THE IMPLEMENTATION OF COMMUNICATIVE APPROACH IN CONVERSATION CLASS OF 3RD YEARS SMK PEMUDA KRIAN

THESIS

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ABSTRACT

Learning English are not enough through grammatical/ structuralized, but also through communicative ways. Communicative approach is one of an approach in which suitable used in conversation class, because in communicative approach students' role are centered. The writer chooses a vocational high school as the location for her research because the main purposes of vocational school are preparing their students toward the work world after their graduate. Here the writer chooses SMK PEMUDA KRIAN with the reason that this school has one program with the name conversation class, in here students can practice and improve their capability in English. The writer also used 3rd year of conversation class for her research location with the assumption that the students at the 3rd year of conversation class have sufficient capability in using English.

From the background above, in this thesis the writer mentioned 3 problems of the study. They are what the material was used in the teaching learning process, how the teacher implemented communicative approach in the class, and the last is what the problems arouse and how the problems solved.

The data of this thesis is arranged by classroom observation, interview, questionnaire, and documentation. It is analyzed by describing the data (descriptive qualitative).

From the result of the data collection, the materials used in teaching learning process are suitable with kind of the materials in communicative approach theory. Most of the materials used are belong to the text-based materials. Beside the material, the implementation of communicative approach in conversation class also rarely same with the concept of teaching with the communicative approach, in communicative approach the activities are divided into two forms. They are pre-communicative activities and communicative activities. Pre-communicative activities itself including two kinds of activities they are structural activities as an example mechanical drill, and the other is quasi communicative. Same with the pre-communicative, communicative activities also divided into two kinds of activities; functional activities: problem solving, comparing set of pictures, etc. and social interaction activities: discussion, dialog, and conversation.

Here the teacher started the lessons with giving the drills into his students, then continued with the dialog or conversation as the main activities. The teachers' roles are not dominated than before, because the students' roles are centered. Students' performance is the goal of teaching and students need much practice.

The students also found some problems during the teaching learning process. Those are including into two views; based on the capabilities of the students: vocabulary, grammar, pronunciation, and meaning. The other based on the psychological views: feeling shy, being afraid, and being not confident. To solve these problems, teacher consider into several points. Those are the balance of

grammar and goals of the lessons, language level, condition of the students, and background of their previous education.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one thing that is important in our life. It is one of the tools usually used to communicate everyday in any situations. There are many definitions about the meaning of language. According to Brown, "language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another."[1]

Language also has many functions; one of them is used for communication. Communication itself has large definitions; there are many perspectives about communication. One of people mention communication is an event, and others mention communication is interaction between speaker and hearer. According to Brown, communication isn't merely an event, but something that happens: it is functional, purposive, and designed to bring about some effect – some exchange, unobservable on the environment of hearer and speaker.[2]

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[1] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 5
[2] Op.cit., (United States of America: Prentice-Hall, inc., 1980), p.193

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The nature of communication is divided into three levels; a narrowly conceived core, the large context, and modification process as well.

The aspect of communication is communicative competence. Yule states that communicative competence can also be defined as the general ability to use language accurately, appropriately, and flexibly.[3]

There are four dimensions in communicative competence; they are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence.

In communication, one important thing is the cooperation of all participants in the environment. Without the cooperation of each participant, communication can not happen. According to Savignon in Douglas Brown's principle of language learning and teaching, explain that communicative competence is also relative, not absolute, and depends on the cooperation of all participants.[4]

In modern era, people are required to master English, because English becomes the international language in the world. Besides that, English also becomes one thing that is important in the job market. Many kinds of jobs need English; teacher, businessmen, secretary, guide, banking, etc.

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[3] George Yule, *The Study of Language*, (Cambridge: Cambridge University Press, 2006), p.169
[4] H. Douglas Brown, *Principle of Language Learning and Teaching*,(San Francisco State University: Longman,2000), 4th ed, p. 252

In our education, English also has the important place. As the proof of it, English becomes one of the materials for the final examination for national levels (UAN). As we know that in our country there are many students who can not speak English well. They are usually only getting the theory about English and less in the practice.

There are many methods and approaches used in English learning. One of them is communicative language teaching (CLT) or it is usually called communicative approach.

Richard and Rodgers defined communicative approach as an approach to teach in second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning language. [5]

Communicative approach has two aims: (a) make communicative competence the goal of language teaching, (b) develop procedures for the teaching of four skills that acknowledge the interdependence of language and communication. Beside the aims, communicative approach also has 4 characteristic.

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.

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[5] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1984), p.83

4. The primary units of language are not merely in grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

For the activities in the classroom, communicative approach can apply into two categories; those are functional communication activities (e.g task as learners comparing sets of pictures and noting similarities and differences) and social interaction activities (e.g conversation, discussion, dialogues, debate, and role play, etc.)

Common to all versions of communicative approach, theory of language teaching that states from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, material, etc.

From this the writer thinks that communication is most important as the goal of teaching learning process in English material, because the writer also knows how the communicative is needed in our life, and as we know that learning English through structuralized or grammatical only is not enough. Instead, learning English also needs a communicative way. Through the communication we can speak with and understand the foreigner. And, it becomes the first thing why the writer chooses this topic for her research.

Second, why the writer chooses a vocational high school for the location of her research is because the main purpose of the vocational high school is preparing their students toward the work world in modern era after their

graduation. As we know in modern era, many kinds of job need a people/ worker who are fluent in English. And the writer thinks it is suitable for the location of research. And the reason of the writer's choosing SMK PEMUDA KRIAN is because this school has one program which has the name *conversation class*. Through this program students can practice and make a conversation with their peer in the class. And these studies are will be conducted on the 3rd year of conversation class.

The writer chooses the 3rd year of conversation class with the assumption that the students at the 3rd year of conversation class have sufficient capability in using English. The last, the writer hopes that communicative approach can apply in the class and give the changes for the students. So the title of this thesis is 'The Implementation of Communicative Approach in Conversation Class of 3rd Years Smk Pemuda Krian.'

B. Problems of the Study

1. What are the materials in teaching learning process at 3rd year of conversational class in smk pemuda krian?

2. How did the teacher implement communicative approach at 3rd year of conversational class in smk pemuda krian?

3. What problems arouse during the teaching learning process at 3rd year of conversational class in smk pemuda krian and how is the problem solve?

C. Objective of the Study

1. To describe the materials in teaching learning process at 3rd year of conversational class in smk pemuda krian

2. To describe the implementation of communicative approach in teaching learning process at 3rd year of conversational class in smk pemuda krian

3. To describe the problems arising during teaching learning process at 3rd year of conversational class in smk pemuda krian and how the problems are solved

D. Significance of the Study

The writer hopes that this study would be useful for: firstly, the writer herself. By conducting this study, she is able to apply her knowledge on methods and approaches in English teaching learning. Second, this may be useful for English department students who are going to write their thesis.

E. Scope and Limitation

This study is focused on the teaching learning process of conversation class using communicative approach or how the teacher is implemented communicative approach in the conversation class, the material used, and the last is the problem arising during the teaching learning process. The research will be conduct at 3rd year of conversation class in smk pemuda krian.

F. Definition of Key Terms

1. Approach   : Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting.[6]

2. Communicative   : Ready and willing to talk and give information.[7]

3. Conversation   : Informal talking.[8]

4. Implementation   : Carry out, a plan, or idea.[9]

G. Thesis Organization

This thesis is organized into five chapters; the first chapter is about introduction. This chapter includes background of the study, problems of the study, and objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

The second chapter is review of related literature. It contains about the nature of communication, theory of communicative approach, communicative approach in classrooms, and the previous studies.

In chapter three, the writer discusses about research design, sources of the data, subjects, the instruments and techniques of data collection, and the last is data analysis.

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[6] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 171
[7] Oxford Advanced Learner's Dictionary, 1995, (New York: Oxford University Press), Ed. 5
[8] Oxford Learner's pocket Dictionary, 1995, (New York: oxford university press), p.89
[9] Ibid. p. 208

In chapter three, the writer discusses about research design, sources of the data, subjects, the instruments and techniques of data collection, and the last is data analysis.

In the fourth chapter, the writer discusses about the analysis of research finding. The last chapter is the conclusion of research that has been done by the writer. Here the writer also gives suggestions for the future writers on English subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Communication

There are many views to define a communication. Some people mentions that communication is a combination of acts, and others mention that communication consists of transmitting information from one person to another.

The nature of communication has been argued about since the beginning of western culture. There are many figures included in here; Socrates, Plato, and Aristotle.

Communication stands so deeply in human behaviors, actually there are many other disciplines which support communication, such as philosophy, psychology, and sociology.

1. Communication Theory Framework

There are three frameworks in communication theories: they are ontological, epistemological, and axiological. [10]

Ontology, in here ontology are divided into three views; realist, nominalist, and social constructionist. First, realist perspective views the world objectively, believing that there is a world outside our own experience and cognitions. Second, nominalist views the world subjectively, claiming

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[10] www.wikipedia.com/free-encyclopedia/communication-theory.

that everything outside of one's cognitions is simply names and labels. Third, social constructionist straddles the fence between objective and subjective reality, claiming that reality is what we create together.

Epistemology is an examination of how the theorist studies the chosen phenomena. There are two knowledge in studying epistemology; objective knowledge, it is said to be the result of a systematic look at the causal relationships of phenomena. This knowledge is usually attained through the use of the scientific method. Subjective theory holds that understanding is based on the situated knowledge, typically found using interpretative methodology such as ethnography and interviews. Subjective theories are developing to explain or understand phenomena in the social world. Axiology is concerned with what values drive a theorist to develop a theory.

2. Mapping The Theoretical Landscape

Communication studies usually often borrow theories from other social sciences. There are two common mappings about communication theory.

a. Contexts.

Many authors and researchers divided communication by what they sometimes called "context" or "level." In the contexts of communication theories are dividing into speech communication and mass communication. Both of them are complicated by a number of smaller sub-areas of communication, they are including intercultural and international communication, small group communication,

communication technology, policy and legal studies of communication, and telecommunication.[11] According to Talmy, communication in here addressed at three levels, they are communicative core, the larger context, and the last is modificational process.[12]

Communicative core is a psychological process operating as a core to understood communication. It belongs to one's experiences as desire; usually it is also present in the individual from an early age.

The larger context, the preceeding core of communication is usually conditioned by one's awareness of further circumstances about oneself and addressee as well as of the remaining total situation.

Modificational process is the components or core of the communicative process which can not be seen or enjoyed in the collective unity together. There are some components in the modificational process; omission, transformation, subsumption in a larger system, nullification/ appropriation of component by another functions. [13]

From the explanation above, actually between contexts and levels are has the same contents. They are including explain about the number of smaller sub-areas of communication in communication theories.

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[11] www.wikipedia.com/free-encyclopedia/communication-theory.
[12] Leonard Talmy, *Toward A Cognitive Semantic*, (Cambridge: Cambridge University, 2000), vol. 2. p.338
[13] Ibid. p.14

b. Assumptions.

According to the opinion of the communicative theory by Robert Craig, there are seven "traditions" which tend to reinforce one another, and retain the same ground epistemological and axiological assumptions.[14]

His traditions including:

1. Rethorical – practical art of discourse.

2. Semiotic – intersubjective mediation through signs in order to mediate between different perspectives.

3. Phenomenological – experience of otherness, dialogue.

4. Cybernetic – information processing and explains how all kinds of complex systems.

5. Sociopsychological – expression, interaction, influence.

6. Critical – discursive reflection.

7. Sociocultural – Reproduction of social order.

One of the tradition that including above in which suitable with the communicative approach in conversation class are sociopsychological, because in sociopsychological included expression, interaction, and influence. As we know that in conversation class students try to interaction with each other, and in their activities they also try to express their expression, their feeling, etc.

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[14] www.wikipedia.com/free-encyclopedia/communication-theory.

B. Teaching

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[15] Teaching language is divided into teaching language "what" and teaching language "how". In teaching "what" are including teaching pronunciation, vocabulary, and grammar. For teaching "how" are referred into 4 language skills, they are including teaching listening, teaching speaking, teaching reading, and teaching writing.

1. Teaching Speaking

There are 4 characteristics of successful speaking activities in teaching speaking, they are:

a. Learners talk a lot; as much as possible of the period/ time are occupied by learner talk.

b. Participation is even; classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, or as participator.

c. Motivation is high; learner are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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[15] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 7

d. Language is of an acceptable level; learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[16]

In the teaching speaking there are some problems in which might be aroused in the teaching learning and the suggestion how to solve the problems itself. According to Penny Ur, the problems are including inhibition, nothing to say, low or uneven participation, mother-tongue use.[17]

In the inhibition, learners are often inhibited about trying to say things in foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Second are nothing to say, in here the learners can not think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. Third are low or uneven participation, this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. The last is mother-tongue use; the learners may tend to use it because: it is easier, it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.

To solve the problems that might be aroused in the teaching speaking, there are some suggestions which teacher can do. They are including use

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[16] Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 120
[17] Ibid. p.121

group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, and keep students speaking the target language.

2. Approach in Teaching Speaking

There are many approaches in the language teaching, they are including grammar translation approach, direct method approach, reading approach, audio-lingual approach, oral or situational approach, cognitive approach, affective humanistic approach, comprehension Approach, and communicative Approach. [18]From the approaches mentioned above, not all the approach is suitable for teaching speaking, like grammar translation approach, this approach only suitable with the writing skills.

The approaches that suitable with the teaching speaking are including direct method approach, audio-lingual approach, oral or situational approach, cognitive approach, affective humanistic approach, comprehension approach, and communicative approach.

C. **Theory of Communicative Approach**

Communicative approach is also called with communicative language teaching (CLT). CLT is an approach to teaching of second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language.

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[18] http://www.en.articlesgratuits.com/language-teaching-approaches-id676.php

Communicative approach is found in the changes of British language teaching tradition dating from the late 1960s. British applied other fundamental dimensions of language; they are the functional and communicative potential of language.

In 1972, according to Wilkins in Richard and Rodgers', there are two types of communicative meanings that language learner needs to understand and express. They are the notional categories and categories of communicative functions. According to Wilkins in J.C. Richards and Rodgers mentioned that "He described two types of meaning: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, and complaints.)"[19]

Communicative approach also has two purposes, (a) make a communicative competence the goal of teaching; it means that the goal of language teaching is based on the communicative competence. Communicative competence involves being able to use the language appropriate to given social context. According to Freeman, in here students need knowledge of the linguistic, forms, meaning, and the functions.[20] In communicative competence itself are divided into 4 aspects, they are including grammatical competence, discourse competence, sociolinguistic competence, and communicative

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[19] Wilkins in J.C. Richards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1984), p.65
[20] Diane Larsen-Freeman, *Techniques and Principle in Language Teaching*, (Oxford University Press, 1986), p. 131

strategies. (b) Developing procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. In here the procedures are divided into 2 types of activities, they are pre-communicative activities and communicative activities. As an example for the pre-communicative activity it can be showed with mechanical drills, and for the communicative activities are including conversation, dialogue, comparing set of the pictures, etc.

According to J.C. Richard and Rodger (1984), there are four characteristics in communicative approach, they are;

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 grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. [21]

Communicative approach is also divided into two versions. Howatt in JC Richard and Rodgers' *approaches and methods in language teaching* (1984) distinguishes between "Strong" and "Weak" version in communicative approach.[22]

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[21] Ibid., p.71
[22] Ibid., p.66

In strong version, language is acquired through the communication; it is not merely a question of activating an existing but inert knowledge of language. And weak version is more or less in practice, it is stressed in the importance of providing learners with opportunities to use their English for communicative purposes.

1. Communicative Competence.

According to Yule, communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly.[23] There are some theories of communicative competence; basic communication skills and work up to more comprehensive and integrated theory. And the primary of theories is the basic communication skills.

The main of basic communication skills is mainly oral, and it also needs second language situations. Canale and Swain mentioned that theory of basic communications skills can be characterizes as one that emphasizes the minimum levels of (mainly oral) communication skills needed to get along in, or cope with, the most common second language situations the learners is likely to face.[24]

There are four different components or subcategories making up the construct of communicative competence in the basic communication skills.

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[23] George Yule, *The Study of Language*, (Cambridge: Cambridge University, 2006), p.169
[24] Michael Canale and Merrill Swain, *Approaches to Communicative Competence*, (Singapore: SEAMEO Regional language centre, 1980), occasional papers, No.14, p.10

The first two subcategories reflect the use of linguistic system itself; the last two defined the functional aspects of communication.

a.   Grammatical Competence.

It is the first component which involves the accurate use of words and structures. Grammatical competence is the aspects of communicative competence which encompasses with knowledge of lexical items. Canale and Swain mention that Competence for rules of grammar will be understood to include knowledge of lexical items, morphology, syntax, semantic, and phonology.[25]

This competence has the goals which include providing learners with the knowledge of how to determine and express accurately in the literal meaning of utterance.

b.   Discourse Competence

Discourse competence is the ability to connect sentence in stretches of discourse and to form a meaningful whole out of a series of utterances.[26]Discourse is the rules which combining 2 terms, they are cohesion (Grammatical links) and coherence (Sociocultural rules). And it is become the focus of discourse competence.

According to Canale and Swain, the focus of rules of discourse is the combination of utterances and not the social meaning or

[25] Ibid. p.40
[26] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 247

appropriateness of a single utterance in context.[27] The rules of discourse will make reference to notions whereas sociocultural rules will not necessarily do so.

c.   Sociolinguistic Competence

This competence is the knowledge of the sociocultural rules of language and discourse. According to Yule (2006), sociolinguistic competence also can be defined the ability to use appropriate language.[28]

It should be emphasized necessary to account for the appropriately of utterances or components that need to be considered. This competence will be crucial in the interpretation of utterances and level of literal meaning and speaker's intention.

d.   Communication Strategies

Communication strategies divided into two sorts; related mainly to the grammatical code and communicative interaction. "Communicative strategies will most likely be of two sorts; those that relate mainly to the grammatical code (e.g how to avoid certain forms that one has not mastered or can not recall) and those that relate more to the communicative interaction (e.g how to indicate that one intends to continue/ stop speaking.)"[29]

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[27] Michael Canale and Swain, op.cit., p.41
[28] George Yule, *The Study of Language*, (Cambridge: Cambridge University, 2006), p.169
[29] Michale Canale and Merrill Swain, op.cit., p.42

The rule of flexiblility in the second language uses is a key element in communicative success. In essence, strategic competence is the ability to overcome potential communication problem in interaction.

2. Language Functions

Functions is the use to which language is put, the purpose of an utterances rather than the particular grammatical from an utterance takes. A function essentially has the purposes; they are commanding, responding, requesting, greeting, etc.

As stated by Savignon that language function has to do with what is said. Language is used for an infinite number of purposes: to command, describe, request, agree, report, avoid, hide intent, attract attention, etc.[30]

Function also can not be accomplished, without the forms of language; they are morphemes, word, grammar rules, and other organizational competence. According to Halliday in Richard and Rodger's (1984), language functions are divided into seven forms. That are: instrumental (using language to manipulate the environment), regulatory (using language to control the behavior of others), interactional (using language to create interaction with others), personal (using language to express personal feeling and meaning), heuristic (using language to learn and to discover), and imaginative (using language to create a world of the

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[30] S. Savignon, *Communicative Competence: Theory and Classroom Practice*, (Addison-Wesley Publishing Company, inc., 1983), p.13

imagination), representational (using language to communicate information).
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3. Discourse Analysis

Communication are not only about how we can communicate with other people, how the others can understand what we say, but also about communication needs in discourse. Discourse analysis is the relationship between forms and functions of language. Discourse analysis also encompasses the notion of language more than a phenomenon.[32]

Discourse analyses in our general oral language are marked by exchanges with several persons in which a few sentence spoken by one participant and followed another sentence or responds by other, for example:

a. Waiter   : More coffee?

   Consumer : I'm okay

b. A   : Got the time?

   B   : Ten fifteen.

According to Schriffin (1994), there are three different models of communication in approach to discourse. They are code model, an inferential model, and interactional model.33

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[31] Halliday in J.C. Richards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1984), p.70
[32] H. Douglas Brown, *Principle of Language Learning and Teaching*,(San Francisco State University: Longman,2000), 4th ed, p. 253
[33] Deborah Schriffin, *Approach to Discourse*, (Oxford UK and Cambridge USA: Blackwell, 1994), p.391

Code model; the main participant role assumed by the code model is a sender. Here, a sender has three sequentially ordered roles. First, sender has an internally represented proposition. Second, transforms a thought into a set of externally and mutually accessible signals. Finally, transmits that thought to intended recipient, then relies upon essentially the same procedures to decode the signal, retrieve the message, and access another's thought.

Inferential model; the inferential models are centered in the pragmatics and speech act theory. Inferences about the speaker's meaning are allowed not only by conventional meanings that are linguistically encoded, but also by the operation of the cooperative principle – a particular kind of cognitive context.

Interactional model; the interactional model assumes that an individual display situated information that is interpreted by a recipient. Interactional model underlies three approaches to discourse; interactional sociolinguistics, ethnography of communication, and conversation analysis.

4. Conversation Analysis

Conversation analysis was developed in the late 1960s and early 1970s principally by the sociologist Harvey Sacks and his close associates Emanuel Schegloff and Gail Jefferson. Conversation analysis is the study of talk in interaction; both verbal and nonverbal in situations of everyday life.[34]

Conversation analysis also describes the orderliness, structure and the pattern of interactions. According to Wooffitt, one of the tasks of conversation analysis is to discover and describe the architecture of this structure: the properties of the ways in which interaction proceeds through activities produced through successive turns.[35]

Conversations are excellent examples of the interactive and interpersonal nature of communication. And the essential rule of conversation itself is *Attention Getting*. The attention getting conventions within each language both verbal and nonverbal are needed careful assimilation.

In the conversation analysis there are three types of topics to secure attention getting. Fist, that is *topic nomination*, there are 4 rules for accomplishing these topic. The first, Quantity; say only as much as is necessary for understanding the communication. Second, Quality; say what is

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[34] www.wikipedia.com/free-encyclopedia/conversation_analysis.htm
[35] Robin Woffitt, *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*, (SAGE publications, 2005), p.8

the true. Third, Relevance; say only what is relevant. And the last is manner; be clear.[36]

Second, that is *topic development*; it is using conventions of turn-taking to accomplish various functions of language. The topic development are divided into several topics, they are topic of clarification, avoidance, and interruption. Turn-taking itself is defined as the other rules which require an integrated understanding of interchange within the culture.

The last is *topic of termination.* It is an art which even native speakers of language have difficulty in mastering at times. Each language has verbal and nonverbal signal for such termination.

5. Nonverbal Communication

In communication there are two ways to communicate with other people; they are verbal and nonverbal communication. Nonverbal communication also can be used to communicate through some ways; body language, eye contact, gestural, and etc. According to Brown, there are 6 types of nonverbal communication: kinesics, eye contact, proxemics, artifacts, kinesthetics, and olfactory dimensions.[37]

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[36] H. Douglas Brown, *Principle of Language Learning and Teaching,*(United State of America: Prentice-Hall, 1980), p.197
[37] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 262

D. Communicative Approach in the Classroom

As we know that in teaching learning English are not only through grammatical/ structuralized, but also through functional and communicative meanings. In communicative approach practices also have three elements as the basic in the teaching learning; they are communication principle, task principle, and meaningfulness principle. Each principle is interpreting kind of the activities.

According to J.C. Richard and Rodger, one such element might be described as the communication principle: activities that involve real communication promote learning. Second, the task principle: activities in which language is used for carrying out meaningful task promote learning. Third, meaningful principle: language that is meaningful to the learner supports the learning process. [38]

In communicative approach also have three aspects in the teaching learning. First of all is cognitive, it is come from base on the acquisition and systematically rules. Second, they are behavioral aspects it is come from based on the conditioning (tend to the habitual act). The last is psychological aspect, these aspect only tend to the learners' feel to communicate with around them or to develop positive attitudes towards their learning environment.[39]

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[38] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching,* (Cambridge: Cambridge University Press, 1984), p.72

[39] William Littlewood, *Communicative Language Teaching,* (Cambridge: Cambridge university Press, 2007), 27th print, p.93

1. Classroom Communicative Competence

Communications in the classroom are shaped by the actions and perceptions of both teachers and students and social or anything in which context within classrooms exists. The essential of classroom communicative competence itself includes the participation the students during classroom activity. [40]

In here, of course there should be evidence by the teachers, students, classroom events, and the sociocultural contexts in the classroom communication. Teacher has three tasks to define the classroom communicative competence.

Teacher must be first: recognize the structural and functional norms; it is the ways in which information is organized in a lesson and the range of purposes for which the language is to be used during the lessons. Second, recognize the social and interactional norms; it is the social organization of participation. And for the interactional norms there are two focuses in interactional classroom or communicative classroom.

According to Brown and T. Gonzo, the focuses are classroom provides opportunities for negotiating comprehensible input. It means the focus of this part are on the "production" that occur in a second language classroom. And the last are out put. In the nature of out put mention there are

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[40] Karen E.Johnson, *Understanding Communication in Second Language Classrooms*, (Cambridge:Cambridge University Press, 1995), p.161

some of influenced by a number factor. They are interactional goals and classroom setting.[41]

Finally, sociocultural contexts within which classroom exist. It can be externally imposed constraints that exists within the students' sociocultural community and effect how teachers perceive their students as well as how students perceive themselves, the language they are learning, and their classroom experiences.

As summary, defining classroom communicative competence requires that teachers recognize the norms that govern classroom communication. According to Doyle in Johnson's understanding communication in second language classroom, suggest that successful classroom communication and learning is contingents upon the social relationships that are established between teacher and students.[42]

2. Types of Learning and Teaching Activities in Communicative Approach

In communicative approach are including two forms activities, they are pre-communicative and communicative activities. The essential of pre-communicative are to prepare the learner for later communication. Pre-communicative activities are also divided into structural activities and quasi communicative activities.

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[41] H. Douglas Brown and Susan T. Gonzo, *Reading on Second Language Acquisition,* (Prentice-Hall regents, 1994), p.334-335
[42] Karen E. Johnson, op.cit., p.162

The differences between structural and quasi communicative activities can be seen through kinds of the activities. As the performance of the structural activities are including; mechanical drills or learning verbs paradigms. And for quasi communicative activities tend to the potential functional meanings.

Second, that is communicative activities. In here the learner has to activate and integrate his pre-communicative knowledge and skills. Communicative activities itself also divided into functional communication activities and social interaction activities.

Functional activities include comparing set of pictures and noting similarities and differences, problem solving, and following directions. And social interaction can be showed through conversation, discussion, dialogues, debates, etc. [43]

Littlewood represents the framework of these communicative activities diagrammatically as follows:

Pre-communicative activities ⟷ Structural activities

Quasi- communicative activities

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[43] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1984), p.76

Communicative activities ⟶ Functional communicative

Social interaction activities[44]

There are many versions about kind of the activities in communicative approach. Nunan mentions three types of the activities in communicative approach; they are information- gap activity, reasoning-gap activity, and opinion-gap activity.[45]

Information-gap activities, it is involves a transfer of given information from one person to another. Reasoning-gap activities; in which involves deriving some new information from given information through processes of inference, practical reasoning, or perception of relationships or pattern. Opinion-gap activities, it is involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Different from Nunan, Brumfit divided the activities based on two emphasized; fluency and accuracy.[46] Accuracy; the activities of accuracy involves extensive reading, guided writing, and listening exercises. And for fluency, it is involving conversation, extended writing, and comprehension (either of speech and writing).

In communicative activities teacher also has the role. In here teacher should become a passive observer, his function becomes less

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[44] William Littlewood, *Communicative Language Teaching*, (Cambridge: Cambridge university Press, 2007), 27th print, p.86
[45] David Nunan, *Designing Task for The Communicative Classroom*, (Cambridge: Cambridge University press, 1995), 7th print, p.66
[46] Christopher Brumfit, *Communicative Methodology in Language Teaching*, (Cambridge: Cambridge university Press, 1994), 9 print, p.53-70

dominant than before, but no less important. According to littlewood, teacher is available as a source of guidance and help, teacher also must be monitoring the strengths and weaknesses in learners' performance and the last teacher exercise more immediate influence over the language used. [47]In here teacher also can take part as a "co-communicator" during the activities in the class.

3. The Materials

There are many varieties of materials have been used to support communicative approaches to language teaching. According to J.C. Richard and Rodger, there are three kinds of materials currently used in communicative language teaching. They are text-based material, task-based material, and realia.[48]

a. Text-based Materials

This kind of materials usually uses typically lessons consisting of a theme for example; replaying information, understanding the message, asking for more information, taking notes, and presenting information. And this kind also uses texts which interpret the theme as the content of lessons.

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[47] William Littlewood, *Communicative Language Teaching*, (Cambridge: Cambridge university Press, 2007), 27th print, p.19
[48] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1984), p.79

b. Task-based Materials

This material includes a variety of games, role plays, and simulation. For example; exercise handbooks, cue-cards, activity cards, pair communication practice material, and students-interaction practice booklets.

c. Realia.

This kind of material usually uses the authentic materials. They include signs, magazines, advertisements, newspapers, graphic, and visual sources.

E. Review of Previous Studies

The previous studies are concerned with the teaching learning process using communicative approach. The first previous study is written by Dini Muthia with the title *English Friendships Communication (EFC) As The Supplementary Activity for Increasing Students' Speaking Skill of SMPN 3 Sidoarjo.*

She mentioned the kind of the material and teaching techniques in EFC program. The kinds of the material in EFC program include topic, magazine, film, and cassette. And for the teaching techniques, she mentioned debate discussions, role-play, and watching movie activity. Besides mentioning the kind of the teaching techniques and materials which are used in EFC program, she also describes the responds of students during EFC program.

Second previous study is written by Dwi Yuni Puspitaningsih with the title *The Use of Realia as Teaching Aid to Facilitate Third Grade of SLTP Negeri 1 Geneng Student's Oral Communication Skills*. In these previous studies the researcher implements 3 kinds of realita and takes 4 cycles to obtain the data concerning the improvemence of students' oral communication skills.

In this previous study, the researcher also mentioned some previous studies which have the relation with her study, for example; the study written by Ervanto (1998). In his study it is mention how communication games should be played to improve the students' speaking ability.

He believes that communication games can create a comfortable atmosphere for students to speak. In his research, he did an action research and implemented four kinds of communication games. Then, he observed the implemented of his modified techniques as well as assessed the students speaking ability while they were in each treatment given to the students.

Beside Ervanto, another study is written by Haris (1997). He wants to reveal the mystery of why topic could trigger students to speak. And as the result, he mentioned that love issues could be used as one of the alternative topic in teaching speaking for young men. In this research, the researcher will conduct the same research just like the first researcher did (knowing what the material and how communicative approach can implement in teaching learning process at 3rd year of conversational class in SMK PEMUDA KRIAN), in her researcher used interviews, questionnaire, and observation in collecting the data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive. It means the study merely describes the exiting phenomenon. According to Sumakdinata, "descriptive research is merely describes a situation or the exiting phenomenon."[49]

There is no manipulation of variables, and no testing of hypothesis. It contains some notes about the teaching learning process at 3rd year of conversation class in SMK PEMUDA KRIAN.

B. Source of Data

The source of the data in this research was divided into two kinds of the data. Lofland in Moleong's *Metodologi penelitian kualitatif* mentioned that the main source of the qualitative data are included the words and the attitude, and the supporting the data are included documentations, literary references, and the others. [50] The researcher also divided two kinds of the data; they are main data that included the students and the teacher's activities in the class and supporting data that included literary references and documentations.

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[49] Nana Syaodih Sumakdinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosda Karya, 2007), cet.3, p.18
[50] Lofland in Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2001), cet.14, p.112

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C.Subjects

The researcher wrote some qualifications or the criteria of the subjects as an informant to help her research, they are:

1. The informants should be the teacher and students in the 3rd year of conversation class in SMK PEMUDA KRIAN

2. The informants should follow the activities (must participate) during the teaching learning process at 3rd year of conversation class in SMK PEMUDA KRIAN

Based on the some qualifications above, we can conclude that the subjects of this research are the students who studied at 3rd year of conversation class in SMK PEMUDA KRIAN and the teacher.

The researcher chose the students and the teachers as the subjects because she thinks that both of them have important roles in this research. Besides that they also have more time and chances to interact each other, especially in the conversation class.

D. The Instruments and Technique of the Data collection.

The research instruments are required by non participant observations, questionnaire, interview, and documentation.

1. Observation

   In this researcher, the writer conducts some observations to obtain the data. According to Martin Brett Davies explained that observations are focuses on the interactions between more than two people and monitor everything that occurs.[51]

   Observations itself are divided into two kinds; participant and non participant observation. The researcher chose the non participant observations. As the non participant observer, the researcher observes the process of teaching learning in conversation class in SMK PEMUDA KRIAN.

   And the researcher used observation in here also to answer the problems of number 2. In seeking the data, the researcher use the notes to record the informant's literary from observation and interview.

2. Interview

   According to Moleong, interview is defined as a conversation in which has the purpose.[52] The writer in her research was interviewed the teacher and wrote down the data directly based on the teachers' answer. Beside that, this technique had been chosen by the researcher to answer the problems of number 1, 2, 3.

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[51] Martin Brett Davies, *Doing a Successful Research Project (Using Qualitative and Quantitative Methods)*, (New York: Palgrave Macmillan, 2007), p.197
[52] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2001), cet.14, p.135

There are many kinds of interview, but in this research the writer used overt interview. In here the teacher knows that he became an informant and the writer also helped with interviewed sheets in collected the data. The data collected using this technique are intended to find out the information about the teaching learning process at 3rd year of conversation class in SMK PEMUDA KRIAN.

3. Questionnaire

The writer gave written questions and the informants were asked to answer the questions on the answer sheets. This technique had been chosen by the researcher to answer the problems of number 3.

4. Documentation

The researcher collected the picture and handout of the materials as the supporting data in her research. And it is used to answer the problems with numbered 1 and 2.

E. Data Analysis

The data analyzed were the data about the teaching learning process using communicative approach at 3rd year of conversation class in SMK PEMUDA KRIAN, i.e the situation in which communicative approach were used in teaching learning. The data obtained from the informants were analyzed through procedures in accordance with the objective of the study.

The first problem is to find out the materials in teaching learning process using communicative approach at 3rd year of conversation class in SMK PEMUDA KRIAN, then analyzed by categorizing into kinds of materials of the collected data.

The second problem is to find out how communicative approach can be implemented at 3rd year of conversation class in SMK PEMUDA KRIAN, knowing the ways and situation during the teaching learning process.

The third problem is to find out the problems arising during the teaching learning process in the class; knowing what the problems which students and teachers are faced with, and deciding how the problem can be solved.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the notes about the analysis of the data collected based on the problems which have been mentioned in chapter I.

A. The Material Used in Teaching Learning Process.

1. Findings

There are 4 topics in materials used at 3rd year of conversation class in SMK PEMUDA KRIAN; they are personal identity, handling complaint, making suggestions, and introduction. The material used in the teaching learning process at 3rd year of conversation class in SMK PEMUDA KRIAN are including the clue about personal identity which was written down by the teacher in the white board (e.g name, age, address, job, etc), handouts about handling complaint and introduction, picture, and text of letter.

Based on the result of interview, the materials used here are also adapted with the curriculum of English. Conversation class in SMK PEMUDA is one of the programs that help the students learn and try to speak. So in this program there is not the curriculum from the government. For the material and everything involved had been adapted with the curriculum of English.

As an example, in the handle complaint the materials used in teaching learning are handouts about handle complaint. Teacher uses dialog in the handout about handling complaint with supermarket as the setting. Besides a dialog in the handouts of handling complaint, teacher also mentions kinds of useful expressions in any situations.

1. Expressing complaints

    a. I am extremely dissatisfied with....

    b. I am disappointed with....

    c. What's wrong with this flight? It's advertised that....

2. Reason of complaints

    a. We have been waiting for almost.... hours for our order.

    b. The waiters were rude and unhelpful

    c. The items I bought here is not the same as the one advertised

3. Expectations toward complaints

    a. I would like all my money back

    b. I'd like to ask for a full refund of....

    c. I would like to have a full refund for....

4. Handling complaints

    a. We're sorry, Sir. We guarantee it won't happen again.

    b. Excuse me, Mom. May I have a look at your receipt?

    c. It is all right, Sir. We will give all your money back.

Another example is the materials about introduction. The materials used in introduction are the same with handling complaints that is using handouts. The contents of the handouts introduction mention about personal introduction, eg. Hi, my name is Nina. I'm 20 years old, and I live at Krian – Sidoarjo, etc. and about how to introduce some one else

- I would introduce ...., or

- This is my......

2. Discussion

As stated in the previous chapter, the materials of communicative approach include text-based material, task-based material, and realia. [53]Most of the materials used here belong to the text-based materials. It can be showed through handout about handling complaint and introduction, clues of personal identity, and text of letter.

All of the materials above belong to the text-based materials because they are typical lessons consisting of a theme. Besides that, all of the material forms belong to the text. For example, materials included in the text-based material are relaying information, understanding the message, presenting information, etc. Other materials used here are realia. Realia usually uses the

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[53] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching,* (Cambridge: Cambridge University Press, 1984), p.79

authentic materials; those include signs, magazines, advertisement, etc. It can be showed through picture.

> *"These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts."[54]*

Opposite with the text-based materials, the task-based material are not used. As stated in previous chapter, task-based materials include variety of games, role plays, and simulation. As we know that based on the materials mentioned above in findings, there is no materials included as task-based materials.

The whole materials used at 3rd year of conversation class in SMK PEMUDA KRIAN are suitable with the students. The material used here has the proportion, adapted into curriculum, and suitable with students' need. As an example, handling complaints, according to the writers' opinion, is suitable for students' need, because it prepares the students toward the work worlds after they graduate. So when they work in public places like market, hotel, travel agent, etc., they can practice and use these lessons in their works, if they meet a complaint from the customers.

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[54] Ibid. p.80

B. The Implementation

1. Findings

Here the writer divided the teaching learning process into 3 steps. They are including pre teaching, while teaching, and post teaching.

a) First meeting

In the first meeting of observation, the teacher uses "making suggestions" as the topic. And for the material, teacher uses some materials here; they are picture and text of letter.

In this meeting, the teaching learning process is started into 2nd steps, because the teacher did not use the 1st step. He starts the class by introducing the material. He explained the rules of using picture. Then he also gives the example to practice the dialog based on the picture with his students. During giving example to the students, the teacher did the interaction and tried to communicate with the students. If the students agree/ disagree with the picture, the students must answer or give responds with agree/ disagree statement. In here teacher used 4 picture they are cycling, swimming, diving, and Royal plaza mall.

After the teacher gives the example through conversation with his students, the next turn is for the students to build a conversation with their peer in the class Their conversation are done in pair work and in front of class. Their conversations are still based on the picture and agree/ disagree statement.

During doing a conversation based on the picture students understand the rules and the ways in building conversation, and they can also practice the conversation well, although some of them find out some problems, for example in their pronunciation and vocabularies. The teacher also monitors his students in building conversations. When he found his students meeting a problem; he always helped them and gave the correct answer.

The next activities are: the teacher writes down the letter in white board. Then teacher asks the students to show the vocabulary that they do not understand and gives the meaning all of the difficult vocabulary that had been mentioned. After that, teacher asks one of them to tell what the content of the letter is. In the last activities teacher asks to the students to give the responds of the letter.

In here the students mention many vocabularies that they did not understand. The students also found the problem; they did not know how to give the responds of the letter. And to solve these problems, teacher gives the example about the responds of the letter. In the post teaching, teacher gives students' changes to convoy the difficulties they faced during the lessons.

b) Second meeting

In second meeting the teacher uses the clues of identity which were written down on the white board and chooses "personal identity" as

the topic of these lessons. In this meeting the teacher did not used pre-teaching, he start his lesson in while-teaching. He starts with introduction of the material.

He wrote down the clues in the white board, and then he explained each of the clues. In here teacher still keeps his English and tries to give the understanding to students using English. So he chooses to explain it by using some sentences/ other words that has the similarities in meaning and sometimes he also uses his body language.

After explaining the clues, the teacher gives the example to interpret personal identity through conversation with his student. Beside that, teacher also gives the example how to introduce oneself to others.

After that, teacher asks the students to build a conversations based on the clues in the white board with their friends. And the students who answered the question based on the clues must write or fill up the form of personal identity in white board.

In this meeting the students found some problems. They often make an error in their pronunciation. Beside that, they also have less their vocabulary. Some of them did not mention the number around 10-100.

During the lessons, teacher monitors his students' activity and in the last session teacher explains about the students' difficulties. In this sessions teacher also asked the students to mention some vocabularies in correct pronunciation.

c) Third meeting

In the third meeting, the topic of the lessons is introduction. In here teacher uses hand out about introduction as the material. In pre-teaching teacher gives the brigde before turn into new material. Teacher explained what we should to do when we arrive or visiting to the new place. Through this bridge the students can accept what is the teacher means. Students understood that if we going to new places, we must introduce our self.

Then in while-teaching, teacher starts his lessons with introduce his material. He explained how to greet and introduce someone. In here he also explained how to introduce someone else, not only our self. For example:

- How to introduce someone else:
  1. I'd like to introduce…..
  2. I want you to meet….
  3. This is my…..

In teaching techniques, the teacher uses a dialog to give the materials into his students. Teacher asks to the students to practice the dialog in front of class with pair work.

In building dialog, students are often making errors, especially in their pronunciation. But in here teacher always keep on their spirit and activity, teacher gives the correct pronunciation.

The next activity is teacher asks to students to introduce their self. In here students enough fluently introduced their self, although some of them are still more less in their vocabularies. But it is only a minority of them.

The last activity, teacher asks to the students to make a dialog with their friends in free topics, and it is done by the students in their notes, and then practices their dialog. It is belonging to their homework, because the time is not enough.

d) Fourth meeting

In this meeting, teacher chooses handling complaint as the topic. Teacher also uses handout about handling complaint as the material here. In pre-teaching teacher did not review the previous lesson, but also teacher to bridge the gap into new material. In here teacher explained what we should to do if we buy something in supermarket and we have got unsatisfied server. In this step, students are still keep on their minded, and try to guess the explanation of the teacher.

In the next steps, teacher starts the lessons with introduce the material "Handling Complaint". Teacher explained about handling complaint through the dialog in the handout. For the first, teacher asked to

students to read all of the content of dialog, and giving the chance to students to give the meaning of the dialog and tell about the difficulties word they faced. Then teacher asked to the students to look for the sentences in which interpret handling complaint in the dialog. In here students enough understand about the materials and gives the positive responds, students are able to mention which one the sentences that interpreted handling complaint.

The next activity, teacher asks students to make pair works and read the dialog in front of class. During the students building dialog/ reading the dialog, teacher keep on his ear and monitoring his students' mistakes. Based on the result of his monitoring students' mistakes, he found 1 problem on general that is pronunciation.

Most of them are can not say the words in correctly, because their pronunciations are belonging to weak. In this meeting teacher also explained the useful expressions in handling complaint. For example:

1. Expressing complaints.

2. Reason of complaints.

3. Expectations toward complaints

2. Discussion

In the teaching learning process teacher often uses dialog and conversation as the main activity in the class. Both of the activities above are

belong to social interaction activities. As stated in previous chapter mentioned that Littlewood distinguishing between functional activities and social interaction activities. [55]

The functional activities are can be show with the activities likes comparing set of the picture, and social interaction likes discussion, dialog, conversation, etc. In the 1st meeting teacher uses dialog as the main activity, in this conversation are building based on the picture in which as the material here. And for supported activity are the way how to give a responds of the letter.

In this meeting the usage of picture as the material are suitable for the students. Based on the writers' opinion picture is one of the visual sources and also it is belonging to realia. Beside that, picture also interesting (picture can attract students' attention) and meaningful (picture also has the means) through picture students will be know what the meaning of the content from the message of picture and of course about the lesson itself.

Not far from the 1st meeting, in the second meeting teacher also still uses conversation as the activity. But in here the differences are teacher used the clues that written on the white board as the material. And the students building conversation are based on the clues above.

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[55] William Littlewood, Communicative Language Teaching, (Cambridge: Cambridge university Press, 2007), 27th print, p.86

In this meeting teacher used English and try to do not to use in Indonesian language in his explanation. He used some sentences or other words that has the similarities meaning in his explanations. It is because he wants to ask his students usual hearing English, so through this way students can understand with what the teacher means automatically.

In his explanation, the teacher also did not only use verbal expressions, but also body language. He used his body language when he met the difficulties to make his students understand the lessons.

According to the writers' opinion these ways are enough good, because communication is not only verbal communication, but also nonverbal communication. As stated in previous chapter, in the theory of communicative approach there are 5 aspects that included, and one of them is nonverbal communication. Brown mentioned that Nonverbal communication also can use to communicate through some ways; body language, eye contact, gestural, etc.[56]

Different with both of the meeting before, in the third meeting teacher used dialog in the handout. And students' activity in here only reading and practices the dialog in pair works in front of class.

The focuses of all the meeting above are different; because the focuses of each meeting are depend on the topic of the lessons. As an example in the

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[56] H. Douglas Brown, *Principle of Language Learning and Teaching,*(San Francisco State University: Longman,2000), 4th ed, p. 262

1st meeting, the topic is making suggestions, the focuses of this meeting are students can practice/ knowing the way to making suggestions.

During the teaching and learning process teacher always motivates and ask the students to speak and try to communicate with their peer in the class. Because in communicative application, students are become centered. As stated in chapter II mentioned that the essential of classroom communicative competence are including participate the students and learn during in the classroom activity. [57]

The teachers' role in here are not dominated, all kind of the activities are more centered into the students. Even though in communication approach students are become centered, teachers role in here also importance, because teacher also as a "co-communicator" in here, as a co-communicator teacher also gives presentation before he giving the assignment to the students. Beside that, teacher also monitors his students' activity when the students try to communicate with their peer. From here teacher will be know what kind of students' mistakes are during their building communication.

Because in communicative approach the students' performance is the goal, students need much practice. So students should be centered, as the writer said before. The students in here do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active,

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[57] Karen E.Johnson, *Understanding Communication in Second Language Classrooms,* (Cambridge:Cambridge University Press, 1995), p.161

with the students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general.

Based in the theory of communicative approach, there are 4 characteristic in communicative approach, and in the teaching learning process the 4th characteristics of CA are had been filling by the activities that teacher and students do. During the teaching learning process they are trying to makes a communication. Students try to interaction with others, and teacher keep on the communication in this class can be exists by his students' activities.

C. The Problems Arouse in Teaching Learning Process.

1. Findings

Based on the result of the research instrument in collecting the data, the writer can mention some problems which arouse during the teaching learning process. Those problems include vocabulary, grammar, pronunciation, and meaning, feeling shy, being afraid, and being not confident.

The problems which arouse during in the teaching learning process are divided into 2 sides. The first one is the problems that happened on the teacher, and second one on the students.

Based on the result of interview that the writer do, teacher found some problems during in his class. First of all his problems are the difficulties to give

the explanation about the material, because most of the students can not understand with his explanation. These problems also related with students' vocabulary. They are difficult to understand the material because their vocabularies are less.

Other problems are student's grammar. Most of the students are didn't knew how to use the present tense, past tense, and future tense. In here teacher not only found the problems based on the students' capability, teacher also found out that the students are still feeling so shy to try speaking in English. They are not only shy but also they feel afraid and not confident. They usually tend to keep silent in their class during teaching learning.

From the questionnaire, the writer also can conclude that the students' problem actually more complex. They are less in their vocabularies, pronunciation, grammar, and meaning. Because of that most of the students are difficult to understand with their lessons.

And it is also makes they are difficult to building a conversation/ try to communicate with their peer. To solve the problems, teacher considered the balance between grammar and goals of the lessons, condition of the students (capability of the students), and background of their previous educations.

2. Discussion

As mentioned in the finding above, the problems arouse during the teaching learning process include vocabulary, grammar, pronunciation, meaning, feel so shy, afraid, and not confident. Based on the result of the research instruments in collecting the data, the writer can conclude that the problems that happened on the teacher come from the problems of the students.

Students are difficult to understand the material. It is because they are less in their vocabulary, grammar, pronunciation, and meaning. All of the problems above included as a weak version in communicative. It means that all of the problem arouse depend on the more or less in the practice.

As stated in previous chapter, Howwatt in J.C. Rhichards and Rodgers' approaches and methods in language teaching mentioned; weak version is more or less in practice, it is stressed in the importance of providing learners with opportunities to use their English for communicative purposes.[58] The writer also divided the problems arouse during in teaching learning into two views. The first one are based on the capabilities of the students views. It is included vocabulary, grammar, pronunciation, and meaning.

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[58] J.C. Richards and Rodger, *Approaches and Methods in Language Teaching,* (Cambridge: Cambridge University Press, 1984), p.71

As we know that based on the function of language which state in the previous chapter, both of them are representational and interactional. And it is can not be accomplished without the forms of language.

Second one of the views is based on the psychological views. In here students are still feeling shy, afraid, and not confident to try communicating with their peer during the classroom activities. Because of that they usually tend to keep silent in their class. Littlewoods in communicative language teaching mention about psychological views. These views only tend to the learners' feel to communicate with around them or to develop positive attitudes towards their learning environment. [59] Based on the result of interview, to solve these problems, teacher are consider into the balance between grammar and goals of the lessons, language level, condition of the students, and background of their previous education.

Based on the writers' opinion the steps that teacher do to solve these problems are suitable. Teacher must know what the students' need in here is. Because each student is have the differences capability. From here teacher can match between students' needs and the lessons (materi of the lesson in which will be teach in his class.)

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[59] William Littlewood, *Communicative Language Teaching*, (Cambridge: Cambridge university Press, 2007), 27th print, p.93

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

From the discussion about using communicative approach in teaching learning process, the writer can conclude that the materials used in teaching learning process are including handout about handling complaint and introduction, clues about personal identity which write down in white board, picture, and text of the letter (it is also write in white board). More of the materials used in here are belonging to the text-based materials. Different with text-based materials, task-based materials are does not use in here.

Besides the materials, the writer also concludes that in teaching learning process teacher uses dialog and conversation as the main activities in the class. During the teaching learning, teachers used English and try to do not to use in Indonesia language in his explanations.

Teachers' roles are not dominated, because students' roles are centered in here. Student's performance is the goal and students need much practice.

The last discussion are about the problems arouse during teaching learning activities in the class. The writer here divided into two views; based on the capabilities of students views and psychological views.

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Based on the capabilities of the students, the problems are including students' vocabulary, grammar, pronunciation, and meanings. And for psychological views are including students' feeling shy, afraid, and not confident to try communicate in their class.

Based on the problems above, to solve these problems the teacher considers several points in here. First of all; the balance of grammar and goals of the lessons, language level, conditions of the students, and background of their previous education.

B. SUGGESTION

This suggestion is addressed for those who have an interest in the issue of using communicative approach in teaching learning process.

Based on the result of this research, the writer suggest to the English teacher to apply communicative approach to combined with their own teaching ways, because there is not the best method or approach in teaching learning, but the best way in teaching English are combine each method with others. And the English teacher must creative again to gives the materials into students.

And for the future researchers, is to improve this research by doing further skills or to compare communicative approach with the other teaching method or approach.

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