**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This Chapter presents the review of related literature in accordance with CLL, component of CLL, CLL in teaching speaking.

1. **Approaches, Methods, Procedures and Techniques**
2. **Approach**

Approach **:** people use the term *approach* to refer to theories about the nature of language and language learning which the sources of the way things are are done in the classroom and which provide the reasons for doing them. An approach describes how language is used and how its constituent parts interlock – it offers a modal of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

1. **Method**

Method : a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities. Roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Methods include various procedures and techniques and techniques (see below) as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. However, if a method takes procedures and techniques from a wide range of sources (some of which are used in other methods or are informed by other beliefs), it is more difficult to continue describing it as a ’method’. We will return to this discussion when we discuss post method realities.

10

1. **Procedures**

Procedures :a procedure is an ordered sequence of technique. For example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line. Each group then sends a second student up to read the second line. The procedure continues until one group has written the whole poem. A procedure is a sequence which can be described in terms such as *first you do this, and then you do that*…. Smaller than a method, it is bigger than a technique (Freeman, 2000:66)

1. **Techniques**

Techniques:(also commonly referred to by other terms):”Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objective (Brown, 2001:16)

1. **Definition of CLL:**

The Community language learning (CLL) is the name of a method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counselling and professor of psychology at Loyola University in Chicago. It is no doubt that this method has been inspired by the application of psychological counselling techniques to learning, which is called Counselling – Learning. Community Language Learning represents the use of Counselling – Learning theory to teach foreign language. here, the teacher as counsellor and the student as client. The teacher can help student, if student have problem about material or lesson.

If the term “counselling” is traced back, it refers to the idea that there is a relationship between a counsellor and a client(s). The counsellor gives advice, assistance and support to his /her client. Who have a problem(s). In Community Language Learning this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counsellor and the learners as his / her client. Since CLL sees a language learners as the whole person, including his/her psychological aspects such as emotion an felling, CLL techniques or also described as humanistic techniques.

The concepts of “community” has been used in this method because when such relationships mentioned above is applied specifically to groups with the task of learning a second language, a very special kind of community involvement result language learners and their language teachers build and intense atmosphere of warmth. This kind of security and support from one another in the group is ready typical in this method and almost the exact apposite of the atmosphere in the schooling setting. The language learners never feel isolated and learn because everybody belongs to the grow and everybody sits in a community and senses positive regard of everyone else Curran, 1976:1). CLL represent an attempt to put the insights from psychology to work in the teaching and learning of foreign language. The method emphasizes on “community” learning, as opposed to individual learning as some other traditional teaching does (Setiyadi, 2006:96)

1. **Characteristic of CLL :**

CLL is called ‘Community Language Learning’ because the learning activities take place in groups: large, small, or in pairs and triad. In the CLL class there are no pattern – practise drills, which are inherently teacher – cantered. Instead, the CLL discipline consists of two parts: an experience in language learning and a period of reflection on the experience. CLL is at one current theories which stress experience as the basic discipline in which language learning occurs, but the CLL discipline of experience is tempered by the teacher in three ways. First of all, the experience is ‘framed’ by a time – limit, so the students can accept it without anxiety. A period of free conversation with the participation of the teacher may be designed to last ten minutes, with groups of about ten students. Any other kind of English – Learning activity, such as groups reading, pronunciation, or translation, can be included in the scope of the CLL experience. Even pattern – practice drilling may be consigned to leaders of small groups, when it takes on the quality of a supportive (Marie:2011)

1. **Kinds of techniques in CLL method;**
2. **Tape – recording student conversation**

This is a technique used to record students-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation about anything they want, using their mother tongue as the common language of the group (in multi-lingual groups, students’ gestures can be used as the common language). After each native language utterance, the teacher translates what the student says into the target language. The teacher gives the students the target language translation in appropriate sized chunk. Each chunk is recorded, giving students a final tape recording with only the target language on it.

After a conversation has been recorded, it can be replayed. Since the students had a choice in what they wanted to say in the original conversation, it is easier for them to associate meaning with a particular target language utterance. Being able to recall the meaning of almost everything said in a first conversation in motivating for learners. The recording can also be used to simply listen to their voices in the target language.

Recording students’ conversation works best with twelve or fewer students. In a target class, students can take turns being the ones to have the conversation.

1. **Transcription**

The teacher transcribes the students’ tape – recorded target language conversation. Each student is given the opportunity to translate his utterances and the teacher writes the mother tongue equivalent beneath the target language words. Students can copy the transcript after it has been completely written on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster –sized paper is used, the transcript can be saved and used in a future class for reference.

1. **Reflection on Experience**

The teacher takes time during and/or after the various activities to give the students to opportunity to reflect on how they feel about the language learning experience, themselves learners and their relation ship with one another. As students give their reactions, the teacher understands them – shows that he has listened carefully by giving an appropriate understanding response to what the student has said. He does not repeat what the learners says, but rather shows that he understands its essence. You may wish to return in the lesson we observed where the teacher understood the students reactions to their conversation. Such responses can encourage students to think about their unique engagement with language. the activities, the teacher and the other students, strengthening their independent learning.

1. **The students Reflective Listening**

The students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for teacher to read the transcript while the students simply listen.

1. **Human Computer**

A student chooses some part of the transcript to practice pronouncing. She is “in control” of the teacher when she tries to say the word or phrase. The teacher, following the student’s lead. repeats the phrase as often as the student wants to practice it. The teacher does not correct the student’s mispronunciation in any way. It is through the teacher’s consistent manner of repeating the word or phrase clearly that the student self –corrects as he or she tries to initate the teacher’s model.

1. **Small Group Task**

The small groups in the class we observed were asked to make new sentences with the words on the transcript. Afterwards, the groups shared the sentences they made with the rest of the class. Later in the week, students working in pairs made sentences with the different verb conjugations.

There are a lot of different activities that could occur with students working in small groups. Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also, small groups allow students to get to know each other better. This can lead to the development of a community language learning (Freeman, 2000:105)

1. **Principle of CLL :**

The basic principles of CLL can be described in processes by which language learners acquire a foreign language. The processes can be considered as stages in language learning.

Stages in language Counselor - Client relationship from counselor dependency to independence.

**Stage 1**

The client is completely dependent on the language counselor :

1. First, he expresses only to the counselor and *in his mother tongue* what he / she wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.
2. The counselor then reflects these ideas back to the client *in the foreign language* in a warm, accepting tone, in simple language in phrases of five or six words.
3. The client turns to the group and presents his ideas *in the foreign language*. He has the counselor’s aid if he mispronounces or hesitates on a word or phrase.

This is the client’s maximum *security* stage.

**Stage 2**

1. Same as above
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

**Stage 3**

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as (3) above.

This presumes the client’s greater confidence, independence and proportionate insight into the relationships of phrases, grammar and ideas. Translation is given only when a group member desires it.

**Stage 4**

1. The client is now speaking freely and complexly in the foreign language. Presumes group’s understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed. The client is sufficiently secure to take correction.
3. **Stage 5**

Same as IV

1. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
2. At this stage, the client can become counselor to group in Stage I, II, and III (Setiyadi, 2006:99)
3. **The application of CLL as English classroom:**

**Procedure of CLL:**

The process of language teaching above may be summarized in a simple procedure as presented in a first day of CLL class by Dieter Storing (in Stevick 1980: 185-6)

1. The class begins with an informal meeting and everyone introduce himself or herself.
2. The knower makes a statement of the goal and guidelines for the course.
3. They form a circle so that everyone has visual contact with one another and everyone is within easy to conversation.
4. A volunteer student initiates conversation with other students by giving a message in their mother tongue.
5. The knower goes and stands behind the student, whispers an equivalent translation of the message in the target language.
6. The student repeats the message that has been translated into the target language.
7. Each student in the group has a chance to express his massage what their gets from the leader.
8. The knower always stands behind the students who are saying their statements and translate their message in the target language.
9. Each student repeats his message in the target language.
10. The knower chooses sentences to write on the blackboard that highlight some elements of language, such as grammar, vocabulary (translation) or pronunciation.
11. The students may ask questions about any of the elements discuss.
12. The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The copy becomes their textbook for home study (Setiyadi, 2006:108)
13. **The advantages and disadvantages of CLL :**

There were advantages and disadvantages to a method like CLL. The affective advantages were evident. CLL was an attempt to put Rogers’s philosophy into action and to and to overcome some of the threatening affective factors in second language learning. The threat of the all – knowing teacher, of making blunders in the foreign language in front of classmates, of competing against peers – all threats that can lead to a feeling of alienation and inadequacy – were presumably removed. The counselor allowed the learner to determine the type of conversation and to analyze the foreign language inductively. In situations in which explanation or translation seemed to be impossible, it was often the client – learner who stepped in and became a counselor to aid the motivation and capitalize on intrinsic motivation.

There were some practical and theoretical problems with CLL. The counselor teacher could become too nondirective. The student often needed direction, especially in the first stage, in which there was such seemingly endless struggle within the foreign language. Supportive but assertive direction from the counselor could strengthen the method. Another problem with CLL was its reliance on an inductive strategy of learning. It is well accepted that deductive learning is both a viable and efficient strategy of learning and that adult particularly can benefit from deduction as well as induction. While some intense inductive struggle is a necessary component of second language learning, the initial grueling days and weeks of floundering in ignorance in CLL could be alleviated by more directed, deductive learning, “by being told”. Perhaps only in the second or third stage, when the learner has moved to more independence, is an inductive strategy really successful. Finally, the success of CLL depended largely on the translation expertise of the counselor. Translation is an intricate and complex process that is often “easier said than done” ; If subtle aspects of language are mistranslated, there can be a lass than effective under standing of the target language (Brown, 2001:26)

1. **Definition of Speaking:**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving (Bailey et al, 2005:2)

1. **Teaching speaking**

Teaching speaking means teaching the students to use the language in real communication. The English teachers should teach them to produce the English speech sound and sound pattern. The students should be able to use words and sentences which are appropriate with the contexts (Cahyono2011:43)

1. **Types of speaking**
2. **Imitative**

A very limited portion of classroom speaking time may legitimately be spend generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction. But for focusing on some particular element of language form.

1. **Intensive**

Intensive speaking goes one step beyond imitative to include say speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

1. **Responsive**

A good deal of students speech in the classroom is responsive: short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues (categories 4 and 5). Such speech can be meaningful and authentic:

T: How are you today?

S: Pretty good, thanks, and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: So, what are you write for question number one?

S: Well, I wasn’t sure, so I left it blank.

1. **Transactional (dialogue)**

Transactional language, carried out for the purpose of enjoying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech:

T: What is the main idea in this easy?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like, Iraq to destroy its nuclear weapons.

T: You don’t think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

Such conversations could readily be part of group work activity as well.

1. **Interpersonal (dialogue)**

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

1. A casual register
2. Colloquial language
3. Emotionally charged language
4. Slang
5. Ellipsis
6. Sarcasm
7. A covert “agenda”

For example:

Amy: Hi, Bob, how’s it going?

Bob: Oh, so-so

Amy: Not a great weekend, huh?

Bob: Well, far be it from me to criticize, but I’m pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly well what I’m talking about.

Amy: Oh, that … How come you get so bent out of shape over something like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful. Back to square one. For, crying out loud, Bob, I thought we’d settled this before. Well, what more can I say?

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

1. **Extensive (monologue)**

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu. (Brown, 2001:274)

1. **Strategies of teaching speaking**
2. Total Physical Response

TPR combines a number of other insight in its rationale Principles of child language acquisition are important. Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is companied by physical responses (reaching, grabbing, moving, looking, and so forth). He so gave some attention

1. The Direct Method

The basic premise of the Direct Method :

* Second language learning should be more like first language learning
* Lots of oral interaction
* Spontaneous use of the language
* No translation between first and second language
* Little or no analysis of grammatical rules

The principles of the Direct Method (Richards and Rodgers-1986)

1. Classroom instruction was conducted exclusively in the target language
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up around question-and –answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively
5. New teaching points were taught through modeling and practice
6. Concrete vocabulary was taught through demonstration, objects, and picture; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught
8. Correct pronunciation and grammar were emphasized

The Direct Method enjoyed considerable popularity through the end of the nineteenth century and well into this one. It was most widely accepted in private language schools where students were highly motivated and where native-speaking teachers could be employed. But in the first half of this century the direct method did not take hold in the United State the way it did in Europe. While one could easily find native-speaking teachers of modern foreign languages in Europe, such was not the case in the Unite States. Also, European high school and university students did not have to travel far to find opportunities to put the oral skills of another language to actual, practical use. More over, U. S. educational institutions had become firmly convinced that a reading approach to foreign languages was more useful than an oral approach.

1. The Audiolingual Method

The Audiolingual Method (ALM) was firmly grounded in linguistic in linguisticand psychological theory. Structural linguists of the 1940s and 1915 were engaged in what they claimed was “scientific descriptive analysis” of various language; teaching methodologist saw a direct application of such analysis to teaching linguistics patterns (Fries, 1945). At the same time, behavioristic psychologists advocated conditioning and habit-formation models of learning that were perfectly married with mimicry drills and pattern practices of audiolingual methodology.

The characteristics of the ALM may be summed up in the following lists:

1. New material is presented in the dialogue form
2. There is dependence on mimicry, memorization of set phrases, and overlearning
3. Structures are sequenced by means of contrastive analysis and taught one at a time
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context
7. There is much use of tapes, language labs, and visual aids
8. Great importance is attached to pronunciation
9. Very little use of the mother tongue by teachers is permitted
10. Succesful responses are immediately reinforced
11. There is a great effort to get student to produce error-free utterances
12. There is a tendency to manipulate language and disregard content

For a number of reason the ALM enjoyed many year of popularity; and even to this day, adaptations of the ALM are found in contemporary methodologies. The ALM was firmly rooted in respectable theorical perspective at the time. Materials were carefully prepared, tested out, and disseminated to educational institutions. But the popularity was not to last forever. Led by Wilga Rivers (1964) criticism of the misconceptions of the ALM and by its ultimate failure to teach long-term communicative proficiency, its popularity waned.

We discovered that language was not really acquired through a process of habit formation and overlearning, that errors were not necessarily to be avoided at all costs, and that structural linguistics did not tell us everything about language that we needed to know. The age of audiolingualsm, with its emphasis on surface forms and on the rote practice of scientifically produced patterns, began to wane when the Chomskyan revolution in linguistics turned linguists and language teachers toward the “deep structure” of language and when psychologists began to recognize the fundamentally affective and interpersonal nature of all learning (Shofiya. 2007:2)

1. **Kinds of Test Speaking**
2. Role play and related techniques

It was suggested in one of the extracts quoted in the previous unit that one way to vary the kinds of spoken interaction that learners can experience in the classroom is the use of what is called ‘role play’. Role play, in the above context, is used to refer to all sorts of activities where learners imagine themselves in a situation outside in the classrooms. Terms Sometimes playing the role of someone other than themselves, and using language appropriate to this new context. (The term can also be used in a narrower sense, to denote only those activities where each learner is allotted a specific character role, as in the section headed *Role play below.*

*Dialogues*

This is a traditional language-learning technique that has gone somewhat out of fashion in recent years. The learners are taught a brief dialogue which they learn by heart. For example:

*A: Look, it’s stopped raining!*

*B: So it has! Do you want to go out?*

*A: Yes, I’ve got a lot of shopping to do.*

*B: Right, let’s go. Where do you want to go first?*

They then perform it; privately in pairs, or publicly in front of the whole class. Learners can be asked to perform the dialogue in different ways: in different moods (sad, happy, irritated bored, for example); in different role-relationships (a parent and child, wife and husband, wheelchair patient and nurse, etc.). Then the actual words of the text can be varied: other ideas substituted (by teacher or learners) for ‘shopping’ or it’s stopped raining’, and the situation and the rest of the dialogue adapted accordingly. Finally, the learners can suggest a continuation: two (or more) additional utterance which carry the action further.

Particularly for beginners of the less confident, scission activate dialogue is a good way to get learners to practice saying target-language utterances without hesitation and within a wide variety of contexts, and learning by heart increases the learner’s vocabulary of ready-made combinations of words or ‘formulae’ (Penny, 1996:131)

1. Discussion activities

This is present a selection of discussion activities suitable for various levels. The study of their strong and weak points as classroom procedures is best done through experience, as suggested in the teaching task below. Alternatively, you may find it interesting simply to read.

Example of discussion activities:

* Describing pictures

Each group has a picture (one of the two shown below) which all its members can see. They have two minutes to say as many sentences as they can that describe it; a ‘secretary’ marks a tick on a piece of paper representing each sentence. At the end of the two minutes, groups report how many ticks they have. They then repeat the exercise with the second picture, trying to get more ticks than the first time. (Penny, 1996:124)

1. Other Kinds of spoken interaction

Structured task-or topic-based activities with clear goals are a good basis for classroom talk in the foreign language, particularly at elementary and intermediate levels. However, the kind of talking they give practice in is in some respect limited: more advanced learners may need a wider range of activity types.

1. Interactional talk

This is to some extent a matter of learning conventional formulae of courtesy: how to greet, take leave, begin and conversations, apologize, thank and so on. But even more than this it is culture-linked: how the interactional function of speech is realized in different languages depends as much on cultural convention as on knowledge of the words of the language.

1. Long turns

The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

1. Varied situations, feelings, relationships

It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them. Conventional task-based discussions do not provide such opportunities; but, as the extract quoted here claims, role-play activities do – which is a cogent argument for including them in a language course.

The way interactional talk is carried out in different languages is very culture linked, and it is difficult to explain the conversations that govern it in a foreign language; it is dubious therefore whether it is worth investing very much effort in teaching and practicing them. My own opinion is that given general language proficiency and knowledge of the more obvious courtesy conventions, most learners will be able to cope adequately with interactional speech on the basis of their own cultural knowledge and common sense.

1. Long turns

Some activities that help students to practice speaking in long turns are:

* Telling stories(well-known tales or personal anecdotes)
* Telling jokes
* Describing a person or place in detail
* Recounting the plot of a film, play or book
* Giving a short lecture or talk
* Arguing a case for or against a proposal

1. Varied situations, feelings, relationships

The obvious classroom activities to use here are those based on role play (Penny, 1996:131)

1. Oral testing

When testing the oral proficiency of learners we may simply interview them and assess their responses; or use other techniques like role play, group discussion between learners, monologue, picture - description and so on.

But choosing an appropriate elicitation technique is only part of the problem; there are many other difficulties associated with design, administration and assessment. So serious are these difficulties, in fact, that most language exams either do not include oral testing techniques or give them very low weighting in the final grade (Penny, 1996:133)

1. Interview. It is the most obvious format for testing speaking.
2. Question and request for information. For questions and request, yes/no questions should be avoided
3. Picture can also be used to elicit descriptions. Series of picture (or video sequences) form a natural basis for narration (Isnawati, 2007: 42)
4. **English Curriculum for SMP/MTs (KTSP 2006).**

Language is a means of communication and it has an important role in developing intellectual, social and emotional of the students’ and it also a key for studying all subject successfully. Because of this, English curriculum for the Senior High School should be designed to prepare the students to gain the competence for expressing their own experience and ideas while the competence which is intended in English curriculum 2006 (KTSP) are:

“English is an international language to communicate orally and in written text. Communication is how we understand and express the information, idea and improve knowledge technology and culture. The real communication is how people able to use language textually and contextually. They can have and apply four languages skill namely, listening, speaking, reading and writing. When we communicate with the other we have to create language according to the environment. For the same reason, English subject is concerned to improve capabilities in order to students able to communicate and express in English on certain literal grade. The literal grades are performative, functional, informational, and epistemic”.

(Depdiknas, BSNP 2006:123)

1. **The Purpose of KTSP Curriculum**

English subject is taught in Junior high school to give the students’ skill as follow:

1. Improving the students’ ability in communication in oral form to reach functional literal.
2. Students realize the important of English as International language or English as a second language in some country.
3. Improving the students’ understanding about the correlation between language and culture.

(Depdiknas, BSNP 2006:123)

1. **Scope of English Subject of KTSP Curriculum**

English subject for Junior high school concern on:

1. The ability to expression it is the ability to understand and to make oral text or/and written text that be applied in four languages skill namely, listening, speaking, reading and writing.
2. The ability to understand and create kind of short functional text and monolog or essay in procedure, descriptive, recount, narrative and report. Gradation of instructional can be seen on vocabulary, grammatically, and rhetorically steps.
3. The proponent of competency, linguistic competence, socioculture competence, strategic competence and discourse competence.

(Depdiknas, BSNP 2006:123)

In line with the statements above, it is clear that teaching English is directed toward the development of the student’ competence in all language skills and to provide them with the ability to use English for communication in oral and written form.