CHAPTER II

REVIEW RELATED TO LITERATURE

This chapter present some theories that are relevant with the research. The researcher divides the chapter into some parts. Talking about definition of Communicative Language Teaching, the goal of language teaching, classroom activity in communicative language teaching and language learning of students, type of activity in CLT, kinds of practice in CLT, introduction of functional communication activity and two main group activity in functional communication activity.

A. **Communicative Language Teaching**

1. **Definition and the goal of Communicative Language Teaching (CLT)**

Communicative Language teaching (CLT) is generally regarded as an approach to language teaching (Richard and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce-Murcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication. This approach since 1970s, a unified but broadly based theoretical position about the nature of language and of language learning and teaching.

Richard and Rodgers (1986) described CLT as an approach rather than a method, since it represent a philosophy of teaching that is based on communicative language use. Advocated by many applied linguists, CLT in their views emphasized notional- functional concepts and communicative competence, rather than grammatical structures, as central to teaching. According to Littlewood (2002:1) Communicative Language Teaching "one of the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language, combining these into a mor fully communicative view."

2. **Principles of Communicative Language Teaching (CLT)**

According to Richards and Rogers (2001: 172), there are five priciples for CLT:

   a. Learners learn a language through using it to communicate

   b. Authentic and meaningful communication should be the goal of classroom activities

   c. Fluency is an important dimension of communication

   d. Communication involves the integretion of different language skill

   e. Learning is a process of creative construction and involves trial error

3. The goal of Communicative Language teaching

Generally Communicative Language Teaching sets to be communicative competence that clarify as term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge of the building blocks of sentences (e.g part of speech, tenses, phrases, clause, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice book, which typically present a rule of grammar on one page, and provide exercise to practice using the rule on the other page. The unit of analysis and practice is typically the sentence, grammatical competence is an important dimension of language learning.

Communicative competence includes the following aspect of language knowledge:

a. Knowing how to use language for a range of different purposes and functions

b. Knowing how to vary uses of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

c. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies.

4. **Learners learn a language**

The goal of Communicative Language teaching, to learn language was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were avoided through controlled opportunities for production (either written or spoken). For example by memorizing dialogs and performing drills the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. Some specific language learning activity seen as resulting from processes of the following:

a. Interaction between the learner and users of the language

b. Collaborative creation of meaning

c. Creating meaningful and purposeful interaction through language

d. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

e. Learning through attending to the feedback learners get when they use language

f. Paying attention to the language one hears (the input) and trying to incorporate new forms into developing communicative competence

g. Trying out and experimenting with different ways of saying things

In the process of activity the teacher have to know the purposes of activity, some purposes of communicative activities are:

a. They provide "whole –task practice"

In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) training in the part of skills which the performance composed and (b) practice in the total skill, sometimes called "whole-task practice". Learning to swim, for example: usually involves not only separate practice of individual movement (part skill), but also actual attempts to swim short distances (whole-task practice)

b. They improve motivation

The learners' ultimate objective is to take part communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

c. They allow natural learning

Language learning takes place inside the learner and, as teachers knows to their frequent frustration many aspects of it are beyond their pedagogical control. In fact, that many aspects of language learning can take place only through natural process, which operate when a person is involved is using the language for communication.

d. They can create a context which supports learning

Communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teacher. These relationships can help to "humanize" the classroom and to create an environment that supports the individual in his efforts to learn.

The form of competence and activity in which applied in the class, teacher and learner have roles to teaching and learning in the classroom activity. Learners now 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 had assume the role of facilitator and 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' errors and her/his own role in facilitating language learning.

B. Activity type of Communicative Language Teaching

Communicative Language Teaching (CLT) have two activity types those are functional communication activity and social interaction activity. The explanation bellow are definition of functional communication

activity and social interaction activity based on WilliamLittlewood as follows:

a. Functional communication activities is the ability to find language which will convey an intended meaning effectively in a specific situation. It can devised communicative activities for the classroom which emphasize in functional aspect of communication. For example, there may be a problem which learners must solve, or information which they must exchange, with whatever language they have at their disposal. The main purpose of this activity is that learners should use the language they know in order to get meaning across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.

b. Social interaction activities

It is the ability to take account of the social meaning as well as the functional meaning of different language forms. The competent speaker chooses language which is not only functionally effective, but is also appropriate to the social situation he is in.

Social interaction activity can be devised communication activities which place emphasis on social as well as functional aspects of communication. Learners must

still aim to convey meanings effectively, but they must also pay greater attention to the social context in which the interaction takes place. Because of the limitations of the classroom, simulation and role-playing are now important techniques for creating a wider variety of social situations and relationships than would otherwise occur.

C. Introduction of functional communication activity

The principle underlying functional communication activities is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. Both the stimulus for communication and the yardstick for success are thus contained within the situation it self: learners must work towards a definite solution or decision. This thesis there are two functional communication activities related to main uses of language, they are a) Using language to share information, b) Using language to process information.

D. Some main groups in functional communication activities

According to William Littlewood explains that the principle underlying of functional communication activities depend on the teacher structures and situation was given by the teacher, so learners have to overcome an information gap or solve a problem. Some main groups according to William Littlewood following are:

a. Sharing information with restricted cooperation

b. Sharing information with unrestricted cooperation

c. Sharing and processing information

d. Processing information

In point *a* (Sharing information with restricted cooperation)*,* this type of communicative activity produces the simplest patterns of interaction. The situation is always that one learner (or group) possesses information which another learner (or group) must discover. In order to introduce a "game" element and to ensure that the interaction lasts long enough to provide sustained practice. Possible for teacher to go as far as specifying the actual language structures that they should use. The activity will be communicative form of controlled language practice, for which the learners can be specifically equipped with the language they need.

Moreover, William Littlewood proposes some activities of information with restricted cooperation are follows:

1. Identifying pictures

In this activity, the students have to distinguish the similar picture and they can mention some particular type to know the detail of picture showed. This activity divided to two groups A and B they have duplicate hidden picture then one given for teacher and the other group ask some question for getting clue. In this activity, the vocabulary that the learners need is determined largely by the subject matter of the pictures. In addition, the teacher can

elicit specific structures by manipulating the features that distinguish the individual picture.

2. Discovering identical pairs

This this activity similar with identifying picture but for this activity the teacher can more creative to make students not bored. For example, with a group of 15, there might be five different pictures, with three copies of each. The learners must now circulate and ask each other about their cards, until each has found a partner with a card identical to his own. This creative activity called "find your partner".

3. Discovering missing information

Learner A has information represented in tabular form. For example, he may have a table showing distances between various towns or a football league table showing a summary of each team's results so far (how many games they have played/won/lost/drawn, how many goals they have scored, etc.). information on the table have deleted, learner B has an identical table, except that different items of in formation have been deleted. Each learner can therefore complete his own table by asking his partner for the information that he lacks. In this process of activity the teacher must be attention and specify the language form are used.

Through tables are the most obvious way of presenting information in this type of activity, it can in fact be presented in any other form that makes it clear that some items are missing.

4. Discovering missing features

There are group A and B, A asking questions based on his own (complete) picture, in order to find out where B's picture is different. The questions themselves will be of similar kind to those which the teacher might ask in the course of pre-communicative question-and-answer work based on the complete picture. The present activity can therefore provide a convenient communicative follow-up to such teacher-controlled practice, requiring learners to use the same language, but for a different purpose.

5. Discovering "secrets"

This activity, the questions must be restricted to a certain kind, such as yes/no question, in order to prevent the discoverers from simply asking directly for the piece information.

6. Some information in organization

This parts explain about how the group is separated based on the condition of class it means how to organize the students to be some group. Some alternative forms of organization are:

a. A copy of the complete set of pictures is displayed to the whole class on a poster or by using the overhead projector. One learner selects a picture, either by writing down a number or by taking a picture from a duplicate set reproduced on cards. The other members have to ask to him or her.

b. The class is divided into groups of, say, five or six members each. In turn, each learner selects a picture and is questioned by

others in his group. In this way, each individual learner has more opportunities to speak than above, but the teacher can still exercise a measure of centralized supervision over the language and behavior of the class

In point *b* (sharing information with unrestricted cooperation), An initial step towards enabling richer patterns of communication to develop is to reduce the conventions that restrict the cooperation (and therefore the interaction) between learners. The learners' communicative relationship may be allowed to become fully cooperative with the result are follows:

a. More realistic patterns of interaction can emerge, producing a wider variety of communicative functions.

b. Faced with the need to cope together with more demanding tasks, learners must develop a wider range of communication skills.

c. The experience of cooperating through the new language, in order to overcome a mutual obstacles, can help to produce more positive relationship between learners and more positive attitudes towards the foreign language as a means of resolving difficulties.

In this part, learner A has an assortment of shapes which he arranges into a pattern. Learner B has the same shapes. They must communicate with each other so that B can reproduce as exactly as possible the same pattern as

Instead of pattern, the object to be described may be a picture. The teacher may present each learner with a picture to be communicated to a partner, or learners may be asked to draw a picture themselves and then attempt to communicate it.

According to William Littlewood, some activities are following:

1. Communicating models

    This activity use the model like, using of Lego or some other construction kit.

2. Discovering differences

    Learner A and learner B each other have a picture (or map, pattern, etc.). The pictures are identical except for a number of details.

    For example, two street scenes may be identical except that one of the people is in a different position. One car is a different color and there is a different number of clouds in the sky. The leaners must discuss the pictures in order to discover what the differences are.

3. Following directions

    In this activity the focus has moved more clearly onto meanings to be communicated for a specific purpose. Because the interaction is more creative and unpredictable, learner will more frequently want to express meaning for which they have not been provided with ready-made linguistics solutions.

In point *c* (sharing and processing information), learners must not only share information, they must also discuss or evaluate this information in order to solve a problem. Some consequences are:

a. The range of communicative functions that occurs is further widened. In particular, learners will now be involved in going beyond surface facts, in order to analyze, explain and evaluate them.

b. This further increases the unpredictability of the interaction

c. There is more scope for dis agreement and negotiation.

In this section many activities to do like on the work of "jigsaw" principle: each learner in a pair or group possesses information which is unique to him; he must share with others; together, the different pieces of information provide the material for solving a particular problem.

Kind of activity in this section such as reconstructing story-sequences, pooling information to solve a problem.

In point *d*, processing information. The last type of functional communication activity dispenses completely with the need to share information. Learners now have access to all the relevant facts. The stimulus for communication comes from the need to discuss and evaluate these facts, in pairs or groups, in order to solve a problem or reach a decision. This activity may be linked to other, more formal learning activities. For example, when they are working with a reading passage,

groups may be given multiple-choice questions to which there are no unambiguously correct answer.