

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

To assist in this research, the authors take several sources from previous research as comparisons and references in current writing, including:

The First, this research was conducted by Mangaleswaran and Aziz (2019) entitled "The Impact of the Implementation of CLT On Students' Speaking Skills" This study aims to identify the impact of implementing CLT at SBELC to enhance students' speaking skills and to find out ways of implementing CLT to enhance students' speaking skills. The role of the CLT approach in improving speaking skills among students was examined through quasi-experiments by collecting data using methods such as teacher interview sessions, observation, pre-test and post-test methods etc. The findings indicated a slight increase in students' overall speaking skills after the implementation of CLT. with the research that has been done that CLT is still proven to be a very effective approach if implemented according to the criteria accompanied by the support of each teacher and student. Therefore, approaches that are still relevant must be supported in order to have the maximum impact on students.

Second, this study was conducted by Suwanphathama (2020) entitled "Students' Perceptions and Attitudes towards the Use of Communicative Language Teaching (CLT) to Improve English Listening and Speaking Skills". This study aims to examine students' perceptions and attitudes towards the use of communicative language teaching to improve their English listening and speaking skills. The study provided their perceptions and attitudes towards communicative language teaching (such as role play, pair work, group work, group discussion, and video

production). The findings support Richards' (2001) opinion on one of the goals of CLT, which is to develop fluency in using language. The results confirmed that the students had strong effective perceptions of elegance activities guided through communicative teaching techniques. The students also agreed that this CLT boosted their confidence and improved their listening and speaking skills.

The Third, this research was conducted by Jannah (2017) entitled "Communicative Language Teaching (CLT) for Teaching Speaking" the CLT approach to teaching speaking skills and what learning performance results from using CLT. The participants were high school students of class X IPA, X MAK, XI IPA, XI MAK, and XII MAK plus an English teacher from the Insan Qurani Islamic boarding school. The instruments used were observation and documentation sheets consisting of teacher lesson plans and student test results. The results of this study imply that there are several fundamental strategies from the techniques suggested by experts that aren't completely written into the lesson plans. Furthermore, from the speaking performances produced by many students who did not reach the minimum completeness criteria (KKM) 70. This leads to the conclusion that student failure is because the procedures suggested by experts are not fully and effectively implemented by teachers in their teaching.

The Forth, this research was conducted by Mulyanah, Ishak and Dewi (2018) entitled "The Effect of Communicative Language Teaching on Students' Speaking Skill" The purpose of this study was to find out whether there was a good response and an increase in students' speaking skills between before and after being taught through Communicative Language Teaching (CLT). The sample of this study was students of class VIII A and VIII B of class VIII SMPN 21 Tangerang in the academic year 2015/2016. Researchers used a non-equivalent control group design. The instrument used is an oral test. The results showed that there was an increase in

students' speaking skills in active communicative use of CLT. The results of the t test show that t is greater than t table. The result of t_{count} is 4.2105 and t_{table} is 2.0021. This means that the researcher's hypothesis (H1), there is a significant difference in post-test scores between the experimental class and the control class is accepted. The average pre-test score in the experimental class was 67.33 while the pre-test average score in the control class was 66.50. The average post-test score for the experimental class was 83.00 while the average post-test score for the control class was 75.00. This shows that CLT can improve students' speaking skills.

The Fifth, this research was conducted by Toro, Minuch, Tapia & Paredes (2018) entitled "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills" The purpose of this study was to determine the use of the teaching approach Communicative Language in English classes and strategies and resources used by teachers to improve students' oral skills. The participants were 6 English teachers and 105 students enrolled in grades 2, 3 and 4 at a government primary school in the city of Loja, which is located in the southern part of Ecuador. A mixed methods approach was applied in this study. To collect data, questionnaires were administered to English teachers and class observations were made. The results obtained during this observe found out that modeling, repetition, pair and group work were the main strategies instructors used to assist college students increase communicative competence.

Based on some pervious studies above, it can be concluded that CLT method can improve students' speaking ability effectively. In this study, the researcher used the CLT method by using discussion groups which can train their thinking skills creatively to be able to use their speaking skills more than other skills because in this study the focus is on speaking skills itself.

2.2 Theoretical Framework

2.2.1 Concept of Speaking

English is an international language used by several countries, one of which is Indonesia. In Indonesia English is a language that is studied as a Second Language Acquisition or L2. In language skills there is one of the most important skills that must be understood among the other four skills, namely speaking skills, so it will be much easier for someone to be able to communicate well in this global world. English is widely spoken all over the world, there is a need for learners to acquire communication skills to gain success in their respective fields. Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations". Therefore, the importance of learning speaking skills must be well studied by language class learners in particular. According to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult language skills learners have to face". Therefore, in English learning classes the teacher must be able to find appropriate and effective ways of teaching speaking to his students, so that their ability to speak English can be better.

2.2.2 Concept of CLT

CLT is an approach method that is commonly used by teachers when language learning takes place such as speaking classes. The CLT method learning activities focus more on real oral communication with various languages without too much focus on grammatical patterns when distinguished from non-communicative activities which only focus on how to construct sentences based on grammatical terms during the English learning process (Harmer, 1998: 85). CLT itself is a language teaching that emphasizes the concept of interaction both in the process and purpose of the learning process. According to Hymes, (1971) underlines that in communicative competence theory takes into account both what is formally possible in a language (i.e. grammatically) and what is appropriate and acceptable in terms of appearance.

Therefore, language teaching should embrace this understanding. The main point of CLT is the fusion of functional and structural aspects of language. The CLT method focused on Communicative in teaching English in the classroom because according to the researcher, students actually have more ability and understanding of English lessons, but less in practicing it in terms of speaking, they are still passive in speaking ability. Functionally, CLT emphasizes on how language is used, while structurally, CLT emphasizes on the system or rules of language. In CLT they are very effective as a way to identify the specific features of language that need to be taught as in communicative procedures Johnson, (1982).

The principle of the Communicative Language Teaching (CLT) method is to provide opportunities for students to develop fluency, accuracy, and can hone skills in the form of reading skills, listening simultaneously, and of course for speaking skills. Therefore, the principle of this CLT method can make students induce or find grammar rules to be able to experiment and try what they know so that researchers want students to focus more on achieving communicative competence with students without ignoring grammatical competence and fluency without ignoring accuracy.

2.2.3 Procedure of Teaching Speaking

Student improvement is an achievement of abilities that they already have before and can be increased according to the level of understanding they gain during learning in the classroom. Increasing the ability to have a big effect on the learning process given by the teacher to students. Therefore teachers must have some appropriate methods to improve their abilities in terms of learning, especially on motivation in learning. In learning to teach students' speaking skills, of course, teachers must find the best way to teach their students to be more effective and good, here are some examples of the best procedures for teaching students' speaking skills, such as:

1. Discussion

Learning students' speaking skills can be practiced by making special techniques that teachers must do to be more effective such as discussions. With discussion, students can come to a conclusion, find a solution in their discussion group, or share ideas about an event. This procedure must of course be directed by the teacher to have a purpose for the activity to be carried out so that students do not spend their time chatting with each other about irrelevant things. The teacher can provide direction by forming groups of 4 or 5 students in each group, after the groups are divided the teacher assigns topics to each different group, then each group works on their respective topics according to the group for a certain period of time, and presents the results of their discussion in front of the class.

2. Role Play

Role Play is another way to improve students' speaking skills. Students pretend that they are in various social contexts and have various social roles. In this Role-Play activity technique the teacher provides information to the students or learners such as who they are and what they think or feel. Thus, the teacher can tell the students that "you are Ariel, you go to the doctor and tell him what happened last night" Harmer, (1984).

3. Story Telling

Story telling is another way students can practice their speaking skills because story telling can foster creative thinking. It allows students to briefly summarize a story or stories they have heard from someone before, or they may create their own stories to tell their classmates. Story telling techniques can help students express ideas in the form of the beginning, development, and final

result, including the characters and settings a story should have. Therefore, this technique can improve students' language skills, but also get the attention of the class.

2.2.4 Procedure of Teaching CLT

CLT is an approach method that teachers usually use when learning language classes take place such as speaking classes. CLT is language teaching that emphasizes the concept of interaction in both the process and the goals of the learning process. According to Hymes, (1971) underlines that in communicative competence theory it takes into account both what is possible formally in a language (ie grammatically) and what is appropriate and acceptable in terms of appearance. Therefore, language teaching should adhere to this understanding, the main thing from CLT is the combination of functional and structural aspects of language. Functionally, CLT emphasizes how the language is used, while structurally, CLT emphasizes the language system or rules. In CLT they are very effective as a way of identifying which specific features of language need to be taught as in communicative procedure Johnson, (1982). The application of CLT itself can be divided into 3 parts, including before pre-activities, main-activities, and post-activities.

Table 2.1



- First action or (Pre-activities) The teacher introduces the material that will be presented today. Before the teacher uses the CLT method, the teacher explains the topic presented,

for example, explaining the definition of Descriptive Text, then delivering teaching materials to students in front of the class.

- Then the second action or (Main Activities) The teacher provides teaching materials while applying the CLT method by focusing on students who are more active when learning in the classroom, by giving each child the opportunity to practice what they have captured from the teaching materials that the teacher has given that day, such as going forward to the front of the class to describe their classmates or describe themselves in this way students can practice their speaking skills because students are encouraged to practice their language skills, because this CLT method itself focuses more on language as communication and language as a form of expression.
- The last action (Post-activities) students are given an assignment to describe someone completely as a form of their training in capturing what must be considered in creating the content that will be brought up, then students tell what they do one by one in front of the class

2.2.5 Advantages and Disadvantages of CLT

The use of CLT methods in the classroom can be considered in order to bring some positive impacts that students will get when class learning takes place. Teachers can pay attention to the advantages and disadvantages of this method carefully in order to get the maximum target achievement. There are several Advantages and Disadvantages of using the Communicative Language Teaching (CLT) method including the following :

- **Advantages of CLT**

1. CLT is a holistic approach. This approach does not only focus on the traditional structural syllabus, but also considers the communicative dimension of language.

2. CLT presents passion and motivation to students in the classroom.
3. CLT is a learner who emphasizes the interests and needs of students.
4. In this world, where information communication and information technology have greatly advanced, CLT can play an important role as educators.

- **Weaknesses of CLT**

1. This method is difficult to apply in a very crowded class.
2. The teacher must be a person who has very extensive knowledge in both foreign and native languages.
3. The use of inadequate and appropriate teaching materials can damage the learning process.
4. The teacher's theoretical knowledge must be very good in terms of practice
5. The teacher's monitoring ability must be very good.
6. Teaching about the structural aspects of language (grammar) is very difficult to practice in this method.

2.2.6 Concept of Descriptive Text

Speaking activities in the Indonesian curriculum are developed based on the types of texts taught in class. One of them is descriptive text which aims to describe certain people, places, or things. The description consists of describing the parts, characteristics, characteristics. Most of the concepts of descriptive text are applied to speaking activities in class. This activity is called descriptive speaking. Descriptive speaking competence or descriptive speech is one of the oral actions that involves the ability to visualize the object of speech through words. In other words, telling about an object, event, or phenomenon, so that the audience can visualize the picture

clearly. This activity refers to the process of providing detailed, lively, word pictures of people, animals, places, or objects. The problem that occurs in the classroom is that the lack of descriptive competence of students' speaking is the most problem in schools, especially at the high school level, where problems arise such as the use of inappropriate media so that teachers in the class cannot cover and develop students' speaking skills, especially speaking competence. properly descriptive. Therefore, there must be appropriate techniques and media for teaching descriptive speaking in class. Media is used to motivate students in learning in addition to interesting material and teacher competence in teaching. The right media to stimulate student interest must be related to the material included in the curriculum, interesting and useful to help students speak easily (Hamalik, 1998). Therefore it is important for teachers to choose and use the right method in implementing effective learning in the classroom.

There are several examples of Descriptive Text that can be used when learning English speaking classes that can be used such as:

1. Describing People

In describing a person, students are asked to describe in detail such as a person's appearance.

2. Describing a Place

In describing a place, students are asked to describe what is in the location or in a place, such as describing the icon of an amusement ride game.

3. Describing an Animal

In describing animals, students are asked to describe the shapes of animals that they like to describe.

4. Describing Pictures/Things

In describing pictures/objects, students are asked to find pictures on the internet, magazines, or newspapers and then describe them according to the picture/object

According to Siburian, (2013) Part of descriptive text was divided in to three parts, they are:

1. Social Function Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute.
2. Generic structure It was divided into two part they are identification was to identify the phenomenon that was described, and description was to describe the qualities, characteristics, condition, and part of an object in detail.
3. Grammatical feature In description paragraph, it uses present tense as normally.

Therefore, when making Descriptive Text, must pay attention to the Part of descriptive text such as the example below which describes people based on appearance:

Bunga Citra Lestari

I want to describe my Idol, my idol is Bunga Citra Lestari or better known as BCL born March 22, 1983 is an Indonesian singer, model and actress of Minangkabau descent. I like her because She has a slim body, she also has white skin, she has a pretty face, she has a flat nose, she has long black hair, she is very pretty, she has a short body, she has big black eyes, and she has very good sound. I'm really happy to see her because she has such a positive vibe and she is a wonder woman

- Genre of the text : Description
- Identification : Describing people (Bunga Citra Lestari)
- Language Feature : Present tense (I want to describe, I like)
- Characteristics : Slim body, White skin, Pretty face, Flat nose, Long black hair, Short body, Big eyes, Good vocal, Positive vibe and wonder woman

2.2.7 Concept of Motivation

Classroom learning is one of the mandatory activities for students when they are learning in class. Effective learning is when students find high enthusiasm and motivation for the learning. One of the main factors in conducting classroom learning is motivation. Motivation itself is the most important factor to get success during the learning process. Motivation is considered as an important component to make students successful in learning English Nair & Krishnasamy, (2016). In addition, according to Alizadeh, (2016) Motivation can also be interpreted as the direction of a person's behavior or what causes a person to want to repeat a behavior and vice versa. Therefore, motivation plays an important role in the learning process in the classroom for students. With high motivation towards learning, there will also be high results obtained towards success in learning itself.

According to Mulyana, (2018) "learning motivation is all efforts within oneself that give rise to learning activities, and ensure the continuity of learning activities and give direction to learning activities so that the desired goals are achieved". Therefore, motivation in learning activities is very important for students. According to Sardiman (2011: 89) there are two motivations for learning in participants, namely motivation from within the students themselves (intrinsic motivation), and motivation that comes from outside the students (extrinsic motivation).

- Intrinsic Motivation

Intrinsic motivation is an active and functioning motive that does not need to be stimulated from outside, because each individual has the will or drive to do something. Therefore, intrinsic motivation arises from self-awareness with essential goals, not just symbols and ceremonies.

- Extrinsic Motivation

Extrinsic motivation is motives that are active and function because of external stimuli. For example, someone studies because tomorrow will be an exam in the hope of getting good grades and praise. So it's not because learning wants to know something, but wants to get good grades or praise. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities begin and continue based on external encouragement that is not absolutely related to learning activities.