

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Communicative Language Teaching (CLT)

Communicative language teaching (CLT), which emerged in the late 1970's and 80's, emphasizes communicative competence. Earlier theories focused more on teaching linguistic structures, which developed writing skills, but less importance was given to communication skills. In order to make students communicate effectively in real-life situations and context, communicative language teaching is adopted as a substantial eclectic and theoretical base (Dr.C.ALAMELU, 2023).

According to Santos (2020), "The CLT approach allows both teachers and students to shift their traditional beliefs about teaching and learning into an innovative teaching and learning approach."

Communicative language teaching (CLT) is an approach, not a theory. Unlike traditional theories, the CLT approach provides various flexibilities and opportunities that can be utilized by teachers and students over time. The CLT approach is not merely a Western phenomenon but also a "universal effort that has found inspiration and

direction in both theoretical and applied initiatives across various contexts” (Dos Santos, 2020). According to the author, this approach emphasizes meaningful communication as the core of language learning, encouraging learners to actively use the language in real-life contexts rather than focusing solely on grammatical accuracy or memorization of rules.

This approach has influenced teaching methods worldwide. As globalization requires communicative competence, CLT has become a prominent method in language teaching for a globalized world. CLT emerges from a language theory that regards language as communication, whereas language learning had previously been viewed as a process of mechanical habit formation. In a speech community, there are rules on grammar, vocabulary, and semantics, as well as rules for speaking in the pattern of the speech community's sociolinguistic behaviour. Emphasising the communicative language approach resulted in an obvious change from the traditional language teaching approach (Siregar, 2023).

CLT emphasizes that communicative competence is not only about mastering grammar but also the ability to use language functionally in different contexts. This includes the ability to adapt to social situations and communicate with diverse people (Marpaung, 2024).

Communicative Language Teaching (CLT) contains the pedagogical features to match learners' communication needs in Tourism English. Communicative Language Teaching (CLT) emphasizes learner-centered, dynamic, active learning and an extensive language input/output learning environment. English learners are able to improve their communicative ability through authentic materials as well as communicative activities in class (Ho, 2020). According to the author, CLT not only enhances learners' linguistic competence but also fosters cultural awareness and critical thinking skills, which are crucial for real-world communication, especially in professional fields like tourism.

One of The Stages/Models of CLT: Practice (Guided Practice)

1. Students perform structured practice (guided practice) to use the new language.
2. Usually in the form of dialogues, role-plays, or substitution drills, but with meaningful context.

Theoretical Underpinnings :

1. Communicative Competence Theory (CLT) is based on the concept of communicative competence, which shifts the focus from mere grammar to the ability to use language in real social contexts.

2. Focus on Meaning and Meaning Negotiation, CLT emphasizes meaning-making in language teaching through authentic interaction, information-gap tasks, simulations, and role-play that encourage negotiation of meaning in the classroom.
3. Teacher's Role as Facilitator, in CLT, teachers act as facilitators who guide and provide feedback rather than serve as the sole source of knowledge. This approach fosters learner autonomy and awareness of communication strategies.

2. Writing Argumentative Competence

Argumentative writing is a meta-genre of writing that is often used by individuals to persuasively convey their thoughts on disputable topics. Unlike other forms and genres of writing, such as narrative and descriptive writing, argumentative writing requires writers to justify their claims with evidence and logical reasoning. Additionally, they must carefully identify and address potential counterarguments in order to construct a compelling argument (Zhang, 2023). This approach ensures that the writer's stance is not only well-supported but also demonstrates an understanding of different perspectives, ultimately strengthening the overall credibility and impact of the argument.

Sometimes students do not know what or how to write properly, leading to some errors in their writing. In argumentative writing, logical fallacies, simply defined as errors in reasoning, indicate invalid arguments or irrelevant points that can weaken the strength of a claim (Lismay, 2020). Therefore, understanding and avoiding logical fallacies is crucial for students to build strong, convincing, and logical arguments in their writing.

Argumentative writings show their distinctive features from other genres. For instance, a different genre of writing, a news report, provides a space for writers to indirectly converse with readers. This typical genre usually contains messages to persuade readers to accept or respond to the writer's point of view about the message they wrote (Murtadho, 2021). Therefore, unlike argumentative writing, which explicitly aims to convince readers by presenting claims and evidence, news reports often rely on subtle persuasion through narrative framing and selective presentation of facts.

Argumentative reasoning encourages students to analyze, evaluate, and structure arguments logically, contributing to the development of critical thinking skills and character. Research by (Fuad, 2023) identified patterns and argumentative techniques used by high school students in argumentative texts and recommended integrating these

patterns into teaching materials to enhance critical thinking skills.

Advances in technology, such as Large Language Models (LLMs), can assist students in planning and composing argumentative essays. A study by (Zhang Y. L., 2023) introduced VISAR, an AI-powered writing assistant that helps writers design and revise argument structures through visual programming and automated draft prototypes.

A study by (Crossley, 2022) found that the quality of persuasive essays does not merely depend on the presence of argumentative elements (claims, data), but rather on how the argument structure is built, the connections between main and supporting ideas, as well as the coherence and parallelism among argument components. A well-structured argument strongly correlates with human ratings of writing quality.

Developing students' argumentative writing skills is an important goal of contemporary schooling in democratic societies. Learning to construct strong, persuasive arguments prepares students to be informed, engaged consumers and creators of knowledge and to navigate and influence the regular discourse structures and topics of daily life, more broadly. Developing argumentative writing

skills empowers students to renew and reinvent their communities (Thomas, 2022).

Argumentative writing involves formulating clear and logical claims supported by evidence and reasoning to persuade others to accept one's position on a topic. High-quality argumentative writing requires strong structural, dialogic, and argumentative language aspects. From a structural perspective, high-quality argumentative writing requires students to integrate various structural components such as valid claims, relevant, sufficient, and credible evidence, sound reasoning, and effective counterarguments (Su, 2023). According to my perspective, good argumentative writing should also reflect the writer's critical thinking skills, the ability to analyze multiple viewpoints, and present arguments in a coherent and persuasive manner that resonates with the intended audience.

3. The Relationship Between Communicative Language Teaching and Writing Argumentative Competence

Communicative language teaching (CLT) is an approach to language teaching that emphasizes interaction in both the means and the ultimate goals of study. It plays an important role in our life, because it helps us know all the skills of language and allows the students to apply them properly. Communicative language teaching approach was

operationally defined as an approach which aims at developing procedures for the teaching of the four skills (reading, writing, speaking, and listening) that acknowledge the interdependence of language and communication. It aims to make students communicatively competent (Abdelfatah Abdelhameed, 2020).

Worldwide demand for appropriate teaching has increased dramatically due to the increasing demand for English language proficiency. This has prompted the need for a teaching approach that guarantees the efficient teaching and acquisition of writing abilities. The CLT is promoted as a superior method for English language second-language learners by a variety of supporters (Cheruiyot, 2023).

The implementation of CLT connects theory with practice and offers many benefits. CLT emphasizes communication as both the goal and the means of learning a language in classroom activities; therefore, several teachers and researchers have found that the CLT method is suitable for encouraging students' engagement in communicating ideas in writing (Siregar, 2023). According to the author, this approach not only improves students' writing skills but also fosters their confidence and ability to express ideas more effectively, as the learning process becomes more interactive and meaningful.

The CLT model is based on the integration of methodology and pedagogy that can better engage learners in the use of functional and authentic language for meaningful purposes. Students tend to express and defend their ideas critically by considering various aspects, such as evaluating arguments (AIT HATTANI, 2021).

B. Some Related Previous Study

Several previous studies have investigated the effect of inquiry-based learning strategies on students' argumentative writing competence. The first study was conducted by Philip Kwambai & Khaemba Ongeti (2023) entitled "Challenges in the Application of Communicative Language Teaching Approach in Writing Skills within Secondary Schools," aimed to identify the challenges faced by teachers and students in applying the Communicative Language Teaching (CLT) approach to writing skill instruction in secondary schools in Kenya. This research employed a descriptive survey design with a sample of 121 students and 11 teachers from 11 secondary schools, selected using simple random sampling and purposive sampling techniques. Data were collected through questionnaires, interviews, and classroom observations, and then analyzed using descriptive methods and SPSS. The results revealed various challenges in implementing CLT, including limited learning resources (such

as books and visual media), large class sizes, insufficient time allocated for teaching writing, a shortage of English teachers, and students' reluctance to participate due to shyness and pronunciation problems. The study also found that student involvement in CLT-based activities such as debates, pair work, and group discussions is crucial to improving writing skills. The study recommends that the government provide adequate learning resources, hire more English teachers, and encourage teachers to implement learner-centered strategies to enhance students' motivation and writing experiences. This research is relevant in supporting the idea that the application of CLT can improve students' writing abilities, although several challenges must be addressed.

The second study was conducted to focus on the effectiveness of Communicative Language Teaching (CLT) compared to the traditional Lecture Method (LM) in improving technical English writing skills among undergraduate students in Pakistan. The research employed a classical experimental design by dividing a sample of 60 students into two groups: the experimental group, which was taught using CLT, and the control group, which was taught using LM. Pre-test and post-test data were analyzed using SPSS-25, and the results revealed a significant difference in writing skill improvement, with the CLT group outperforming the LM group. These findings indicate that CLT is more

effective in developing students' technical writing skills, particularly in aspects such as conciseness, precision, clarity, audience recognition, and document design. This study also highlights the limitations of traditional teaching methods such as the Grammar Translation Method (GTM) and LM, which are considered less capable of providing opportunities for students to use language communicatively. In contrast, CLT, being interactive in nature, allows students to develop communicative competence through real-life classroom activities. These findings align with previous studies by Ahmad & Rehman (2016) and Khan et al. (2016), which reported that CLT significantly influenced students' positive attitudes toward second language (L2) learning and improved their academic achievement. Therefore, the implementation of CLT is recommended as a more effective alternative compared to traditional approaches in the context of teaching technical writing.

The third study was conducted by Abdelhameed (2020) aimed to develop EFL writing skills among students of the Faculty of Specific Education through a program based on the Communicative Language Teaching (CLT) approach. This research employed a quasi-experimental design involving 80 second-year students who were randomly divided into experimental and control groups. The experimental group was taught using a CLT-based program for two months, while the

control group was taught using conventional methods. The results showed a statistically significant difference in writing skills between the two groups, with the experimental group demonstrating greater improvement. The instruments used included a writing skills checklist, a writing skills test, and a scoring rubric. The CLT-based program was designed to enhance writing skills through integrated communicative activities, focusing on grammar, idea organization, vocabulary, and writing mechanics such as spelling and punctuation. The findings confirmed that the CLT approach is effective in addressing common writing difficulties, such as limited vocabulary, weak rhetorical structure, and low student motivation to complete writing tasks. This study also recommended that EFL teachers focus more on common student errors and engage learners in group discussions to improve their understanding of writing. Furthermore, curriculum developers are encouraged to integrate CLT principles into writing instruction to enable students to produce more authentic and communicative language. This study is relevant as a reference, as it proves that CLT can significantly improve writing skills in the context of learning English as a foreign language.

Furthermore, a study was conducted by, Liunokas (2021) aimed to investigate the effectiveness of using Communicative Language Teaching (CLT) in teaching

writing, particularly descriptive texts, to Indonesian EFL students. This research employed a pre-experimental design with pre-test and post-test involving 24 first-semester students of the English Study Program at Nusa Cendana University, Kupang, in the 2020/2021 academic year. The findings revealed a significant difference between the average pre-test score (40) and post-test score (75), indicating that the CLT method effectively improves students' descriptive writing skills. Moreover, data analysis using a paired sample t-test resulted in a significance value (p) of $0.00 < 0.05$, meaning that the alternative hypothesis was accepted while the null hypothesis was rejected. These findings demonstrate that CLT encourages students to participate more actively, communicate effectively, and develop better writing ideas. This study also supports Harmer's (2001) view that CLT enhances student participation in various language skill activities, including writing.

These studies all apply the Communicative language teaching (CLT) method to enhance student motivation and interest in learning, and all show positive effects, with a significant increase in student engagement and understanding of the subject matter.

C. Conceptual Framework

This study consists of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable is the Implementation of Communicative Language Teaching, while the dependent variable is Students' Argumentative Writing Competence. In this case, students' perceptions become a key variable to determine the extent to which the implementation of CLT is considered effective in improving argumentative writing skills. The purpose of this research is to find out the Students' Perceptions of The Implementation of Communicative Language Teaching (CLT) In Enhancing Writing Argumentative Competence In twelfth-grade Students of MAN 2 Bengkulu. The following graph illustrates the conceptual framework of this research as follows:

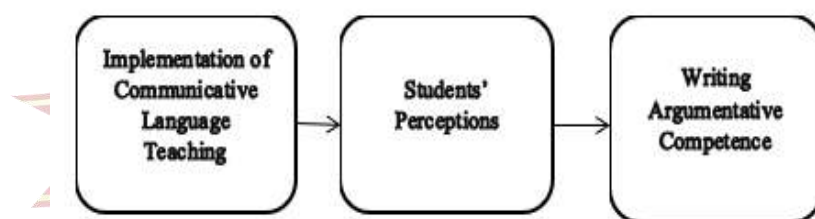


Figure 2. 1

Conceptual Framwork

The framework should clearly illustrate how Communicative Language Teaching (CLT) generates perceptions, and how these perceptions can mediate or influence the improvement of competence.