

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Interaction between teacher and students establish the success of teaching-learning language. In the English Foreign Language (EFL) classroom, teachers have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students' understands use the target language (Sinclair & Brazil cited in Yanfen & Yuqin, 2010: 77). The students' interaction is also important. When they give the appropriate response to the teacher's talk, it means that they understand the language that teacher use.

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the student is one of definition of teacher's talk. It is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk does not only determine how well they make their subject, but also assure how well the students will learn. Therefore, teachers can use stimulus to their students, like asking question, invitation and giving direction. With giving feedback to the students' response, the active participation of student in the classroom also increases.

According to its form, communication is divided into two, verbal and non verbal. Given the vastness of the scope of communication, this research will only focus on verbal communication, is the form of communication that use symbols meaningful and generally accepted in the process of communication through voice, text or images. More specifically verbal communication that uses the voice symbol only with the verbal communication skills possessed by the teacher is expected to amaze the learner during the learning process. Teachers who master communication methods can wise and effectively build interactions in classroom activities. This is in accordance with the Qur'an Surah Ar-rum verse 22, Allah says:

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ مِّنَ اللَّعَلِ

(Ar-Rum 30:22)

“And of His Signs is the creation of the heavens and the earth and the diversity of your tongues and colors. Indeed there are Signs in this for the wise.”

Based on Long & Sato's (cited in Chaudron, 1993:127), to check the students' understanding, teachers sometimes ask for information which he or she has already knows, such as give question based on the text. Therefore, teachers should use question to check students' comprehension and give them opportunity to use target language, so that would promote greater learner productivity, and latter would likely promote more meaningful communication between teacher and learner.

Besides initiating question, providing feedback to the learners' performance is another important aspect of teaching (Richard & Lockhart, 1994:188). Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build supportive classroom climate. In language classroom, may be a response either to the content of what student has produced or to the form of an utterance. Teachers present the different way to response the students' answer. When the students make correct answer, teachers enable to praise with good words. Comment and summarizing are also used to follow-up their answer. While, inform the correct information, prompt and criticize the students answer can be used when students respond with incorrect answer.

The social and contextual nature of human learning has received great emphasis in research on learning and instruction. Attention has been paid to the practices, processes and conditions leading to the social contraction of knowledge in different learning situations (Crystal :2003).The focus of analysis has been extended from external factors influencing learning processes and achievement to the student's activities and evolving interpretations of the learning activity (Pettis in Richard and Renandya, 2002 : 306). In the midst of these changes in emphasis, communicative method concerning analysis of English classroom activities and learning have arisen.

An analysis means to break something up into parts, Analysis pieces, reasons, or steps and look at how those pieces are related to each other. Analysis usually goes together with synthesis because first you break down a concept/idea into its important parts (analysis), so draw useful conclusions or make decisions about the topic or problem (synthesis).

In the classroom students do their educational activities – learning – but they also do another activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled in with many elements. Classroom is a real social context where its elements (teacher and learner) enter into equally real social relationship each other, but, in the sense of education, it's an artificial environment for teaching, learning, and using a foreign language.

The process of teaching and learning is the most common element in the language classroom. Language teaching, in a simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people to learn and use the language. According to Dewey in Risk (1985: 6), language teaching is the direction or the guidance of learning. Learning, as everybody knows, refers to the acquisition of knowledge and skill. Based on these definitions, then, language learning will be placed in appropriate definition as the learning to have knowledge and skill in language.

The process of teaching and learning almost occurs in the classroom. Tsui (1995: 1) defines classroom as a place where more than two people

gather together for the purpose of learning, with one having the role of the teacher. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

We know that the main function of language is as a means of communication. We have to know that English can be divided into two types based on the process are active skill (speaking and writing) and passive skill (reading and listening). From division and the function of language we can say that speaking and writing (active skills) is more important than reading and listening (passive skills) because speaking and writing are useful in social interaction. Ironically this fact is different from what happen in Indonesia. In Indonesia, usually students only get the passive skill. Actually, the active skill more useful than passive skill.

In a classroom that exclusively concentrates on grammar and vocabulary, the focus is primarily on the texts and the course material which the pupils need to study. Consequentially, the students practice their language knowledge according to the instructions in the textbook. Reading texts and studying vocabulary is an individual task, which is why students are not actively involved in the classroom.

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classroom, teachers have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students' understanding of the target language (Sinclair & Brazil cited in Yanfen & Yuqin, 2010: 77). The students' communication is also important. When they give the appropriate response to the teacher's talk, it means that they understand the language that teacher use.

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the student is one of definition of communicative method. It is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk does not only determine how well they make their subject, but also assure how well the students will learn. Therefore, teachers can use stimulus to their students, like asking question, invitation and giving direction. With giving feedback to the students' response, the active participation of student in the classroom also increases.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language

perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

Savignon states that “Communicative language teaching (CLT) refers to both processes and goals in classroom learning. She continues to say that communicative competence is “the central theoretical concept in communicative language teaching” (1997: 1). Richards & Rodgers agree that CLT is an approach which aims to enhance a learner’s communicative competence in a foreign language, and add that the approach “develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (1986: 66). These two definitions show that this new approach is clearly distinct from the linguistic approach, which covers grammar-focused methods such as the GTM and Audio lingualism that were used before (see historical background). The focus in these methods primarily lies on increasing the language knowledge and linguistic competence of a learner with little attention to communication. CLT, on the contrary, focuses more on communicative competence. Exercises are no longer restricted to grammar, vocabulary and translation, but also include communicative tasks and active student involvement in the classroom. In 2006, Richards provided a new and broader definition of CLT, taking other classroom aspects into account:

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.”  
(Richards 2006:6)

The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted ‘standard’ in English language teaching. Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically ( David Nunan, D.A. Wilkins : 1980).

Appropriate teacher’s talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and student, and consequently create more opportunities for students to participate actively during the language learning process. Both using variety question to initiate students’ response and giving feedback to the students’ performance are expected to increase the quality of teacher’s talk in the classroom communication.

However, in fact, there are many teachers in EFL classroom who lack to close pay attention to their talk during the classroom activities. Many of them more often ask the question just to check the students understanding of the lesson, but not to guide the students to have opportunities using the target language practically. Giving inappropriate feedback also happened so that make the



students fear to use the target language. This phenomenon often occurs in most of English classes in English foreign language countries, included Indonesia.

For senior high school students, English should not only be knowledge but also be communicative language during the classroom interaction. With their skill in English, teacher should give more opportunity to them to use their target language in the classroom activities. So that, the English teachers have more challenges to create their communication in more variations to invite the students actively using the target language.

From that perspective, the English teachers in Senior High School are assumed to understand more to manage their communication in English classroom activities. Understanding the students' need is also required. Therefore, the writer is interested in understanding how are the students' perspectives toward the teacher's communication in the English classroom activities. Hence, the writer titles this research "THE ANALYSIS OF ENGLISH CLASSROOM ACTIVITIES WITH COMMUNICATION METHOD (The Study of second Year Students of SMA Banua Banjarmasin in the Academic Year 2017/2018)".

## **B. Research Question**

Based on the background above, the research question of this research is formulated as follows:

1. How are communication methods in classroom activities used by the teacher?

## **C. Objectives of this research**

The objectives of this research are:

1. To describe communication method in English Classroom used by teacher.

#### **D. Scope of the Research**

In this study, the writer focused on analysis of English classroom activities with communication method. It is communication used by English teachers in the second grade of SMA Banua Banjarmasin. The following framework of teacher' communication is also designed as guidance to make

#### **E. Significances of the Research**

The result is expected to give significances for:

##### **1. Theoretically**

- a. The result of the study can be used as input in analysis English classroom activities especially about the classroom communication.
- b. The result of the study can be used as the reference for those who want to conduct a research in English classroom activities with communication method.

##### **2. Practically**

- a. For the teacher

This research result can be used as references or reflection for the teacher about her performance, so that the teacher can improve her performance in teaching during classroom activities. The result of this research will be background of knowledge in teaching English in senior high school especially for English Department students who take research course. This study provides a lot of information about analysis English in the real situation classroom context.

b. For the researcher

This research can develop the writer knowledge about English classroom activities toward kind of communication and its application during the English classroom activities and also what kind of teacher's communication which is preferred by teacher and students.

c. For further researchers

The result can be used for the further researchers which focus on analysis classroom activities between teacher communication and student communication immersion or bilingual schools.

## **E. Definition of Key Terms**

1. English classroom activities

Based on Nunan & Bailey (2009: 15), a classroom is a place in which teachers and learners are gathered together for instructional purpose. It means that English classroom can be defined as the gathering, for given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purpose of English language learning (Van Lier, 1988: 47 cited in Nunan & Bailey, 2009: 15). This definition encompasses everything tutorial session between teacher and learner in the English lesson.

2. Communication method

a. Types of Communication

1. Oral Communication

Oral communication could be said to be the most used form of communication. Whether it is to present some important data to your colleagues or lead a boardroom meeting, these skills are vital.

We are constantly using words verbally to inform our subordinates of a decision, provide information, and so on. This is done either by phone or face-to-face. The person on the receiving end would also need to exercise much caution to ensure that he/she clearly understands what is being said. This shows therefore that you would need to cultivate both your listening and speaking skills, as you would have to carry out both roles in the workplace, with different people.

## 2. Written Communication

Writing is used when you have to provide detailed information such as figures and facts, even while giving a presentation. It is also generally used to send documents and other important material to stakeholders which could then be stored for later use as it can be referred to easily as it is recorded.

Other important documents such as contracts, memos and minutes of meetings are also in written form for this purpose. It can be seen in recent years, however, that verbal communication has been replaced to a great extent by a faster form of written communication and that is email.

You could also use video conferencing and multiple way phone calls with several individuals simultaneously. Apart from a few

glitches that could occur, these methods of communication have helped organizations come a long way.

b. Body Language

Although the most common methods of communication are carried out orally or in writing, when it comes to management techniques, the power of non-verbal communication must never be underestimated. Your smile, your gestures and several other body movements send out a message to the people around you. You need to be mindful of this while dealing with your employees and customers. Always remember to maintain eye contact. This would show that you are serious and confident about what is being said.

Communication is the special language the teacher uses when addressing second language learner in the classroom. It shares a number of common characteristics with foreigner-talk (Ellis, 1988: 96) communication is also called kind of modification in teacher's speech, how teacher initiates the students and gives feedback to them with their speech (Ricard & Lackhof, 1994:184).

3. Communication method using oral communication

a. Question

Question in teaching and learning not only encourages students to think critically; it allows teachers to assess whether their students understand a particular concept. This requires the teacher to be able to

come up with the right questions in order to get students to provide responses that are both relevant and of high standard.

Critical thinking means your students are able to go beyond what's on the surface and really dig deep in order to answer a given question. This means the teacher does not want to ask a basic question like "Who are the main characters in the story?" Instead, the teacher may ask "How is each of the main characters important to the progression of the plot?"

Students will not only have to be able to identify the main characters, but they will also need to understand the plot in order to provide meaningful responses to the latter question. This type of questioning, if done consistently, will develop the critical thinking skills that students need as 21st-century learners.

Questions should be asked in a positive manner so that students will enjoy responding. If your students perceive your questions to be too negative or too aggressive, they will probably not want to answer them.

b. Feedback

Process in which the effect or output of an action is 'returned' (feedback) to modify the next action. Feedback is essential to the teaching and learning of all regulatory mechanisms found throughout living and non-living nature, and in man-made systems such as education system. As a two-way flow, feedback is inherent to all interactions, whether

student-to-students or teacher-to-students. In an organizational context, feedback is the information sent to an entity (individual or a group) about its prior behavior so that the entity may adjust its current and future behavior to achieve the desired result.

## **F. Review of Previous Researches**

The following studies have been reviewed in relation to the present study.

### **1. Communication method in the classroom**

In 2005, Sim in *The Use of Technology in Learning and Teaching* conducted a research that objective was to identify the communication patterns between teacher and students in the real English classroom. The data in this research identified the pattern of communication in explaining, question and giving feedback to students during the class. Two English teachers, one male and one female, led the second grade Middle School English classes in Seoul were the participant of this study. The classroom interaction between teacher and students in the two classrooms were recorded on cassette recording during 16 meeting (two weeks) were transcribed by means of transcription symbol and analyzed based on the taxonomy of foreign language interaction analysis system.

The result showed that explaining was more used by both of teachers. They preferred using display question (15%) to referential question (7%). However, translating in the first language was more use to give feedback (13%) than repeating words (2%).

## **2. The Analysis of English classroom activities with communication method in SMA Banua**

In 2008, Nugroho in Developing the Use of Information and Communication Technology to Enhance Teaching and Learning conducted the research to explore the distribution of teacher's communication in the first grade of the senior high school. It is discussed the proportion of the teacher's communication, which concerns about the type of question and feedback used in the classroom. Six classroom observations were carried out in the one English classroom. In this research, an audio tape recorder was needed to record the classroom activities. The data were analyzed descriptively after finishing some steps which are: transcribing, highlighting, categorizing and tallying.

The result shows that the teacher used display question, 48.85%, more often than other kind of questions. Teacher tended to ask the question related to their knowledge linguistic forms that had been given. The highest proportion of feedback on content, 42.5%, that teacher used is acknowledging when students answer correctly. While, teacher used pointing out the error and asking students to do self correction when students made incorrect answer (33%). Some studies above just resolve about the kind of teacher's communication usually used in English classroom. They present the percentage of teacher's communication that used by teacher in English classroom. Therefore, in the present study, the researcher interest to analyze English classroom activities with



communication method. This study strengthens the previous study. Since this study gives the viewpoint about kind of communication used by English teacher.