CHAPTER II
THEORETICAL FRAMEWORK

A. Communicative Language Teaching

1. Definition of Communicative Language Teaching

Communicative Language Teaching is best considered an approach rather than a method. It refers to a disarve set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. Communicative Language Teaching can be applied to the teaching of any skill, and any level. Classroom procedure used in Communicative Language Teaching are; a variety of games, role plays, simulation.

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ''communicative competence''. Communicative language teaching derives from a multidisciplinary perspective that includes, at the least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably linked with language policy.

Communicative language teaching puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence. There is some

principles of communicative language teaching, are: Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

Discussions of CLT not infrequently lead to questions of grammatical or formal accuracy. The perceived displacement of attention toward morphosyntactical features in learners' expression in favor of a focus on meaning has led in some cases to the impression that grammar is not important, or that proponents of Communicative Language Teaching favor learners' ability to express themselves, without regard to form. CLT has two main guiding principles, are:

a. First, that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. which students should learn how to perform using a variety of language exponents (e.g. we can invite by saying "would you like to come to the cinema?, Do you fancy coming to the cinema?, what about coming to the cinema?, how about the film?, are you on for a film?, etc).

b. Second, that if students get enough exposure to language, and opportunities for language use and if they are motivated than language learning will take care of itself.

Communicative language teaching has had a though beneficial effect since it reminded teachers that people learn languages not so that they know about them, but so that they communicate with them.[5]

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[5]Jeremy Harmer , *How to Teach English*,(Pearson Education Limited,2007)

Communicative language teaching aims broadly to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.[6]

2. Procedures of CLT

According to Jack C Richard and Theodore S. Rodgers, communicative principles can be applied to the teaching of any skill, at any level, and because of wide variety of classroom activities and exercise types discussed in the literature on communicative language teaching, description of typical classroom procedures used in a lesson based on CLT principles is not feasible. And than as Savignon, techniques and classroom management procedures associated with a number of CLT classroom procedures (e.g. group activities, language games, role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classroom.

3. Teacher and Learner Role

Teacher as a facilitator of communication process; need analyst, counselor, and process manager in communicative language teaching (CLT). And then the learner as negiator, interactor giving as well as taking in communicative language teaching (CLT) activity.[7]

According to explanation above, in this case the students must be more active than the teacher. And in this method the teacher just

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[6]Diana Larsen-Freeman, Teaching and Principles in Language Teaching, (UK: Oxford University Press, 2000), 121
[7]Ibid, 127.

only be counselor for the students, because the students as negiator and the teacher as facilitator.

B. Role Play

1. Definition of Role Play

Role play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be some what creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.[8]

According to Diana Larsen on her book, role play are important technique in communicative language teaching (CLT) because they give students an opportunity to practice communicating in different social context, and in different social roles.[9]

And role play is a third major of speaking activity type, which is particularly suitable for practicing the sociocultural variation in speech acts. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expression, or written and it's variation prior to the role plays themselves.[10]

From the explanation above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or

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[8]H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco State University, 2004), 174.
[9]Larsen,*loc cit.,* 133
[10]Marianne Celce-Muria, *Teaching English as a Second or Foreign Language,* (United Stateof America: Heinhle & Heinhle Thomson Learning, 2001), 106.

to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity.

2. Types and Procedures in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. I this category, it involves such roles as doctors dealing with patients, or salesman travelling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experiences of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.[11]

In this case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as Follow:

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.[12]

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[11]Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series,* (New York: Oxford University Press, 1995), 13.
[12]DonnBryne, *Teaching Oral English: Longman Handbooks for English Teacher,* (Singapore: Longman Group, 1986), 122-123.

For details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

Angela : Good morning, I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the post box?

Clerk : You want the air mail box. It's over there, by the door.

(Adapted from living English Book 2: A.G. Abdalla et al)

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

1) The teacher guides the role play by writing there prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3) Call two students to the front: one play the role Angela and the other one is the post office Clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts. [13]

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[13]Adrian Doff, *Teach English: A Training Course for Teachers trainer's Handbooks,* (Cambridge: Cambridge University Press Inc. The British Council, 1988), 233-234.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role playa or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedures of unscripted role play which adapted from Adrian Doff's book are as follows:

One student has long a bag.

He/she is at the police station.

The other student is the police officer, and asks for details.

To brings out this ideas:

1) The teacher could prepared the whole class, by:
   a) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).
   b) Writing prompt on the board to guide the role play, and any key vocabulary.
2) The teacher could divide the class into pairs, and:
   a) Let the discuss together what they may say.
   b) Let the all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

a. Students read and familiarize themselves with the (example) dialogue.

b. Divide the class in pairs, A and B, give Aan B roles from the dialogues.

c. Let students act out their role play, not just say them but students should read it loudly.

d. Walk around correcting and checking.

e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.[14]

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedure which is appropriate and suitable with his/her own.

3. Teacher's role in communicative activity

To be a teacher is not an easy job, because a teacher must have a good attitude and than a teacher must have a skill to teach. The teacher skills are vital component in successful teaching. And skills that must a teacher have to be a good in teaching, are:

- Managing classes
- Teachers roles

And according to Jack C. Richards, the teacher's role in communicative language teaching has two main roles, are:

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[14]Susan House, *An Introduction to Teaching English to Children,*(Richmond Publishing, 1997), 23.

- The first role is to facilities the communication process between all participants in classroom, and between these participants and the various activities and texts.
- The second role is to act an independent participant within the learning-teaching group.

Several roles are assumed for teachers in communicative language teaching, the importance of particular roles being determined by the view of CLT adopted. Other roles assumed for teacher are needs analyst, counselor, and group process manager.

4. The students' role

Based on Jack C. Richards, the role of learner (student) as negotiator between the self, the learning process, and the object of learning. The implication for the learner is that he should contribute as much as he gains, and there by learn in an interdependent way.

In some accounts of CLT that learners bring preconception of what teaching and learning should be like. The cooperative (rather than individualistic) approach to learning stressed in communicative language teaching (CLT) may likewise be unfamiliar to learners. CLT methodologists consequently recommended that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledge.[15]

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[15]JackC. Richards & Theodore S. Rodgers, *Approaches and Methods in LanguageTeaching,*(Cambridge University Press, 2001), 166.

5. Benefits of Role Play

It has mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

A role play is highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative technique and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners' speaking skill in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Laudosse as follows:

a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

d. Role play helps many shy students by providing them with a mask.

e. Perhaps the most important reason for using role play is that it is fun.[16]

In conclusion, role play is a technique which has the advantages that can develops students' fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching – learning process more enjoyable.

C. Speaking

1. Definition of Speaking

Speaking is one of the central elements of communication.[17] Speaking is human verbal communication which set out with the ability of utilizing mechanism that will involve oral production language. It is the main concern of speaking.[18] Speaking is the basic type of communication in our daily life. And speaking is very important activity in many language classes. Learning to speak and speaking are two important missions of students. By speaking someone can inform, persuade, and entertain. And also, expressing an idea, and wishes to others people.

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[16]Gillian Porter Laudosse, *Role Play: Resources Books for Teacher Series,* (New York: Oxford University Press, 1995), 6-7.

[17]Jack C. Richard & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice, (New York Cambridge University Press, 2002), 204*

[18]J. L. Keyfetz, *Speaking Effectively.*(Boston: Heinle Publisher, 1992), 22.

According to Brown states: producing, receiving and processing information. In the New shorter Oxford English Dictionary, speaking is the action of speak, speech, talk, conversation, of speech or talk: a discourse, a discussion; thing spoken, saying statement, words and the faculty or power of speech.[19]

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker listening skill, which necessarily compromises the reliability and validity of an oral production test.[20]

According to Tarigan, the purpose of speaking is to communicate. He stated that, 'tujuanberbicaraadalahuntukberkomunikasi'.[21] He said that basically, speaking has three general purpose, as follow:

- To infrom
- To intertain
- To assuring

2. Teaching Speaking by Using CLT

Teaching speaking by using communicative language teaching (CLT) provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.

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[19]Lesley Brown, *The New Shorter Oxford English Dictionary,*(Berlin Oxford UniversityPress, 1993)
[20]H. Douglas Brown, *op. cit.,* p. 140
[21]Henry Guntur Tarigan, *BerbicaraSebagaiSuatuKeterampilanBahasa,*(Bandung: Angkasa, 1986)

Littlewood distinguishes between functional communication activities and social interaction activities as major activity types in communicative language teaching. Functional communication activities include such tasks as learners comparing sets of pictures and nothing similarities and differences working out a likely sequence of events in a set of pictures discovering missing features in a map or pictures, one learner communicating behind a screen to another learner and giving instruction on how to draw a pictures or a shape, or how to complete a map, following directions and solving problems from shared clues. And than social interaction activities include conversation and discussion sessions, dialogues and role plays, simulation, skits, improvisations and debates.[22]

3. The Goal of Teaching Speaking

Murcia states in her book that the goal of speaking component in a language class should be to encourage the acquisition of communication skill and foster real communication in and out of the classroom.[23]

Scrivener writes in his book, fluency and confident are the important goals in the speaking class.[24]

The writer agrees with various opinion above, therefore she concludes that the main goal in teaching speaking is use the language for communication fluency and effectiveness.

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[22]Jack C, Richard and Theodore S Rodgers, *loc. Cit.,* 166.
[23]Marianne Celce-Murcia, *Teaching English as Second Foreign Language,*(Boston: Heinle&Heinle Publisher, 1991), 126
[24]Jim Scrivener, *Learning Teaching a Guidebook for English Language Teachers,* (Oxford: Macmilan Publisher, 2005), 146