, and appropriate in context, but have no probability of actually occurring (Hymes, 1972, p. 63).

2. Definition of Communicative Language Teaching (CLT)

Some researchers have presented their arguments related with communicative language teaching. Ying (2010) said about CLT concept that it is an approach to the teaching process of second languages that emphasises interaction as both the means and the ultimate goal of learning a language. It also points to a communicative activity approach to the teaching process of foreign languages” or simply as the “communicative approach” (Ying, 2010, p, 2). In same statement, Larsen-Freeman (2000) said that CLT has meaning broadly at the theoretical perspective of a communicative approach by enabling communication effectively. Strategy in Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000).

It is understood that CLT here means that the language teacher uses communication as a teaching approach to increase students’ communicative competence. In same statement, Ellis (1997) also confirms that the pedagogical rationale in communicative approach depends in part on

learners' communicative skills. In this part to claim that they will contribute incidentally to their linguistic development.

In simple meaning, communicative competence not only master in good linguistic knowledge, but also they have ability to understand the logic to handle realistic situations in social life.

3. Characteristics and Principles of CLT

CLT has been popular and discussable in second foreign language teaching (Brown, 1994). It is different with the teacher-centred approach. It is needed knowledge-givers to the learners as passive receivers, CLT wants varieties expression in social relationship between the teacher and learner. This learner-centred method directing students a greater sense of "ownership" of their learning activity and enhances their self-motivation to learn English (Brown, 1994).

CLT stresses to the natural process of communication and gives guidance to learners to act teaching-learning process in different way from the traditional approach. The way point for the learner is making cooperate between them self, the learning process activity, and the object of learning itself. Student's activities are actively occupied in communication meaning by trying them to understand in the classroom procedures and activities (Richards & Rodgers, 1986). Teachers also give as main actor in making roles in the CLT approach. The instructor will facilitate the natural communication process between all students in the classrooms. The instructor's role as a co-communicator. They take part in communicative activities with the students (Larsen-Freeman, 2000). In other word, the

teacher can be acted as analyst, counsellor, and group process manager (Richards & Rodgers, 1986).

4. Adoption of CLT in EFL Contexts

CLT approach has been become substantial way in teaching process in English language teaching since its emergence in the 1970s (Little wood, 2007). It has been quick wide spread in English as a Second Language (ESL) context, it has been used in English as a Foreign Language (EFL) context activity too. ESL essentially refers to the learning of language as the target in the environment communication in which it is spoken as the primary language of interaction process. EFL, on the other hand, has different point of view from ESL. EFL points to the learning of English in the environment of one's native language (Ozsevik, 2010; Ellis, 1996). For example, Student KMI Gontor speakers who learn English in Gontor Boarding school are EFL learners. It is note worthy to identify the fundamental differences between ESL and EFL to gain a better understanding of their implications on the use and implementation of CLT in each different learning and teaching environment.

To make high understanding and mastering the number of learners who are able to effectively communicate in English. (Littlewood, 2007). Generally, the traditional teaching of EFL has focused on knowledge about the structure and grammar of English language. It commonly used for English teaching, were accepted because few people had opportunities to use English for real communication in EFL contexts in social life. However, because of rapidly growing international needs in some aspects in; business,

travel and technology, EFL learners now need to use English for communication purposes.

In modern era, the communicative approach is the most popular strategy in ESL and EFL teaching of classroom settings. Most modern teaching methods process emphasise it and most textbooks are designed for it (Anderson, 1993).

B. Teacher Belief

1. Definition of Belief

In every day language the term belief is often equated with the terms attitude, disposition, opinion, philosophy, or value. There are also researchers who connect beliefs with motivation and conception. In general, belief is defined as a confidence in something. Belief of the KMI gontor teacher means that the confidence of application CLT actually exists, the application of daily English communication at KMI gontor is exist and reality.

According to Pehkonen and Pietilä (2003), belief is a kind of subjective and experience-based knowledge. Raymond (1997) defines the term belief as a personal judgment formed from experience.

Beliefs are conceptual depictions that signify reality, truth, or trust in the holder to ensure dependence on him as a guide for personal thoughts and actions (Cabaroglu& Roberts, 2000). According to Peacock (2001), psychological beliefs have an appreciation, assumption, or theorem about a world that feels right. Huang (1997) defines beliefs as preconceptions that

language learners have about learning languages. According to Kunt (1997) and Wang (1996), the terms "opinion" and "idea" or "view" refer to "trust."

The teacher is the facilitator and coordinator; to have understanding, students must be able to express and apply the concepts given by the teacher. Knowledge (structure, content and mentality) varies according to maturity, social interaction, and experience of each student's condition.

2. Sources of Teachers' Beliefs

According to Kindsvatter, Willen, and Ishler (1988) and Abdi and Asadi (2011), the sources of teachers' beliefs are:

- a. Teachers' experience as language learners.
- b. Experience from teaching.
- c. Teachers' personality, and
- d. Education-based or research-based principles.

Teacher have various processes of self-construction. Social cultural has a great effect on teachers' beliefs. The unique culture that is found atKMI gontor on learning English process is famous. It makes teachers confident in teaching needs to be responded to and valued.

C. Previous Studies

Not only in the international aspect but also in the local, CLT has been adopted and applied in various places. Several authors interested in discussing CLT Describe various results;

The first previous research come from Hongkham Vongxay (Unitec Institution of Technology, New Zealand: 2013) entitled "The Implementation of Communicative Language Teaching (CLT) In An English Department In A

Lao Higher Educational Institution: A Case Study”. The research subjects were Teacher of Lao Higher Educational Institution and participants were students on that institution. the result found that Several factors that influence the implementation of CLT in the Lao context related to teacher factors include: misconceptions in the application of CLT, grammar-based approaches, teacher proficiency and minimum CLT training. Meanwhile, other problems appeared from students include: students' low English proficiency, learning styles and behavior, and low motivation to develop communicative competencies and other difficulties caused by their own education system.

The second previous research from Eri Rusnawati (Universitas Muhammadiyah Semarang; 2016) She conducted the research entitled “The Implementation of Communicative Language Teaching (CLT) To Teach Spoken Recounts In Senior High School”. The research subjects were the students of class X SMA Negeri 1 Kuaro which consisted of 34 students. The study focused on implementing CLT in teaching recount texts in senior high school. The study investigated the activities of students of grade ten. The result revealed that CLT improved students' speaking ability in recount learning. grammar, vocabulary, pronunciation, fluency, and student performance have improved after using the CLT Approach. This is indicated by the increased performance of the students' spoken recount. the implementation of the CLT method contributes to the improvement of the students' speaking ability in recount learning. CLT method leded them to have the courage to construct meaningful communication with confidence.

The Third previous research come from Chiu-Yin Wong (Monmouth University West Long Branch, New Jersey, USA: 2012) entitled “*A Case Study of College Level Second Language Teachers’ Perceptions and Implementations of Communicative Language Teaching*”, The research subjects were Teacher of the Colleges Level. This research explored the relationship between college-level second language (L2) educators’ perceptions and their implementations of CLT. The results of this study showed that the majority of the teachers said that they did not understand what exactly CLT meant, but they agreed that CLT approach could facilitate students’ learning in Communication. The findings also indicated that some teachers advocated for CLT in learning activities. They believed that it was the best way to achieve communicative competence

The Fourth previous research come from Maryska Firiady (Sanata Dharma University Yogyakarta: 2018) entitled “*Communicative language teaching through speaking activities designed in a textbook*”. This qualitative study Using Content analysis, this research aimed at investigating the activity variations and types of Communicative Language Teaching (CLT) activities presented in the revised textbook used for teaching Level 1 students. The Finding Revealed that the textbook had various learning activities which accommodating CLT activities, they are pre-communicative, gramatical, listening, vocabularies and reading activities. In the other result revealed that The CLT activities found in the textbook were differentiated between social interaction activities and functional communication.

The Fifth previous research come from Ahmed Alsaghiar A (Kent State University Ohio USA: 2018) entitled “*Implementation Of Communicative*

Language Teaching Across Six Foreign Languages” The findings of research revealed that the instructors’ implementation of CLT was limited as a few CLT features occurred across the six classes, including providing positive feedback and accepting students’ errors. In the finding also revealed several factors that hinder the ability of teachers to apply CLT: lack of teaching preparation, inexperience teacher, lack of teaching freedom, textbooks approach, domination of communication and interaction in the classroom, unclear explanations, and classroom settings.

D. Research paradigm

The communicative approach is built upon the idea that learning English language successfully comes through having to communicate real meaning. Here the researcher focuses on the English teachers’ belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor. Most authors previous discussed CLT In classrooms and regular schools, Courses and countries; there are no researchers who have made research the CLT in the context of Islamic boarding school institutions. Here the researcher focus on Islamic boarding schools.

The uniqueness of the Gontor compared to other institutions is that they make their own curriculum and apply it in the education learning system. The researcher tried to explore how the English teachers’ belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor. It also tried to investigate the English as Foreign Language (EFL) adopted and taught in Classes and whole daily activities surround KMI Gontor Boarding school. When the curriculum becomes a daily activity for Muslim students are there a

big effect or fluency in EFL. How the English teachers' belief about CLT at KMI Gontor for the purpose of communication specifically as a Second Language and How the implementation of CLT at KMI Gontor it self.