

CHAPTER IV

FINDINGS & DISCUSSION

This chapter discusses the findings result of the study. It covers the data presentation and data finding related to the formulation of the research question.

A. Finding

The teacher's communication method used in classroom activities

In the data presentation the researcher would like to present about the data that has been gotten during having observation in the classroom. It is as follows:

1. Classroom Organization

As it has been mentioned in chapter 1, the subject of the study is the teacher of Eleventh Grade in SMA Banua Bilingual School in academic year 2017/2018. Students attended the English lesson as a compulsory subject in the first term in the academic year of 2017/2018. Most of them have mastered English, but they had various ability levels, some of them were good in English and the others were less. In this school between male and female students are separated. For each class they got English subject in a three times for a week. For on Monday, Wednesday and Thursday in the second period. Because of the researcher only focus on the female students, she got opportunity conducted the observations on Monday, Wednesday and Saturday. In this class there are 23 students.

a. Observation

Based on the observation that has been done by the researcher that on 06, 15 and 23 November 2017, it can be described that the organization that they are conducting in the classroom is absolutely good, its mean teacher used a way of communication method, teacher change students opinion each other while in teaching learning process. The teacher said that good communication in the classroom is absolutely very needed in teaching learning process because for the teacher they can explore the material by interact and communicate with their students and by implementing good organization it is very meaningful to support students participation during the process of teaching learning. Through meaningful communication, the teacher can provide opportunity for the learner to interact not only with the teacher but also with their friend both in a group work and in individually.

b. Interview

Based on the interview with English teacher, she suggest that the way to create good atmosphere in the classroom activity is by invite the students to pay attention in the topics of discussion, other that she used strategy during teaching learning by question and feedback. By applying this strategy the communication in the classroom will be interactive and effective, because students didn't get bored in teaching learning process, other that they can accept

the material that has been given by the teacher easily. The teacher also say ``*by enjoying the study the learner more interest to join my class, and I feel more easy to explore my material to them, although it is slow but sure. By implement this principle both of us to be more active to talk in the classroom interaction although firstly the teacher take place in the talk but after that the learners take their turn while I am observe all of them*``.

At the second place, interview with five students of eleventh grades can be concluded that they feel their classroom is building good atmosphere of classroom activities, it is can be seen from the interaction both of them.

From all those data presentation, presenting the data related to the classroom communication cannot be separated from presenting teacher and students' activities in the classroom. However the conditions of the classroom in generally give some effect in the teaching learning process such as the classroom organization.

2. The Classroom Activity

From the observation, it is found out that there are three main activities during teaching learning process, it covers: activity before the lesson (Pre- teaching activity), activity during the lesson (While-teaching activity) and activity ending the lesson (Post- teaching activity)

a. Observation

1. Activity before the Lesson (Pre- teaching activity)

The teacher's activity before the lesson can be described as follows:

- a. Checking teacher's equipment: this was to make sure that everything needed was available.
- b. Checking the room equipment: this was to make sure that the blackboard, chalk, eraser, etc. were ready to use.
- c. Ensuring access: this was to make sure that the teacher would have access to every student in the class. The arrangement of students' desks should be such a way that the teacher could move freely around the class.
- d. Reducing the distance: this was to make sure that the students did not sit too far from the teacher. If there were empty desks in the front row, the teacher should ask the students who sit at the back to move forward.

2. Activities during the Lesson (While- teaching activity)

The teacher enters to the class, then stood in front of the class and opened the lesson by greeting the students. After that, there were different kinds of teacher activities related to the materials. Those activities covered:

- a. Introduce the new material that would be taught to the students

- b. Presenting the materials. In her explanation, the teacher used both of than first and target language. The use of first language was to give clear understanding about the material, whereas the use of target language was to make the students get usual to listen and use the language.
- c. Giving a dialogue and pattern practice. Here the teacher also used the first and the target language to give the students ability to communicate in English.
- d. Asking the students questions related to the materials
- e. Giving the students feedback and reinforcement
- f. Giving the learners jokes in order to avoid boredom and attract students" attention
- g. Giving the learners task and evaluation to know how far the learners" mastery toward the lesson given.

Whereas the activity mention above became the basic of classroom activities.

3. Activity ending the lesson (Post- teaching activity)

When the time was up, the teacher stopped as the cleanest break-in activity. She advised the learners to study the materials. Before leaving the class, she collected the equipment she had used and cleaned the blackboard. In accordance with the teacher's activities describe above, the students' activities can be generally described as follows:

- a. Attend the lesson
- b. Answer the teacher's questions
- c. Respond to the teacher's stimulus
- d. Ask question if they did not understand
- e. Did the task.

Sometimes, the students work in groups, but sometimes individually or in pairs according to the type of task given. For instance, when the students were asked to discuss something, they worked in group; when they were asked to practice a dialogue, they work in pairs; but to do exercise on the book, they work individually.

b. Interview

Begin from the teacher talk in the interview that the students also take their turn in communication. Such as they always answer and asked question from the teacher and this occur alternately both of them, on the other hand they are also frequently do discuss in the small group rather than individually to done the work given by the teacher. It was intended in order they can work together, avoid saturation in doing the task and they can share each other and exchange their opinion. By implement this; hopefully the classroom is would be effective, and the communication to be more effective. It is because the proportion of teacher and students

talk same. It means both of them together can establish the effectiveness and interactivity in communication in the classroom

3. Communication Method

From the data that has been collected from the observation during at least one month, the researcher find out that teacher used communication methods relevant to the situations in the classroom. It is such as question and feedback; there two approaches can be described as follows:

a) Question

This method was used when the teacher communicated with the students based on real need to communicate. Teacher used this approach when she explained new teaching material in the attempt to make the students understand it more clearly. However teacher opines that the goals of use question are to be able to read the literature written in the target language, to do this students need to learn about grammar rules and vocabulary of target language, in addition it is belief that studying a foreign language provides students with good mental exercise which help develop their minds.

In this case, type of communication is full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. The target language used is simple and limited. The correct grammar is not

the main goal, but meanings should be well understood by each communication. This kind of communication was used when the students had question and-answer activities with their friends.

The students are taught to translate from one language to another, often what they translate are reading in the target language. However one of constraint in the classroom interaction is about the students mastery in grammar and vocabulary, although they has been accustomed to use English in their daily interaction but some time they still not mastering the vocabulary over all however the structure of the grammatical. This all are the reason why teachers apply this approach to foreign language teaching. Such as the data got from the dialogue between teacher and learner in the classroom during teaching learning process.

Ask questions are the most often occur in the process of communication in the classroom, most of the learner talk begin when the teacher ask question to them

DATA 1

Teacher: Please divide be two groups.

Learner: Yes, miss.

Teacher: Okay, you can choose one of your groups for this activity.

Okay, let me tell you in this game, now first I want to choose the leader.

Learners: OMG

Learners: It`s good.

Learners: Okay

Teacher: Hello, Hello. I want you close your eyes, okay and then you choose one person you want and now who want to be conversation. Okay I count 1, 2,3,4,5

(Learners choose person)

Teacher: Okay. Firda, and 1, 2,3,4,5 Ima.

Learners: Yes (applaud)

Teacher: Okay. Please come to here. The players must guest word I write down and member of the team don`t make any noise, any voice just by clue.

Learners: Yes miss.

Teacher: the first player guest right is the winner. You just mind the word until she gets what you mind. Okay. Clear?

Learners: Okay it`s clear.

Whereas the other side of teacher talk is called, ‘direct influence’ it was done whose aim is to encourage students to involve directly in the teaching and learning activity, such as: giving information, give direction, criticized students’ behavior, and criticized students’ response. Here are the following data gotten during conduct the observation in the classroom.

b) Feedback

The teacher wanted to practice the target language through commands. In this case, the students were obeying the teacher's commands by doing what the teacher said. For instance, when the teacher said, "Do it in a group or make a partner, please!" then the learners do the exercise. Here are the examples of interaction which occur during in the teaching and learning process.

DATA 2

Teacher: Why does he say he is not able to borrow?

Teacher: You borrowed. What is mean "borrowed" meminjamkan or meminjam? Can you please, come here?

Learner: Yes miss! (Applaud and one student go front of class)

Teacher: Please make explain who is be able you or he? How many people?

Learner: Two, you and me. Let say you are Amel and Adila is be able because Amel borrowed Adila.

Teacher: It's okay. I don't hear can you explain again.

Learner: Amel meminjam dari Adila. Artinya Amel meminjam, Adila meminjamkan. Adila yang punya story book.

Teacher: Yeah yeah. It's great thank you.

In this aspect of interaction the teacher praised, complimented, told to the students why what they have said or done was evaluated. Based on the observation teacher was often gave praise and encouraged to students by giving the good word to

them in order they feel happy and make the students confident in talk. Moreover, the teacher confirmed that the students' answers were correct. Here are the data gotten from the transcription of interaction between teacher and learner in the teaching learning process.

B. Discussion

1. The teacher's communication method used in classroom activities

Teacher's communication method offering skill and assess educational problems by way of discussion as a solution to turn the learning process. Since most teachers use learning system such as lecture make some students think that learning is an activity that saturates, they assumed sitting in a classroom is like sitting in custody. This issue may be true as a result of the students have to work many hours with the mind in a discussion.

The disappearance of student's motivation might come from causes method limitations applied by teacher so that limiting the ability of students to hone the skills. Recipes that can use in creating a positive desire is increase the active participation of private student.

In this type of teachers communication method: Full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages, teachers create motivated and prepared students for success through question and feedback to change the skills of students thinking. It has been declared Djamarah and Zain (2001: 107) that method of questioning is a lesson presentation technique in the form

questions to be answered, especially from teachers to students and can the pulse of students to teacher. Along with these thoughts, Alipandie (2005: 97) said communication method of question is a way of submitted lessons in the form of questioning which must be answered by the students at the moment. It communication method made orally students to answer.

Following the learning process in the classroom, prevalent in witnessing is a verbal activity in the speaking. This identifies a teacher skills are asking. According to Indonesian dictionary (Yandianto: 2000: 608), asking means inquire, explanation, asking to be informed. While Hasibuan and Moedjiono (2006:62) questioning is speech verbal asking someone subjected response. The purpose response is knowledge and things that need consideration students.

2. Implementations

Positive impact by the implementation of communication method by question and feedback is to make students focus and attention on the lesson in other to develop the thoughts which raised the bravery in answering and express opinions and interact to the teacher. This method is able to stimulate students' memory and critical thinking. In addition to providing feedback, probing is another effective questioning technique used to expand thinking and increase the likelihood of future response (Cruickshank 2009, p. 377).

The impact was also felt on teachers. Teacher easily to know the weaknesses and the strengths of students in communication and interaction in

classroom activities. So, teacher can guide students to develop students speaking in interaction.

Positive impact for classroom is learning in the classroom to be more effective and efficient because has been communicated between teacher and students so, learning is fun. At teacher present these communication method, it is expected that they will follow-up and provide guidance through probing, allowing students to create their own responses with minimal assistance (Berk, 2009, p.265)

Ask the questions to the students during the learning process is an activity that can be separated from whatever method is used, the aim to be achieved, however the condition of students. Questions asked as inducement of critical students thinking on the subject of study. Teacher is one of factor for the success of any educational effort. Because of there is educational innovation especially curriculum and improvement of human resources produced from the educational efforts led to the teacher factor. The existence of the teacher's role in the effort of educational students actually required multirole thus creating effective teaching and learning conditions. The method is relatively old but still reliable in learning technique is a method of communication. Outstanding occurred communication lines are supposed to influence the students responses and it turn will affect the learning achievement.

Therefore, teachers and students learn in a happy feeling (joyful learning), not with fear designated by the teacher to answer the question.

Because of that, the use of communication method would be more effective if followed by other methods, for example assignment, exercises and demonstration.