CHAPTER I

INTRODUCTION

1. 1 Background

As a language of the world, English has become a compulsory subject at school since long ago. Thus, students ought to master it in daily life. Being able to master a language means being able to use it to communicate with others. Furthermore, one of the forms of communication is the interaction between the speakers. This interaction is facilitated by what is known as the communicative function (or uses) of language. The function changes according to the situation and the form (grammar and vocabulary) of the language varies in different interactions.

Interaction is an important word for language teachers. Brown (2000:165) states that:

> In the era of communicative language teaching, interaction is the heart of communication; it is what of communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meaning, and wee collaborate to accomplish certain purposes.

Brown also defines interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa.

According to Brown (2000:168) there are several principles in creating an interactive classroom; such as automaticity, intrinsic motivation, strategic investment, risk-taking, the language culture connection, interlanguage, and communicative competence. Moreover, distance educators have identified four types of interaction: learner-content, learner-instructor, learner-learner, and learner-interface (Hillman, Willis & Gunawardena, 1994; Moore, 1989) quoted by (Sutton: 1999).

The ability to speak English has always become a very important goal for EFL both in natural and foreign settings. Although learning English without learning to speak is possible, today's frequent transactions by means of the language have made the possession of the ability to speak in it become indispensable. Many learners make mistakes in using practical English since they have less knowledge of it.

The communicative approach to language teaching starts from a theory of language as communication. The goal of language teaching is developing students' communicative competence. Moreover, communicative competence is the ability to use English for communicative purposes, which involves the four language skills, namely listening, speaking, writing, and reading.

Some of characteristics of this communicative view of language are among other things:

1. Language is a system for the expression of meaning

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely their grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse. (Richards and Rodgers, 1986:71) cited in (Mustopa: 2002).

According to Littlewood (1988) communicative ability has characteristic features. It pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

There are four broad domains of skill that make up a person's communicative competence:

1. The learner must attain as high as possible in linguistics competence.

2. The learner must distinguish between the forms that he has mastered as part of his linguistics competence, and the communicative function that they perform.

3. The learner must develop his skills and strategies for using language to communicative meanings as effectively as possible in concrete situation.

4. The learner must be aware of the social meaning of language forms.

According to Xiaoju (1984), in classroom context there are three conditions that must be met before any activity can be called communicative:

a) Real situation, real roles

The situation must be real, and the role must be real. Communicative competence does not mean the ability just for utter words or sentences. It involves the ability to react mentally as well as verbally in communication situation.

b) Need, purpose, and substance for communication

This need, purpose, and substance are what give rise to communicate in real life. And therefore they are what we try to provide our students with when we want them to speak, write, listen, or read.

c) Freedom and unpredictability

This applies not merely to conversation interactive communication but also in reading and listening. The reader or listener in a sense of free to negotiate and interpret meaning in his or her way and at the same time is frequently unable to predict what he or she going to read and hear.

The communicative approach is not a method that requires teachers to use a fixed set of teaching procedures all the time, instead teachers are free to use various ways of teaching. This approach allows them to be creative and innovative as well.

In developing the students' communicative competence, conversation practice is probably the most reliable route to true communication. Where students are interested only in learning to read and write a new language, directed conversation practice has little relevance. But it is unusual if an English learner does not have any willingness to speak it. Most students are eager to learn a new

language, and conversation practice therefore assumes primary importance in their learning experience (Lubis, 1980:10).

Based on explanation above, Lubis (1980:10) states in directing conversation sessions for students of English as a foreign language:

> The teacher will help the students move from pseudo-communication, in which his use of English is fictitiously concocted and predictable, to communication where he expresses his personal ideas and needs in the context of reality. During the early stages of conversation practice, the teacher is bound to maintain a fairly controlled situation in which the student interacts with him and other students within the constrains imposed by the student's limited knowledge of the language.

Furthermore, the interest in understanding the communicative language teaching makes Widdowson (1978) cited in Susanto (2001) study the two different meanings between "language as communication and language for communication." He emphasizes that the teaching of language as communication seems to focus on the nature of the phenomenon to be thought. It seems to carry the implication of the language in such a way to pressure its communicative character. However, the latter seems to focus attention on learning objectives, referring not to what is actually being taught in the classroom but the design of the teaching activity in the classroom.

It is essential for students to practice what they get in learning process by doing some activities. If the students do these activities, they will develop their ideas in the form of communication with other students. Speaking activity will support students to communicate more effectively in a foreign language.

For those reasons, many researchers try to find an approach to help teachers in transferring their lesson easily and help students in understanding and

practicing their English. So they find an approach called *communicative competence approach*. According to Kridalaksana as quoted by Lubis (1987), "Communicative competence is the ability of linguist to use the language in daily life correctly and appropriately."

Communicative competence approach in EFL teaching emerges because many foreign educational experts assume that foreign language teaching using grammatical syntactic approach is not applicable. It means, after students have graduated their study, they still couldn't use the language in the real situation. Students have learned grammatical competence (language usage), but they still couldn't communicate it (language use).

Bartley (1970) as quoted by Sadtono (1987) explains that students' attitude to the foreign language become more negative after they have learned that language with certain method that not appropriate. So he asks other researchers to find teaching method, which can help students' attitude, better, more positive, and increase their motivation. Hopefully, positive attitude and motivation will improve their achievement.

Richards (1983) states a Canadian study that investigates the problems which non-native speakers have when they are put in a situation where they feel they lack the means of speaking appropriately, such as when a person who has been taught to use a formal type of France needs a style of speaking suitable for communication in informal situation.

Savignon (1972) as quoted by Sadtono (1987) shows in his research that students who have opportunity to speak English with the native speaker since class began have better achievement than the students who have not.

Research by Feisal (1990) shows that the use of communicative approach in English teaching gives contribution in advancing the interest, motivation, and students attitudes of learning English. Moreover, a study conducted by Pratomo (1995) reveales that the students' achievement in experimental class is better than the students in control class.

This evaluation may have been based on the fact that only few English teachers, who now teach in junior and senior high schools can communicate the language effectively and fluently both in and outside the classroom.

Based on the researcher's experience and observation on the students' performance in the classroom, it is revealed that only very few of the students in class can exchange ideas in English and react to the teachers' lectures.

For the reason above, the researcher is interested in finding out the communicative learning and interactions, which take place between teacher and learner in the classroom. Therefore the title of this research is "COMMUNICATIVE LEARNING IN THE CLASSROOM INTERACTION (A Descriptive Study on First Grade Students in SMP Negeri 5 Bandung)."

1.2 Statement of the Problems

In this study, the problem to be investigated will cover:

1. How does the communicative learning occur in the classroom?

2. What types of communicative interaction occur in the classroom?

1.3 The Aims of the Study

The aims of the study are:

1. To describe the communicative learning occurring in the classroom

2. To identify types of communicative interaction in the classroom

1.4 Limitation of the Study

The study focuses on the communicative interaction during the process of learning English in the classroom.

1.5 Significance of the Study

Significances of this study are:

1. Assisting the language teacher, especially in senior or junior high school to evaluate the present teaching practices that have either supported or hindered the development of students 'communicative interaction.

2. Inform the teachers of how to be communicative teachers to manage communicative classroom.

1.6 Method and Procedures of the Research

In writing this paper, the researcher decided to use descriptive qualitative method. Creswell (1997) defines qualitative research:

Qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry that explores a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conduct the study in a natural setting.

The study will be based on following procedures:

1. Collecting Data

The study is associated with particular data collection strategies:

1.1 Observation

Observation is needed to find out the data. It will be done in two classrooms for six meetings. The study adopted the type of a structured observation, since the researcher observed and recorded by using video whatever activities occurred in the classroom.

1.2 Video Recording

This study used video shooting as a technique for capturing natural interaction used in classroom in detail. The researcher recorded the process of teaching and learning English in gathering accurate information about how the communicative learning occurred in the classroom and what type of interaction happened.

2. Analyzing the data

To analyze the data, the study will apply inductive analytical approach where the researcher will present facts and general statement from the obtained data.

3. Making conclusion

The conclusion will be taken from the result of data that has been analyzed.

1.7 Populations and Sample

Alwasilah (2002) states that sampling in a qualitative study is based on purposeful sampling or criterion –based sampling. Based on that explanation, the researcher decided that the sample in this research is three classes of first grade students in SMP Negeri 5 Bandung.

1.8 Clarification of Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follows:

1. Interaction: it is collaborative exchange of thought, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. (Brown 2000: 165)

2. Communicative learning is defined as activities involving real communication, carrying out meaningful tasks, and using language that is meaningful to the learners promote learning.

3. Classroom interaction refers to the discourse that is jointly developed by the teacher and students and by the students themselves. The discourse is characterized by the participant's mutual attempts to understand and to be understood.

1.9 Organization of the Paper

The paper will be presented into five chapters as follows:

Chapter I Introduction

In this chapter the researcher tries to introduce the problem as comprehensively as possible. It contains 9 issues, such as: Background, Statements of the Problems, The Aims of the Study, Limitation of the Study, Significance of the Study, Method and Procedure of the Research, Population and Sample, Clarification of Terms, Organization of the Paper.

Chapter II Communicative Learning in the Classroom Interaction

In this part the researcher tries to place the problem in the framework of existing theories. It contains of some definition and some widely related theories and opinions as well as some results of the previous research.

Chapter III Research Methodology

In this part the researcher tries to describe the process of investigation. It consists of: Research Design, Population and Sample, Data Collection Strategies, Establishing Trustworthiness, and Data Analysis.

Chapter IV Research Findings and Discussion

In this part the researcher tries to describe the result of the research and discussion.

Chapter V Conclusion and Suggestion.

In this last chapter the researcher tries to give the conclusion of the research and make some suggestions that may give some contributions of English teaching and learning.