

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it is divided into two sections. The first section present the finding about students' perceptions toward communicative competence in english as foreign language classroom. The second section present the finding about teacher's perception toward communicative competence and tacher's way to increase communicative competence in english as foreign language classroom.

The second section consists of a discussion of the data found in the first part. This section provides a deeper and clearer explanation of students and teachers' perception toward communicative competence in English as a foreign language. This section is described the findings about teachers' and students' perception about communicative competence in english as foreign language classroom.

A. Findings

The researcher gathered the data from an interview with the teacher to find out teacher's perception and the teacher's way to increase communicative competence in english as foreign language classroom.

The data from the questionnaire were collected to find out students' perception toward communicative competence in english as foreign language classroom.

1. Teacher's perception toward communicative competence in english as foreign language classroom

Based on the teacher's interview conducted by the researcher, the teacher have good perception toward communicative competence in english as foreign language classroom. Fistly, the teacher have positive perception on definition of language learning. It is proven by teacher's answer about her perception toward communicative competence on definition of language learning :

“ In my opinion, communicative competence in English classroom is needed in this globalization Era. In my English class, most of students are compatible to communicate in target language (English). ”

The second aspect is grammatical competence. The teacher have positive perception toward communicative competence on grammatical competence. It is proven by teacher's answer about her perception toward communicative competence on gramatical competence :

“in some things, the students are able to arrange simple and complex sentence in English grammatically correct.”

Then, The teacher also responded the question about communicative competence on sociolinguistic and discourse competence aspect positively. It indicated by the teacher's answer :

“I gave the students some tasks include group work and pair work that make they communicate to others in English. It makes they are able to create a conversation and express a spesific attitude, such as respect, apologizing, friendliness and so on..”

The teacher responded the question about communicative competence on strategic competence positively. It is proven by teacher's answer about her perception toward communicative competence on strategic competence :

“ I will give a feedback when they have mistake to pronounce a vocabulary, or when they misunderstand about something that they said or done. I think it (a feedback) is very needed for the students. I usually try to make they do not nerve when they learn to pronounce vocabularies in English. I think it is common to make a mistake and they will learn from it.”

2. Students' perception toward communicative competence in english as foreign language classroom

a. Students' perception toward communicative competence on definition of language learning

The chart presented below shows students' perception toward communicative competence on the definition of language learning with these following statements:

1. I learn English in order that I am able to use the target language communicatively
2. The goal of learning English is I am able to communicate in the target language appropriately within a special social context
3. The purpose of learning English is that I learn how to communicate by learning to think in the target language
4. The outcome of learning English is the ability to read and understand texts written in English

Chart 4.1 Students' perception toward communicative competence on definition of language learning

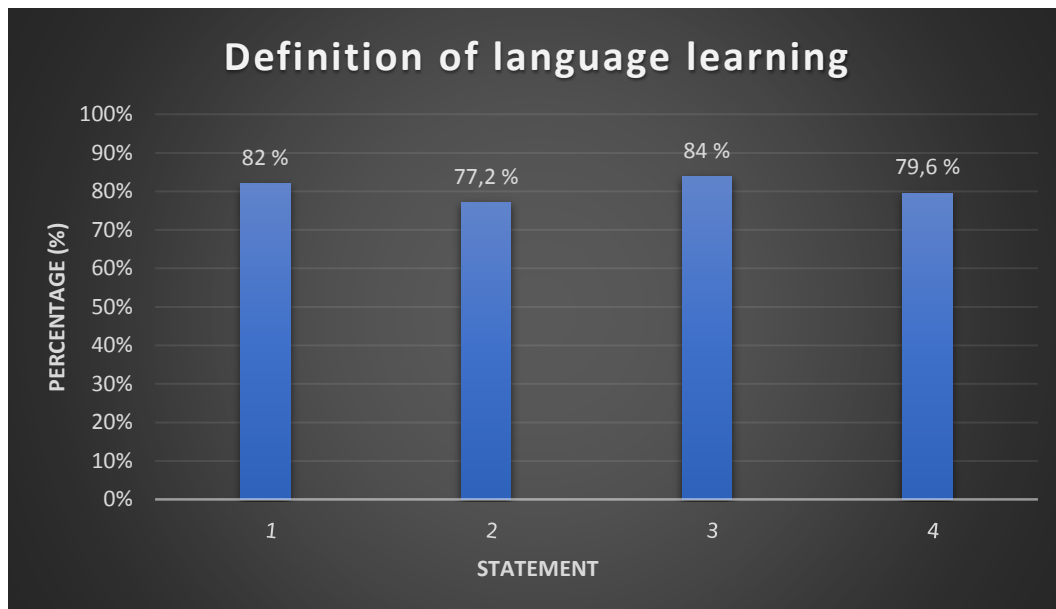


Chart 4.1 shows that students' perception toward communicative competence on definition language learning was pretty high. The highest percentage was in statement number 3 with 84% . The second was number 1 with 82% percentage then statement number 4 with 79,6% and number 2 with 77,2 %.

It means that most students had positive perception toward communicative competence on definition of language learning, such as their purpose of learning English is that they learn how to communicate by learning to think in the target language, then they believed that they learn English in order that they are able to use the target language communicatively, and they can achieve the goal and the outcome in learning English.

- b. Students' perception toward communicative competence on grammatical competence

The chart presented below shows students' perception toward communicative competence on the grammatical competence with these following statements :

5. I am able to distinguish English consonant, vowel and diphthong sounds pronounced by native speakers
6. I am able to pronounce English consonant, vowels and diphthong correctly
7. I am able to distinguish and pronounce English sentences in accurate stress and intonation
8. I am able to arrange simple and complex English sentences grammatically correct
9. I am able to understand rules of word and sentence formations or structural skills of tenses
10. I am able to understand rules of word and sentence formations or structural skills of degrees of comparison

Chart 4.2 Students' perception toward communicative competence on grammatical competence

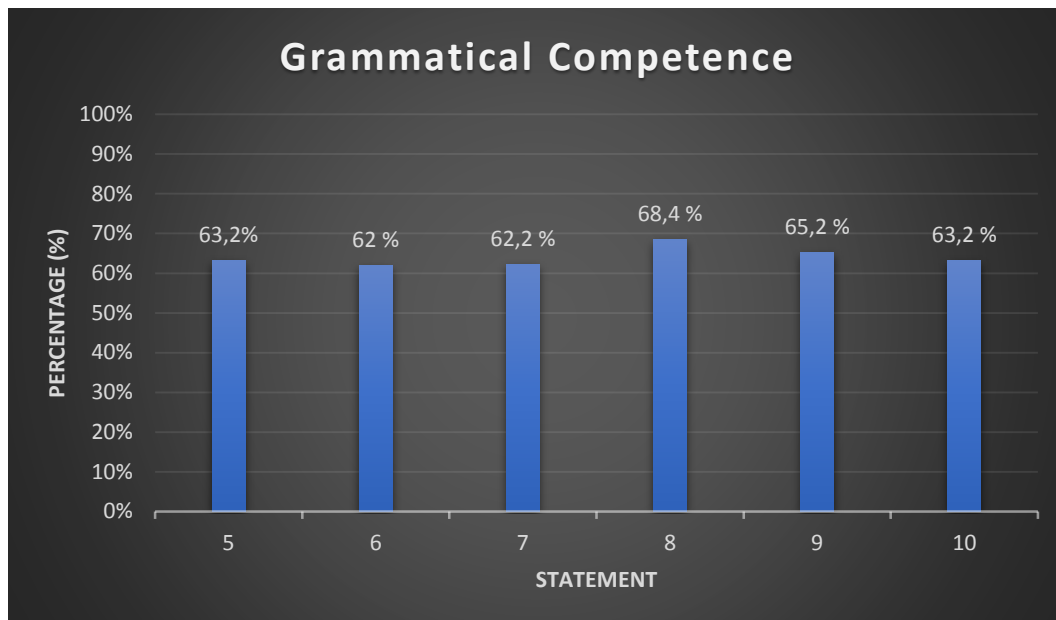


Chart 4.2 shows that students' perception toward communicative competence on grammatical competence has decrease than on the definition of language learning. The lowest score is in statement number 6 with 62% , the second are statement number 7 with 62,2 % , then number 5 and 10 are 63,2 % . Statement number 9 has 65,2 % percentage and the highest score is number 8 with 68,4 % .

It means the students had positive attitude toward communicative competence on grammatical competence. They believed that they are able to arrange simple and complex English sentences grammatically correct. They understand rules of word and sentence formations or structural skills of tenses. Also, they consider that they are able to understand rules of word and sentence formations or structural skills of degrees of comparison. They assumed that they are able to distinguish and pronounce english consonant, vowel and diphthong sounds.

- c. Students' perception toward communicative competence on sociolinguistic competence

The chart presented below shows students' perception toward communicative competence on the sociolinguistic competence with these following statements :

11. I am able to apply my English knowledge to communicate narrative function
12. I am able to apply my English knowledge to communicate descriptive function
13. I am able to apply my English knowledge to communicate gratitude function
14. I am able to apply my English knowledge to communicate apologizing function

Chart 4.3 Students' perception toward communicative competence on sociolinguistic competence

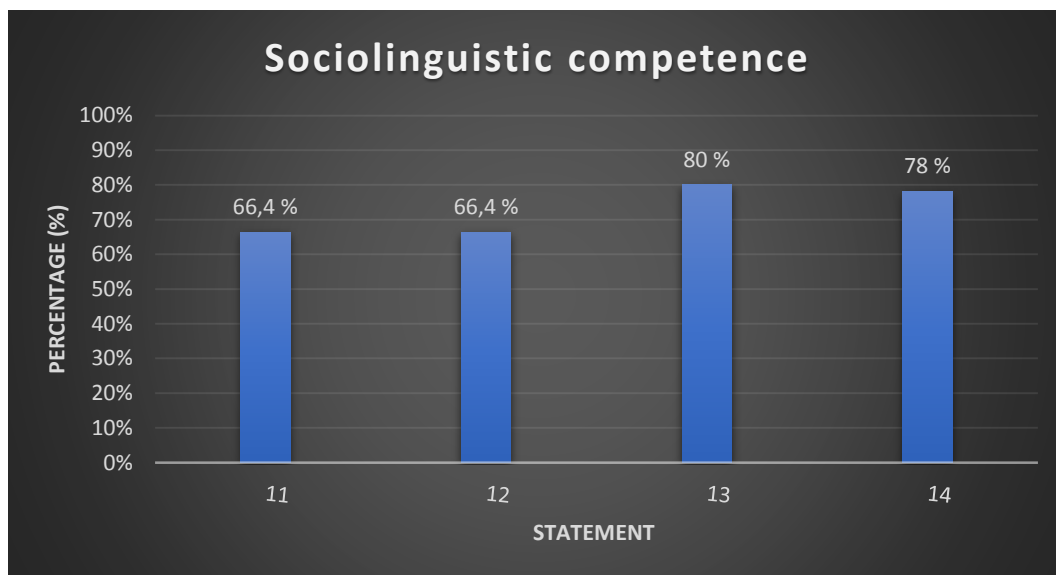


Chart 4.3 shows that students' perception toward communicative competence on sociolinguistic competence was pretty high. The highest score is in number 13 with 80% percentage, then number 14 with 78% and number 11, 12 are 66,4%.

Mostly students have positive perception toward communicative competence on sociolinguistic competence. They believed that they are able to apply their english knowledge to communicate gratitude and apolozing function, also they assumed that they are able to apply their english knowledge to communicate in narrative and descriptive function.

d. Students' perception toward communicative competence on discourse competence

The chart presented below shows students' perception toward communicative competence on the sociolinguistic competence with these following statements :

15. I am able to combine grammatical forms and meanings to understand narrative texts

16. I am able to combine grammatical forms and meanings to understand recount texts

17. I am able to combine grammatical forms and meanings to understand announcement texts

18. I am able to combine grammatical forms and meanings to understand news item texts

Chart 4.4 Students' perception toward communicative competence on discourse competence

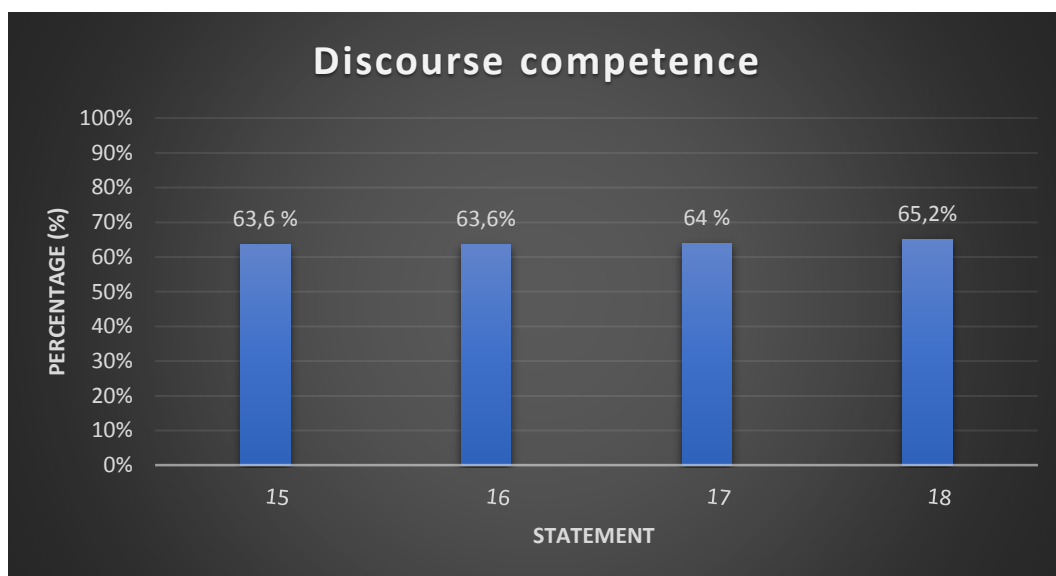


Chart 4.4 shows that students' perception toward communicative competence on discourse competence was fair high. It can be seen on the chart that number 18 has the highest score with 65, 2%. The second is number 17 with 64% and number 15, 15 got 63,6%.

It indicated that students had positive perception toward communicative competence on discourse competence. They believed that they are able to combine grammatical forms and meanings to understand narrative, recount, announcements and news item texts.

- e. Students' perception toward communicative competence on strategic competence

The chart presented below shows students' perception toward communicative competence on the definition of language learning with these following statements:

19. I am able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way.
20. I am able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation.
21. I am able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures.

Chart 4.5 Students' perception toward communicative competence on strategic competence

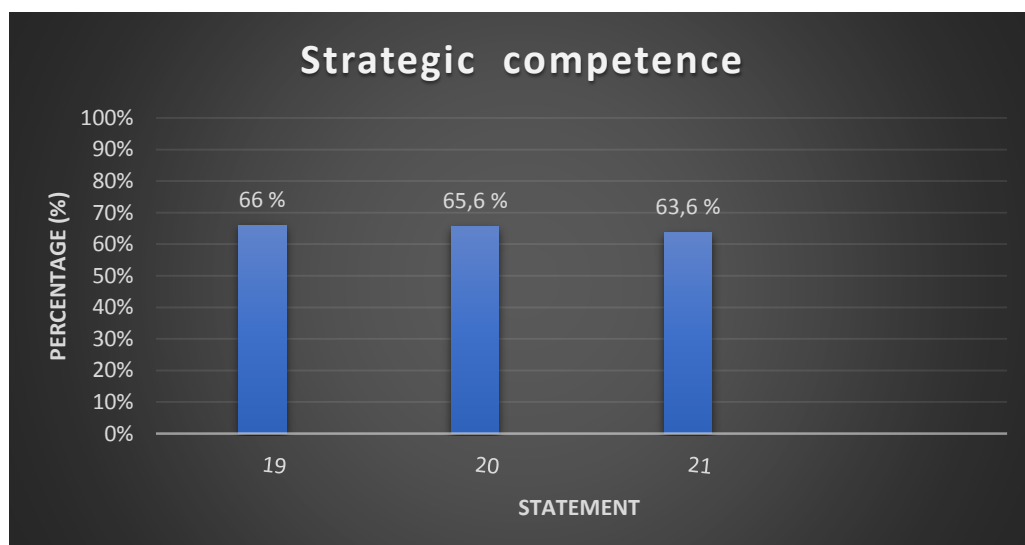


Chart 4.5 shows that students' perception toward communicative competence on strategic competence was intermediate. Number 19 got fair high score with 66% and the second is number 20 with 65,6% and the last is number 21 with 63,6%.

It indicated that students had positive perception toward communicative competence on strategic competence. They believed that they are able to use relevant language contents such as language functions/English expressions clearly

in an organized and coherent way and according to the genre and communicative situation. In addition, they also believed that they are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures.

3. The teacher's way to implement communicative competence in English as foreign language classroom

Based on the teacher's interview conducted by the researcher, the teacher have the good way to encourage the students to increase their communicative competence in English as foreign language classroom. It indicated by the teacher's answer :

“ i do some way to increase communicative competence of the students in english as foreign language classroom, such as i give a group or pair work in implement communicative competence. Also, i give role play activies to the students for make they more communicate in english. In my class, I always try to make the students consciously and commonly to communicate in target language (English).”

B. Discussion

This section presents a discussion of the research findings with the related theories from experts about communicative competence. As mentioned in the first chapter, there are three research questions that should be answered in this study. The details of the discussion present in following description:

1. Teacher's perception toward communicative competence in english as foreign language classroom

Based on the data from the findings, it revealed that the teacher have positive perception toward communicative competence in english as foreign language classroom. On the definition of language learning of communicative competence, The teacher believed that the purpose of learning is for communicative purpose. The teacher perceived that the students have ability to communicate in target language in the classroom. The teachers believed that it is essential to expose the students to the target language in order to acquire the language.

The second aspect of communicative competence is grammatical competence. Canale and Swain (1980) states that there are rules of language use that would be useless without rules of grammar. The teacher believed that the students are able to learn grammar correctly. When the students are able to communicate in target language, they also able to know how to use grammar, syntax, and vocabulary of the language.

The next aspect of communicative competence are sociolinguistic and discourse competence. In this study, the finding is the teacher had positive perception on sociolinguistic and discourse competence. . Sociolinguistic competence is made up of sociocultural rules of language use. This knowledge is very important in interpreting and producing utterances in social context. They teacher believed that when she gave some tasks such as group or pair work, it can make students use and responded to language appropriately.

In pair and group-work activities, learners are encouraged to ask for clarification, verification or correction from peers or their teacher. This process leads to meaningful interaction that sustains and modifies learners' output, which

is required for successful learning of an additional language, according to research by Swain (1985 in Al Magid, 2006:23). They are able to express a specific attitude such as respect, friendliness and others. Communicative activities can create authentic situations where communication takes place (Richard,2006:45).

On discourse competence, the teacher stated that when she gave the student group or pair work, it make the students are able to communicate and to put words, phrases, and sentence to create a conversation to others in target language (English). Discourse competence is about cohesion and coherence. It deals with connection of series of sentences or utterance to form a meaningful whole and to achieve coherent texts that are relevant to a given context. These activities proved to be of high value in the cultivation students' communicative competence as they provide students with more opportunities for exposure and help them in building their confidence in their language and releasing language anxiety. Building up self-confidence and releasing language anxiety will facilitate language acquisition as these two factors are considered to be main hindrances of language acquisition (Krashen, 1981; Daly, Caughlin & Stafford, 1997; Park & Lee, 2005).

The last aspect of communicative competence is strategic competence. Strategic competence is about how to recognize and repair communication breakdowns. The teacher believed that she always give a feedback when the students have mistake to pronounce vocabulary or when they have misunderstand on someone's talk. EFL teacher should play the role of a facilitator in his classroom in order to help language learning to take place. The teacher should create a democratic and enthusiastic atmosphere and interact with his students.

Researcher's observations as well as other studies have shown that teachers who encourage more interaction in their classroom achieve good results and produce competent speakers while teachers who spend their time lecturing their students while students passively listening and take notes often fail to cultivate the communicative competence of the students and produce students who are incompetent users of English (Wang & Castro, 2010). Brown (2000:217) defines an error as "a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner". Corrective feedback has been considered helpful in achieving successful communicative competence in L2. Studies by Lightbown and Spada (1990) and Spada and Lightbown (1993) in Al Magid (2006: 30) suggest that immediate feedback during classroom interaction can lead to improved accuracy. Immediate correction created longer and lasting awareness of errors and correct use of the forms concerned.

2. Students' perception toward communicative competence in english as foreign language classroom

Based on the finding of this study, from the data of questionnaire that distributed to the students, the researcher got the result that the students had positive perception toward communicative competence in english as foreign language classroom.

It can be seen at the findings, for the first aspect of communicative competence on definition of language learning, statement number 3 had the highest score with 84%. The students believed that the purpose of learning English is that they learn how to communicate by learning to think in the target language. The statement number 1 was the second statement that had high score with 82%. It stated that the

students believed they learn English in order that they are able to use the target language communicatively. Students perception toward English lesson was related to Wu (2010) statement saying that English as an International language is very important to us to learn in this globalization era.

Statement number 4 got 79,6% percentage that the students perceived the outcome of learning English is the ability to read and understand texts written in English. And the last is number 2 with 77,2%, that indicated that the students' goal of learning English is they are able to communicate in the target language appropriately within a special social context.

The second aspect of communicative competence is grammatical competence. Grammatical competence is about how to use the grammar, syntax, and vocabulary of the language. In this aspect, the students had positive perception even the percentage was under 70%. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language (Richards, 2006:3). It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

The highest score is statement number 8, that the students believed they are able to arrange simple and complex English sentences grammatically correct. Statement number 9 got score 65,2%, that the students believed that they are able to understand rules of word and sentence formations or structural skills of tenses. Statement number 10 and 5 are 63,2% that mean the students are able to understand rules of word and sentence formations or structural skills of degrees

of comparison and to distinguish English consonant, vowel and diphthong sounds pronounced by native speakers. Statement number 7 is 62,2% that mean the students perceived they are able to distinguish and pronounce English sentences in accurate stress and intonation. The last and the lowest score is number 6 with 62% that the students assumed they are able to pronounce English consonant, vowels and diphthong correctly.

On Sociolinguistic competence, the students had responded to the statements positively. Students perception toward communicative competence on sociolinguistic competence was pretty high. It can be seen at the statement number 13 that had highest score 80%. It indicated that the students are able to apply their English knowledge to communicate gratitude function. 78% of Students perceived that they are able to apply their English knowledge to communicate apologizing function. Statement number 11 and 12 are same with 66,4% that mean the students perceived that they able to apply their English knowledge to communicate narrative and descriptive function. It related to the teacher's statement that she gave a group or pair work to the students that made they are able to use and responded to the language appropriately. In pair and group-work activities, learners are encouraged to ask for clarification, verification or correction from peers or their teacher. This process leads to meaningful interaction that sustains and modifies learners' output, which is required for successful learning of an additional language, according to research by Swain (1985 in Al Magid, 2006:23). Group work is more suitable to large classes in EFL environments as a compensatory technique to provide learners with opportunities to negotiate

meaning of L2 input. Grouping is used to reduce the limiting effects of large classes, which is crucial for maximum results in teaching EFL according to the Communicative Approach. Activities such as problem solving, role plays and games are recommended for effective interaction in pair and group-work activities (Richards and Rodgers 1986:76-80).

The fourth aspect of communicative competence is Discourse competence. Even all the percentage under 70%, the students responded positively to the statement of discourse competence aspect. As can be seen at statement number 18 got 65,2%, that means the students perceived they are able to combine grammatical forms and meanings to understand news item texts. Statement number 17 is 64% that mean the students are able to combine grammatical forms and meanings to understand announcement texts. The next are statement number 15 and 16 with 63,6% that mean the students assumed that they are able to combine grammatical forms and meanings to understand narrative and recount texts. To involve students in real life language situation that provide them native language experience inside and outside classroom in foreign language context is motivating them to watch English news, films, online lessons at TVs and to read English newspaper and website news. This will help a lot in developing learners' communicative competence as it will expose them to various types of texts and vocabulary and keep them in touch with English outside the class as well. Such a type of free choice learning activities is so effective in achieving language acquisition.

Literature, whatever the genre drama, short stories, novels..etc. is considered to be useful in developing EFL students' communicative competence as it

provides students with authentic language inputs as well as equip them with English culture. If movies acted by Native English actors are shown to EFL students, it will help them to understand English pronunciation, manners of interaction and cultural aspects. Such literary texts serve in developing linguistic competence through offering students a repository of vocabulary and grammatical rules.

Strategic competence is the last aspect of communicative competence in this study. The finding itself shown that the students were positively responded to the statement in this strategic competence aspect. The result indicated that statement number 19 got score 66% that mean the students perceived that they are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way. Statement number 20 is 65,6% that mean the students believed that they are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation. The last is number 21 with 63,6 % that indicate the students assumed that they are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures. . Strategic competence is about how to recognize and repair communication breakdowns. Corrective feedback has been considered helpful in achieving successful communicative competence in L2. Studies by Lightbown and Spada (1990) and Spada and Lightbown (1993) in Al Magid (2006: 30) suggest that immediate feedback during classroom interaction can lead to improved accuracy. Immediate correction created longer and lasting awareness of errors and correct use of the

forms concerned. As related to teacher's statement that she had to correct the students when they had error or mistake in pronounce a vocabulary or misunderstand on someone's talk. It is related to Brown (2000:217) defines an error as "a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner".

3. The teacher's way to implement communicative competence in English as foreign language classroom

In teaching and learning process, an English teacher had their own way to teach to get the goal of communicative competence. Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. This view agreed with Hymes and others that communicative competence includes various competencies. Knowledge here refers to one's knowledge of the various aspects of language and language use, while skill refers to how one can use the knowledge in actual communication.

In this research, the findings shown that the teacher had good way to implement communicative competence in english as foreign language classroom. She stated that she gives the students a groups or pair work that can increase communicative competence of the students. The teacher encourage students to converse in pairs and groups. These activities proved to be of high value in the cultivation students' communicative competence as they provide students with more opportunities for exposure and help them in building their confidence in their language and releasing language anxiety. Building up self-confidence and releasing language anxiety will facilitate language acquisition as these two factors are considered to be main

hindrances of language acquisition (Krashen, 1981; Daly, Caughlin & Stafford, 1997; Park & Lee, 2005).

Pair and group work activities encourage students to practice their language and provide opportunities for exposure and use. Such activities are effective in developing various aspects of communicative competence as using language in these activities guarantees the development of language macro and micro skills and competencies.

In addition, she stated that she gives the task such as a roleplay. Simulation and role-play activities are so effective for promoting students' communicative competence. The most important condition here is that students should consider themselves as much real as possible. Such activities proved to be effective in promoting communicative competence and making the classroom more interesting and interactive. A study by García-Carbonell, Rising, Montero & Watts (2001) on the role of simulation and game activities on communicative competence acquisition of a foreign language revealed that such activities are more effective than formal instruction in enhancing the communicative competence. Role-play activities are also very important in enhancing students' communicative competence. In these activities, EFL learners are asked to perform some scenes from a play or to create some dramatic work to act.

Quing (2011) and Ampatuan and San Jose (2016) have studied the role-play as an approach for developing students' communicative competence. Their studies revealed that role-play is an effective approach for developing communicative competence and cultural aspects. They added that these activities provide students

with opportunities to express themselves, build up their self-confidence to use the language they have learned and enhance their communication skills.

Based on the explanation above, it can be concluded that the teacher and the students had positive perception toward communicative competence in English as foreign language classroom. Both the teacher and the students believed that the students had ability in communicative competence aspects, such as definition of language learning, grammatical competence, sociolinguistic competence, discourse competence and strategic competence. In the line with this findings, the teacher had the good ways or techniques to implement communicative competence in English as foreign language classroom. The teacher increase students' ability in communicative competence with a group or pair work and the role play activities.

The findings of this study is in the line with Sabri Thabit Saleh Ahmed (2018) conducted the study on *Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development*. The study recommends some activities, based on researcher's personal experience in the field of teaching English as a foreign language and his reading of some previous studies in this field, which may help in developing the communicative competence of English as foreign language learners in Yemen particularly and the whole world generally. These suggested activities are usually communication-based activities that help in making classroom situation more interactive and provide as much opportunities for exposure to English as possible.

This finding of the research was contrast with the finding from a study by Durotun Nasikah at investigating teachers' attitude and students perception toward

communicative language teaching (CLT). The findings of this research show when the teachers were interviewed, they hold positive attitude towards teaching English through CLT. In other hand, when they were observed the teachers have negative attitude towards teaching English through CLT. There is a clear mismatch between teachers' classroom practices and their expressed attitudes towards communicative approach prompted an in-depth analysis of their responses to the attitude questions.

In addition, This finding of the research was also contrast with the finding from Hery Yufrizal (2017) conducted the research on Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. This research is a quantitative research concentrating on finding out the perceptions of English teachers and students on communicative competence in Indonesia. it was found that English teachers' perceptions on definition of communicative competence and strategic competence were not significantly different from non-English Language Teaching (non-ELT) students and ELT students. Teachers differed significantly in perceiving the linguistic, sociolinguistic, and discourse competence from that of non ELT and ELT students.