

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Communicative Language Teaching

Communicative Language Teaching is a language teaching approach that emerged in the 1970s in England and the United States, focusing on improving language learning through communication (Adem & Berkessa, 2022). Hymes (1972) stimulated this technique by introducing the concept of a communicative approach, which shifted the focus of language teaching and learning away from grammar and structure toward more practical communication. This approach allows students to improve their communicative competence by interacting with authentic materials in social settings (Armnaazi & Alakrash, 2021).

Research has identified several key principles of CLT that guide teachers in fostering students' language development through authentic communication. As cited in Adem and Berkessa (2022), Richards and Rodgers (2014) explore the principles of CLT as follows:

a. Using language to communicate

CLT is an approach to teaching English that focuses on developing students' communicative competence (Nggawu & Thao, 2023). When using CLT in language teaching, the target language is used in the classroom. This is in line with van Lier and Larsen-Freeman (1987), who stated that the target language serves as a communication tool in the classroom to support students' confidence in authentic language use.

b. Authentic and meaningful communication

Authentic and meaningful communication is essential to effective language teaching, particularly within CLT implementation. In implementing it, teachers use authentic materials to demonstrate how language is used naturally, providing students with real-life contexts

(Pradana & Tena, 2021). This approach encourages students to be more interested and engaged in language learning.

c. Accuracy and fluency development

Communicative interaction promotes cooperative relationships among students and provides them with valuable opportunities to use the target language. Through this interaction, students can experiment with their speaking skills and develop both accuracy and fluency (Noori, 2018). In language learning, fluency is an important dimension of communication (Adem & Berkessa, 2022).

d. Different language skills integration

Language should be taught through the integration of different language skills, such as speaking, reading, writing, and listening, to stimulate real-world scenarios (Adem & Berkessa, 2022). As Beatrice (2014) discussed, integration means that no language skills should be taught separately. All different language skills should complement each other.

e. Speaking error tolerance

The primary goal of this approach is to encourage students to communicate in the target language. Speaking errors are tolerated and should be recognized as a natural outcome of developing communication abilities (van Lier & Larsen-Freeman, 1987). Rather than immediately correcting students, teachers are encouraged to note errors quietly, allowing students to engage in trial and error as part of their learning process (Adem & Berkessa, 2022). Being tolerant of students' errors indicates that the students are building up their communicative competence.

The principles of CLT emphasize authentic communication and real-world language use, aiming to build students' confidence and fluency. However, successfully implementing these principles depends on teachers' ability to manage interactive activities and establish a supportive learning environment.

2. Communicative Competence

According to Hymes (1972), communicative competence refers to proficiency in language learning that allows individuals to express their ideas to others effectively and comprehend messages from others within contexts (Saleh, 2013). Canale and Swain developed the concept of communicative competence in 1980 and introduced a communicative competence theory. As cited in Azizah and Putra (2024), Canale and Swain (1980) argue that there are four dimensions of communicative competence as follows:

a. Grammatical Competence

Grammatical competence refers to the accurate knowledge of sentence formation and vocabulary (Saleh, 2013). This competence includes lexical items, rules of morphology, syntax, grammar, and phonology (Thabit & Ahmed, 2018). It represents the system underlying language and how to determine and accurately express the literal meaning of the utterance.

b. Sociolinguistic Competence

Sociolinguistic competence refers to the ability to make appropriate utterances (Eisenring & Margana, 2019). This competency helps language learners produce and understand language in different social contexts.

c. Strategic Competence

Strategic competence is the capacity to use language effectively to achieve communicative goals (Saleh, 2013). It is defined as the ability to solve communication problems.

d. Discourse Competence

Canale (1983) introduced a component that represents the ability to combine linguistic structures and functions to create a coherent and cohesive text (Thabit & Ahmed, 2018).

3. Pre-Service Teacher

Pre-service teachers are individuals who carry out teaching practice in pre-service teacher programs. Pre-service teacher education programs provide essential knowledge and abilities in the teaching and learning process for pre-service teachers to use in the classroom. The teaching and learning process involves pre-service teachers gaining knowledge and experience concerning teaching, learning, the teacher, the student, and the school, including both positive and negative perspectives (Ozdas, 2018). Moreover, Ozdas (2018) stated that pre-service teachers can develop their subject expertise in a classroom during their teaching practicum. These include making lesson plans, giving assignments, and assessing students. In that way, pre-service teachers can create fun learning activities. Therefore, pre-service teacher programs support the process of becoming in-service teachers by involving students in class preparation activities that help develop their teaching experiences.

a. Pre-Service Teachers' Challenges in CLT Implementation

Pre-service teachers typically have extensive classroom experience as learners before pursuing teacher preparation programs (Nababan & Amalia, 2021). They may have less practical experience in teaching in the classroom. Furthermore, when teaching students in the classroom, Nababan and Amalia (2021) argued that the teacher plays an important role in the teaching and learning process to improve students' outcomes and their effects on learning. Conversely, teachers must be creative in selecting the appropriate teaching methodology and strategies. However, some teachers may experience obstacles and challenges, including implementing CLT to teach languages. For instance, Danibao and Tari (2023) revealed some doubts and concerns about CLT implementation in the classroom by pre-service teachers. The concerns included potential noise and disruptions during activities, teachers' unclear instruction, teachers' low voices, and a lack of time to prepare

activities, as CLT requires extensive preparation. These considerations indicate that, while pre-service teachers bring significant learning experience, their lack of practical teaching experience can provide obstacles when implementing complex methodologies such as CLT.

The challenges pre-service teachers face in implementing CLT arise from their limited practical experience and the complex pedagogical demands of the method. CLT requires creating an interactive and supportive learning environment, which demands through preparation, classroom management skills, and the adaptability to respond to dynamic classroom interactions. Therefore, pre-service teachers must learn about theoretical and pedagogical issues and complete some practical teaching experiences (Atar & Bağcı, 2019). These are essential to help them overcome the obstacles and successfully implement CLT in EFL classrooms.

B. Study of the Relevant Research

Many studies have been conducted on implementing CLT in various educational settings. Despite the widely acknowledged benefits of CLT, research on communicative language teaching shows that foreign language teachers still experience various challenges in classroom implementations. M. Chang and S. Goswami (2011) explore CLT implementation in Taiwanese college English classes. They identified factors hindering CLT implementation by Taiwanese college teachers. This qualitative study involved eight teachers from two universities in southern Taiwan who integrated CLT into the English curriculum. The findings revealed that the elements influencing CLT implementation were teachers, students, the educational system, and the applicability of CLT in the local environment. Furthermore, this study highlights similar barriers in CLT implementation, particularly in EFL contexts.

Additionally, Danibao & Tari (2023) investigate pre-service teachers' perception of CLT in EFL settings, focusing on how theoretical exposure and

practical exercise influence attitudes and challenges in CLT. The study conducted in Indonesia discovered that while most pre-service teachers valued CLT for its interactive and communicative benefits, they recognized various barriers, such as classroom management difficulties, students' motivation issues, and logistical constraints. Moreover, these insights reinforce the common challenges pre-service teachers encounter in real classrooms.

In another study, Azizah et al. (2022) examined the implementation of CLT in teaching spoken language at a secondary school in Tasikmalaya, Indonesia. Using a descriptive case study, the researchers focus on experienced EFL teachers as participants while integrating CLT into their classroom practice. The study identifies three primary components of CLT implementation: selecting teaching materials, playing the role of a facilitator, and using various teaching strategies. The teacher uses authentic materials, such as YouTube videos and other resources, to stimulate real-life communication. As a facilitator, the teacher engages students by connecting the content to their daily lives, providing feedback, and promoting active class discussions. In addition, teachers use a variety of teaching strategies to improve communication skills, including role-playing groups, discussions, and interactive games. Furthermore, the approach promotes critical thinking by encouraging students to engage in creative communication tasks. This study concludes that the teacher's implementation of CLT successfully promotes communicative competence and develops students' spoken English abilities.

Based on several reviews of previous research, this research found gaps regarding CLT implementation in research conducted by Azizah et al. (2022), indicating that CLT successfully develops students' communicative competence at Tasikmalaya, with an experienced EFL teacher as the participant. However, this study focuses on students' feedback regarding their learning reflections that are not in line with CLT principles, such as no improvement in speaking skills, low self-confidence, and motivation. Therefore, this research aimed to find factors that cause failure in implementing CLT based on a pre-service teacher's experience and students' perceptions.