

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding and discussion of the data. This research will be presented in the form of a description, based on the data has been obtained through observation and interviews.

A. Findings

This part presents and discusses the result of the research based on the data. To find out how is the classroom interaction in English teaching learning process through Communicative Tasks and how do teacher's use Communicative Tasks in English teaching learning process of senior high school by using observation and interview techniques. These findings were obtained through observations during the learning process and qualitative interviews with descriptive research design at MAN 1 Tanah Bumbu, interviews were conducted with teacher directly. The data presented in two parts. There are observations and interviews. The data also answered questions from research about out how is the classroom interaction in English teaching learning process through Communicative Tasks and how do teacher's use Communicative Tasks in English teaching learning process of senior high school. The interview was conducted using a technique aimed at an English teacher in a senior high school.

1. Classroom Interaction in English Teaching Learning Process through Communicative Tasks of Senior High School

To answer the first research question, the researcher used the result of observation data to know how is the classroom interaction in English teaching learning process through communicative Tasks. Observations were made on March 09, 2022. After the observations, the researcher had interviews with the English teacher related to the teaching and learning process through Communicative Tasks. The research subjects were the students of XI IPA of MAN 1 Tanah Bumbu.

In this study the teacher uses communicative tasks in the teaching and learning process, in which the communicative tasks that occur are, matching activities and discussions. On the communicative task of matching activity, the teacher asks students to match a descriptive text which contains cause and effect and for a communicative discussion task where students are divided into several groups and discuss the context given by the teacher and then each group is asked to convey the results of the discussion.

From the result of observation, before starting the lesson the teacher does a greeting activity, asking students condition, checking students attendance activity and telling to the materials that would be learnt by the students in the meeting.

This interaction between the teacher and the students happened in the whole class. The condition when teaching and learning in the bilingual class was very enthusiastic to answer the teacher's questions.

Richards and Rodgers (in Brown, 1994) used the term procedure to encompass: the actual moment-the moment techniques, practices, and behaviors operated in teaching a language. Based on the observation in MAN 1 Tanah Bumbu, the teaching process consist of three stages, namely: pre teaching, while teaching, and post teaching.

a. Pre teaching

In this session, the teacher greeted students by saying

Table 4.1 Conversation Pre Teaching

Pre teaching T	<p>Teacher : "Assalamu'alaikum. wr.wb"</p> <p>Students : "Waalaikumsalam. wr.wb"</p> <p>(the teacher greeted students again)</p> <p>Teacher : "Good Morning class." (that was followed by the statement).</p> <p>Teacher : "How are you today ?"</p> <p>(students responded teacher'squestion by saying)</p> <p>Students : "Good Morning mom."</p> <p>(students responded)</p> <p>Students : "I'm fine, and you ?"</p> <p>(the teacher answered)</p> <p>Teacher : "I'm fine too. Thanks."</p>
-------------------	---

Then the teacher checked the attendance list. There was a student named Muhammad Saukani who did not come because he is sick. After that the teacher asked the student to prepare the material.

b. While teaching

In this session, before the teacher started the lesson, the teacher reviewed the previous material to the students and the progress of students. In this section, the teacher also motivated the students, so that they were motivated in the teaching and learning activities. The motivation was given by giving advice. The advice was given to those who were lazy in learning. The teacher sometimes also played joke in order to make students more interested in learning.

Table 4.2 Conversation While Teaching

While teaching	<p>Teacher : “In speaking English, we must practice and try to speak so we can speak fluently.”</p> <p>Student : “Yes mom.” (the students listen to the teacher, and other students make a chat each other)</p> <p>The teacher asks the class leader to divide the into several groups.</p>
----------------	---

	Students : “Please form groups, for one group there are 7 people.” (then the students form their own groups)
--	--

Then the teacher distributes the media that will be used as teaching materials to all students according to their respective groups.



Figure 4.1 Teacher prepares learning media



Figure 4.2 Teacher distributes question and answer papers



Figure 4.3 Student ask the teacher

After that, the teacher distributes blank papers to fill in the names of their respective groups.

Table 4.3 Conversation While Teaching

While teaching	<p>Teacher : “Write the name of each of your partners”</p> <p>Student 1 : “What is that mom ?” (ask for the blank paper that was distributed earlier)</p> <p>Student 2 : “Write the name of our group.”</p> <p>And then the teacher explains about the material to be studied.</p>
----------------	--

	<p>The teacher explains about cause and effect</p> <p>Teacher : “What do you know about cause and effect ?”</p> <p>Student 1 : “Conjunction ?”</p> <p>Teacher : “Any other ?”</p> <p>Teacher : “So today, we will learn about cause and effect. And I will explain and please listen carefully.</p> <p>Teacher : “First, “cause” means the cause or cause of something. And the word “effect” can be translated into the effect or result of an action.”</p> <p>Teacher : “The relationship of causes and effects is mutually sustainable. That is, if there is an effect, there must be a cause.</p>
--	---

Then the teacher explains about cause and effect. The teacher moved to the handout. The teacher asked the students to work on the task in groups. The teacher asks students to read the text that has been distributed to understand its meaning with their

respective groups. Then after that the teacher asked the students to find the sentence cause and effect. Then, the teacher gave an opportunity for students to have discussion with their groups. And then students are asked to connect cause and effect according to the context that has been given by the teacher. Each group discusses and matches their cards before the time limit, and in each group there is a representative to show the results of their discussion according to the question cards and answer cards.

Table 4.4 Conversation While Teaching

While teaching	Teacher : “Ok now I’ll let you to have discussion with your group.”
----------------	---

Teacher gives them 15 minutes. The teacher moved around the class to monitor students.



Figure 4.4 Students have discussion



Figure 4.5 Students have discussions



Figure 4.6 Students have discussion



Figure 4.7 Students have discussion

Students prepared their group tasks. The teacher moved forward to each group to ensure that all students had already understood. The teacher asked the students to raise their hands if they had difficulties.

Table 4.5 Conversation While Teaching

While teaching	<p>Teacher : “Please raise your hand if you have question.”</p> <p>Then some students asked her about their difficulties. There were students who asked about the cause and effect of the sentences they encountered.</p> <p>Students : “Is this the cause of the effect ?”</p> <p>Students : “Is this true ma'am ?”</p>
----------------	--

Then the teacher told the correct cause and effect, checked their task transcripts and corrected the mistakes. After 15 minutes students finished and the teacher started calling the groups to perform the results of their group work. One by one, the groups performed display the results of their discussion. One of the groups conveys the results of their discussion.



Figure 4.8 Students Present the Results of their Discussion

Table 4.6 Conversation While Teaching

While teaching	<p>The teacher checked students understanding.</p> <p>Teacher : “What we’ve learned today?”</p> <p>(Students replied)</p> <p>Students : “Conjunction about cause and effect”.</p>
----------------	---

C. Post teaching

Post teaching is the last activity in teaching learning process.

In the class, the activity of post teachings is closing.

Then the teacher asked the students whether there were any question or not.

Table 4.7 Conversation Post Teaching

Post teaching	<p>Teacher : “Ok class any question so far ?” (students reply)</p> <p>Students : “No”</p> <p>At last the teacher closed the lesson</p> <p>Teacher : “I think that’s all for today. Thank you for your attention. Wassalamua’alaikum. wr.wb. See you”.</p> <p>Students : “Wassalamua’alikum wr.wb. See you Mom.”</p>
---------------	---

2. Teacher’s use of Communicative Tasks in English Teaching Learning Process of Senior High School

To answer the second research question, the researcher used the result of interview data to know how do teacher’s use communicative tasks in English teaching learning process, from this interview it can be seen what teachers do to use communicative tasks in English teaching learning process. In this study teacher use communicative tasks that is matching activity and discussions. The process of teaching English through

communicative tasks encountered many problems.

Some students tend to be passive and bored in the process of teaching and learning English. Students become active but the class become noisy. They lacked of motivation in learning English. Learning activities tend to be monotonous.

In addition, when there is a lack of interaction between teachers and students in the process of learning English, most of the students talk to each other during the process of teaching English. And learning activities are still less interesting and some students pay less attention to the learning process.

The finding of the research show the teacher's use communicative tasks in English teaching learning process, namely a matching activity where learning techniques will make students more able to concentrate on one thing and practice collaboration between students.

B. Discussion

This section presents a discussion of the research results. The purpose of this study was to determine the teacher's efforts in terms of increasing class interaction in the teaching and learning process of English, one of which was through communicative tasks.

Based on theory, which includes goals, problem solving, and solutions. In that case, the efforts made by the teacher are to use matching activities and discussions.

These efforts are carried out to achieve the existing goals, and of course these efforts also have successful and less successful actions. Some of the successful actions can be seen from the proficiency and ability of some students to use English in communicating. While some students who are less interested in using this method still do not have the ability to communicate because not all students are interested in this method.

Pattison in Nunan (1989, p. 68) also describes seven activities in which students can participate in interacting. Such as, question and answer, dialogue and role playing, matching activities, communication strategies, pictures and problems, puzzles and problems, discussions and decisions. While in this study the teacher only used two activities, namely matching activity and discussion. The first activity, namely the matching activity, helps students identify matching items or to complete pairs or sets. This activity also helps students to match the given phrases. Matching activity in this study the teacher uses cards that have been scrambled and then students are asked to find the cause and effect of the text that has been given. This communicative task can also test students' memory or memory.

The second activity used by the teacher is discussions, discussions are given to students to obtain, collect and share information to get decisions. After the students were divided into several groups, the students were then asked to discuss with each group to discuss the task that had

been given by the teacher. After that, each group has a group representative to present the results of their discussion.

The purpose of the discussion is to encourage students to express their opinions in front of the class and to help students express their opinions and make them more confident. With discussion activities, allows students to enjoy the activity and speak confidently in English, effectively improving their speaking skills. After learning ends, the teacher gives rewards or feedback to students.

Based on the research results, there are several problems that occur in the application of communicative tasks. The implementation of communicative tasks in several activities including matching activities and discussions can help students to increase student involvement in the process of teaching English in the classroom. Based on the results of the study, it was shown that the process of teaching English through communication tasks encountered many. Some of them think English is difficult and also English that is not used in everyday language.

Therefore, students tend to be passive and bored in the activities of the English learning process. They lack motivation to learn English. Learning activities tend to be monotonous.

In addition, the low interaction between the English teacher and students during the process of teaching English. It would be nice for teachers to use various methods and not be fixated on the same methods, for example, such as questions and answers. Question and answer is a way

of presenting lessons in the form of questions that must be answered, especially from teachers to students, but can also from students to teachers.

This communicative task is carried out by holding a question and answer which intends to find out whether the children's memories master the learning material, this communicative task familiarizes students with expressing whatever comes to their mind and makes students dare to express opinions and encourage them to explore learning so that it adds to their love of learning lessons and generate activity from them. The second communicative task is dialogues and role plays that stimulate interactions in real life, such as greeting friends at school, interviews or in teacher learning using role plays to encourage oral fluency and increase students' self- confidence. The third communicative task is called communication strategy. This activity is designed to encourage students to practice communication strategies such as, Paraphrasing, simplification, using gestures, asking for feedback, borrowing or creating words, etc. The fourth communicative task is pictures and problems. Picture stories can be used for many communicative activities in the classroom.

Pictures can stimulate students' attention and participation during learning. Some of the activities using pictures include finding the differences, testing memory, and arranging pictures to tell a story. The last communicative task is puzzles and problems. This activity encourages students to draw conclusions based on their own personal knowledge and experience. By using this activity students can also use their imagination

and test their logical reasoning.

The conclusion from the results of this study is that the first, only 2 activities used by the teacher in English teaching learning process through communicative tasks, the interaction skills of students in the classroom are also seen to be lacking, interactions between teachers and students, as well as between students and students. Second teaching and learning activities that sometimes tend to be monotonous make the class atmosphere less coordinated with the lack of communicative tasks used by the teacher, the focus of learning in the classroom is not conducive, when the English teacher explained some students were also seen talking to each other.

In other words, the teaching and learning process turns into teacher- centered, not student-centered. Students are less motivated and participate in teaching and learning activities. When they delivered the results of the group discussion, they seemed less confident to speak. With the lack of communicative activities used by the teacher, the interaction in the classroom is also less conducive.