

## Chapter Four

### Finding and Discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussions of the findings. This chapter presents the research finding and discussion about communicative language teaching in the classroom activities. In addition, it provides the data analysis results from the observation to answer the first research question about the CLT activities in the classroom. Also, it explains the interview results to answer the second research question in students' perception toward CLT activities.

#### **Observation Result of Classroom activities**

From the observation result, the researcher found that the lecturers of the listening and speaking class implemented group discussion, presentation, and role play activities in their classroom. Every lecturer had their own way to implement those activities. Those activities belonged to CLT because those activities contained five principles of CLT. The researcher explained detail discussion in the following paragraphs.

**Group discussion.** Based on the researcher's observation, the lecturers implemented group discussion in their classroom. Every lecturer had their own ways to implement this activity or differences in implementing this activity. The differences of the activity included in the number of the group and how to choose the member of the group.

In the beginning of the group discussion, the lectures required the students to make a group that the lectures asked the students whether they wanted to choose the member by themselves or they had to count. The first lecturer asked the students to

make a group of six up to seven members by counting. The statement of the first lecturer was in line with Arafat (2016) who believed that small groups of around five and more students provoke greater involvement and participation than larger groups. He also stated that small number of students can improve the quality of group discussion so that the group discussion works more efficiently. The second lecturer implemented the group discussion that each group consisted of two students or students worked in pair, and they chose the pairs by themselves. The statement of the second lecturer was in line with the Rahman, Khalik, Jumani, Ajmal, Malik, and Sharif (2011) defined that a group discussion a learning process consists of two or more students in expressing, clarifying, and uniting the knowledge, experience, ideas and perceptions. Besides, the third lecturer asked students to make a group of four to five members by counting. Argawati (2014) said that students can be engaged more active in a discussion when the number of group members is small especially around four up to five students, and the teacher can also be easier to monitor students' discussion.

From the findings, it could be identified that the lecturers had their own consideration about the number of members in a group discussion. The number of group discussion could influence the students' concentration during the learning process. The consideration was supported by Exley and Dennick (2004) who stated that students' confidence to share their thoughts is higher in a small group than in a large group. Likewise, they also added that the small number of group members enables students to have more occasions to express their opinions and to be actively engaged in the discussion so that the learning process can be more effective.

Moreover, after the students made a group, the lecturers gave some questions to discuss. The students were encouraged to have discussion in English with their friends.

The first lecturer gave the students four questions about note taking and the students had to discuss the right answers. Besides, the second lecturer asked the students to work in pairs, and they had to listen each other. Also, they had to take a note about the important information from their pairs. However, the third lecturer gave the students some identified cards, and they had to find and discuss together about the specific information to what they should write in identifying cards. From this part, the researcher believed that mostly, the lecturers implemented the cooperative learning group. This statement was supported by Arafat (2016) who said that cooperative learning group is that the students work together to achieve the same goal which means to answer the questions from the lecturer. Besides, the lecturers also attempted to increase students' communicative competency and to develop students' speaking skills by sharing their ideas and developing their listening skills because they had to listen others' ideas. Also, to enhance students' writing skill, they had to make conclusion from the discussion in written English. The statements were supported by Brown and Atkins (2002) who said that discussion activities can develop the communication skills because students should communicate one another during the discussion. Hence, group discussion activities have the same goals as the CLT namely to increase students' communicative competency (Richard & Rodgers, 2001).

During the discussion activity, the students not only shared their ideas but also listened to other people so that they could get the entire information about the topic. Besides, while listening to other people, students could write the important note from it. If the students did those things while discussion, they could make a good and effective group discussion. During the discussion, the lecturers asked the students to develop their communication skills which listening, explaining, questioning, and responding

were important. Also, the lecturers asked the students to integrate the different language skills in communication. It could be inferred that this activity belonged to CLT because it consisted of one of the five CLT principles. The statement was supported by Richards and Rodgers (2001) who stated that one of five principles of CLT applied into classroom practices is integrating different language skills in communication. Besides, CLT focuses on not only speaking and writing practices but also listening and reading (Spada, 2007).

The role of the lecturer during this activity also reflected the role of the teacher and student in CLT. Lecturers' role during this activity was as the moderator and class controller. Ozsevik (2010) said that a role of a teacher in CLT classroom is as a facilitator or an instructor and moderator. Meanwhile, the role of the students is as the source of knowledge for others so that the students can share new information each other. He also stated that the students also have to cooperate with others so that every student has the same opportunity to share their ideas. Based on the observation, if there were some difficulties, the students could immediately ask the lecturers to help the group to solve the problem. The students had to discuss for 15 minutes, and the lecturers would usually give additional time if the students had not finished the discussion yet. Ozsevik (2010) mentioned that, in the CLT method students have a role as the center of the learning process which does not focus on the teacher all the time and wait for the instructions, words of approval, correction, advice or praise. He also argued that in CLT classroom, students should communicate and do not ignore one another. They should appreciate other contributions, cooperate with, learn from, and help others in order to reach the goal of communication.

From all of the explanations mentioned above, the researcher inferred that the lecturers implemented group discussion in their classroom, but every lecturer had the different number of group discussion members. The steps to do this activity were that students should firstly make a group, and then the lecturer asked students to discuss and answer several questions. Hoover (1997) mentioned that there are several phases to conduct the group discussion. Firstly, the students make a group or pair works. Secondly, the lecturer provides some topics or cases. Then, the students discuss the topics and share their ideas or opinions. Therefore, based on the explanation mentioned previously, the researcher believed that the group discussion belonged to CLT because it had several aspects. Firstly, this activity had the same goal of the CLT. Secondly, this activity consisted of one of five CLT principles in integrating different skills. For the last aspect, the role of the lecturers and students during this activity was the same as the lecturer's and students' role in CLT.

**Presentation.** Based on the observation, the researcher found that the lecturers implemented the presentation activity in their classroom. This activity could be done through group presentation or individual presentation. During the presentation, the students should have oral communication skills to explain a particular topic. This statement supported by Zitouni (2013) who stated that presentation is an activity which the presenters express their knowledge on a certain topic and show their oral communication concurrently in a group or individual. Lee and Park (2008) also explained that presentation class provides the students with a possibility to speak English and explain a particular topic, and their presentation might help them to participate more active and provide them to learn new vocabularies and knowledge in English.

During the presentation, the lecturers asked the students to focus on the fluency when they shared their ideas front of the class. For example, the lecturers asked students to be confident to share their idea front of other people, and the lecturer also encouraged students to ask them not to be afraid of making mistakes during the presentation because making mistakes was a part of a learning process. The important aspect when the students did the presentation was how they were brave to deliver the materials clearly and confidently so that the other students could get new knowledge.

This activity was CLT because based on the researcher said previously that the students should focus on the fluency when they delivered the materials and not to be afraid of making mistakes because making mistakes was as a part of a learning process. Richards and Rodgers (2001) mentioned that there are five principles of CLT applied into classroom practices, and those activities focus on the fluency and learning from a mistake as a creative process. Also, CLT activities focus on fostering fluency in the language learning. In the fluency aspect, learners have to consider their performances in communication. The performances included their confidence, spirit, and ideas as the contents and the students still could express their ideas even in a spontaneous situation. This opinion was in line with Richards' (2006) who said that fluency is defined as an ability to perform the natural language use in communication. Consequently, making mistakes in a learning process was a natural situation and the students could get some benefits from the mistakes such as adding new information, adding new vocabulary, and getting the correct pronunciation.

The procedure of this activity was that the lecturers asked students to present the result of their discussion. Every group should choose one person to present the result, but the presenter would be chosen by the lecturers if none of students wanted to

present. From this activity, the students could develop their English communicative competence. Presentation as a formal conversation was also defined by Baker (2010) as speaking to the group as a natural activity. Then, Hamm and Dunbar (2005) also stated that presentation provides students an opportunity to explore and explain their knowledge of certain subjects to other people or in front of audience. Thus, the presentation possesses was the same goal as the CLT to enhance students' communication skills (Richard & Rodgers, 2001).

However, one lecturer implemented the individual presentation. Each student had to prepare the materials a week before their having presentation. Then, the students should present the topic one by one in front of the class. Radzuan and Kaur, (2011) presentation is planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience. The lecturer also said that this activity is a speech presentation. Tkachenko (2014) also mentioned that presentation is described as a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. Zivkovic (2014) added that the mastery of the subject topic and the good willingness to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way for both their audience and themselves with structured planning and organization. After doing the presentation, the lecturer gave some feedback to the students about pronunciation errors. Hence, in this case, the students could learn from their mistakes to get improvement.

**Role play.** Based on the observation, the researcher found that one lecturer implemented role play in her class. The students did role play with their group. They should firstly find a group member so that they could work together to make a good role play. From this activity, lecturer hoped that the students were able to develop the

teamwork skill. The statement was supported by Maulany (2013) who said that role play is really a valuable learning experience for both students and teachers, and within this context, a role play is employed to help promoting the development of students' teamwork skills.

There are some steps in the implementation of role play. Firstly, in this step, the lecturer gave the detailed information about the situation. In this role play situation, the students had to pretend to have a formal meeting, and the role took place in the company. After students understood about the situation. Then, the students had to make a dialogue script with their friends. They also created real situation in scenario. This statement was supported by Lasen-Freeman (2000) who said that that role-play may be situated in authentic settings that students have an opportunity to acquire the intended learning outcomes by making real situation in scenarion.

The lecturer not only explained the detail situation, but also the lecturer checked the students' understanding the situation. The statment was in line with Paskasari (2014) who suggested that a teacher has to follow the following procedures. Firstly, procedure is prepared carefully. Also, the teacher should introduce the activity by describing the situation and make sure that all of the students understand clearly. Secondly, the lecturer set a goal or outcome, make sure that all of students understand about what the role play should be and know the plan. Besides, the lecturer explained that the goal of this activity was to practice students' speaking skills and confidence, so they could increase their fluency and communicative competence. Phuetphon, Chayanuvat, and Sitthitikul (2012) stated that role play is a communicative technique to improve students' fluency or communication skills after having discussion. Based on this theory, role play required the students to actively engage themselves in the learning process. Thus, role play



belongs to the CLT activity because it has the same goal as the CLT to develop students' communication skill (Richard & Rodgers, 2014).

In addition, in this part, during the role play activity the lecturer monitored the students whether the students find some difficulties or not during the role play so that the lecturer could immediately give some corrections and comments to the students. Ardriyati (2009) stated in the role play activity, it may need the teacher to act as 'walking dictionary', monitoring the class, and providing some words or phrases. Likewise, the students should have brainstorming, and they had to predict what vocabulary, grammar, and expression that they might use. In this part, students were allowed to do some improvisation. If they forgot about the words or sentences that they should do brainstorming. Lastly, the teacher did linguistic follow-up. After role play was done, the teacher had to give feedback about grammar or pronunciation. This statement was supported by Ardriyati (2009) who stated that role play is very important in the Communicative Language Teaching because it enables the students to have interaction in different social context and roles.

### **Interview Result of Student Perception**

Based on the result of interview the researcher found the students' perception on the activities. The students felt happy with the activities. They also believe that those activities can give them some benefits. However the students also got some difficulties during presentation activity. The researcher gives the detail explanation about the students' perception toward those activities in this part.

*Student Perception on Group discussion.* Based on the interview, the students said that they felt happy with the activity or they liked the activity. Mawar said, "I feel

happy with this activity because this activity was really fun and we also could find a right answer together, and I thought this activity could make students more enthusiastic in learning English.”. Mawar’s statement is in line with Exley and Dennick (2004) stated that in a group work students more enthusiast and spirit in learning process because they can be encouraged to talk, think, and share much more readily than in a larger group or whole of the class so they can find a right answer effectively. Then, the affective climate working in the group can increase students’ motivation. Safety level within group also affects to students’ willingness to do more participation. Therefore, the affective climate urges students to reach higher objectives to get another success.

Meanwhile, Melati said that “I like this activity and felt happy during the discussion because in group discussion we can think together and learn how to give our best responsibilities to other when answering the questions and share our ideas.”. Exley and Dennick (2004) also stated that, in group discussion activities, students are aware of their responsibility for their learning progress. On the other words, the group discussion affects the development of students’ learning progress.

From these perceptions, it can be concluded that the students liked the activity because from group discussion they could think together and find answer together. Indeed, learning together with their friends makes students more enthusiastic in learning English.

The students also believed that from this activity they could get some benefits. Mawar said, “There are benefits from this activity as we could get a new knowledge and new information from our friends and from this activity. I felt as I found a place to discuss everything, share our opinion, and share our ideas.” This statement in line with

Brown (2007) that the group discussion becomes a learning community to achieve common goals, add a new knowledge and find new information. By consisting small size of members, group discussion can be effective and better because all members have more opportunities to speak, think, or share the ideas each other. The members can participate actively so that group discussion becomes more effective to establish a good learning atmosphere.

Meanwhile, Lily stated, “This activity can give me some benefits. For example, I could get closer to my friends because we had some interaction with friends.”. Melati also mentioned, “From group discussion activity, I could get advantages as I could mingle with my friends, learn to respect each other, learn how to cooperate with friends, and also learn to be patience.”. Group work creates responsibility for action and progress upon each members of the group somewhat equally so that it is difficult to hide in a small group work. It was supported by Exley and Dennick (2004) that, when taking part in group discussion activities, the students accept their responsibility for the progress and direction of their own learning. In the end, responsibility created by group discussion affects to the development of students’ learning progress.

Based on those perceptions, it can be inferred that this activity can give some benefits to students, especially to make a students have communication with other students and to increase their knowledge. Discussion is a way to invite students to get involved in group and communicate with others in order to discuss certain topics or materials (Ozsevix, 2010).

***Student Perception on Presentation.*** From the result of the interview, the researcher found that there are two students who felt happy with the presentation

activity. Mawar said, “I feel very happy with this activity because the topic of the presentation was fun so that I learned the topic in details, and after that I could get a feedback from my lecturer and friends.”. Anggrek stated, “The activity was very fun and I felt happy because the theme and topic was interesting and I also had already prepared the materials in the previous week.”

From those perceptions, it can be concluded that students’ perception toward the presentation depends on the topic of the presentation. If the topic is interesting they will prepare the topic in details and they also enjoy when delivering the materials. According to the Richard and Rodgers (2001), presentation is the CLT activity which forces the students to prepare all the materials in details so that they can explain and share the information about a specific topic in front of the class or by standing up in a middle of the class.

The second perception from students toward this activity is that this activity gave some benefits to the students. Mawar said, “From this activity, I could get the benefits as I could practice how to handle the audience when we did the presentation and I also could practice how to be fluent in speaking so that I can deliver the materials in detail and clearly.”. Melati stated, “There are some benefits from this activity. I could increase my fluency in speaking.”. Anggrek mentioned, “From this activity student can get some benefits, especially to increase our fluency in speaking and also to enhance our critical thinking.”. According to Zivkovic (2014), students realized that doing presentation is useful for them. They agreed that presentations help them learn English better and practice their speaking skills.

From these statements, it can be inferred that presentation activity could develop students' fluency in speaking skills. They became more confident in delivering the materials. They also could learn how to attract the audience's attention during the presentation. Thus, this activity can give some benefits as students can feel confident to share their ideas in public (Richard & Rodgers, 2001).

Besides that, students also got some difficulties when they did the presentation. There are some reasons why the student felt difficult during this activity. Mawar said, "When I presented the materials, I felt so difficult and unconfident because I felt nervous and shy to speak in front of many people." . Lily mentioned, "During the presentation I felt difficult because I felt so unconfident with my pronunciation. If my pronunciation was wrong, I would be very shy." . From these statements, it can be inferred that the students felt difficult because they felt nervous, unconfident, and shy. The statements are in line with the experts' statement that the difficulties which students usually face in presentation are perception nervous, anxiety, unconfident and shy (Chuang, 2009; Abu El Enein, 2011; Alwi & Sidhu, 2013).

The other reason why students felt difficult is on the linguistic part. Mawar said "I felt difficult and afraid when I did the presentation because I only had few vocabularies and I was afraid if my pronunciation was wrong." . Lily, "I felt so afraid when I did the presentation because I could not deliver the topic clearly or my opinion was wrong and I also cannot speak English fluently. For instance, I felt so difficult in speaking English because my grammar was still bad." . Melati said, "When I presented the result, I felt difficult because my pronunciation was not good." . Anggrek mentioned that, "Before the lecturer asked me to present the materials, I felt fine, but when the

lecturer mentioned my name and she asked me to present immediately, I got difficulties because my pronunciation was always wrong during the presentation.”.

It can be concluded that students also felt difficult when they spoke in front of many people. Most of students felt difficult when they did mistakes such as pronouncing incorrectly and having lack of vocabulary, and also speaking with grammatical errors. In this case, students still learned how to make a good pronunciation by continuing to practice speaking when they did the presentation so that they could get something benefits. According to Juhana (2012), some obstacles for students to present in the English class are dealing with linguistic factors such as lack of vocabulary, lack of understanding of grammatical patterns and incorrect pronunciation. On the other hand, Tanveer’s (2007) study revealed that socio cultural factors such as “limited exposure to the target language and lack of opportunities to practice speaking in such environments” are setbacks to the development of students’ communicative abilities. Therefore, students feel embarrassed or stressed when they have to present in front of the class.

***Student Perception on Role play.*** The researcher did the interview about students’ perception toward the role play activity. Melati stated, “I think this activity was really fun because we acted like a successful person who has a high position in the company. Besides, I really enjoyed the role play because I could interact with my friend, learn and also laugh.” From this statement, it can be seen that the students liked and enjoyed the activity because the learning process was fun as they acted to be someone else.

Melati mentioned, “When did a role play I can get a lot benefits as I could practice to speak different situation. I also could use my imagination in learning process so that I could develop my creativity.” From this statement, it can be noticed that this activity can increase students’ creativity because they have to use their imagination such as making the situation like a real life situation. Morales (2008) stated that one of the functions of the role play is to increase students’ ability to appreciate themselves and other perceptions. Using role play can improve students’ speaking ability and it also helps students to practice maximally (Morales, 2008). According to Aliakbari and Jamalvandi (2010), role play as an activity for bringing real language situation into classroom is considerably effective in helping students to acquire the target language structure. Role play stimulates students to speak using the target language in classroom. By using the language, students train themselves to improve their speaking skills.