

Chapter One

Introduction

This chapter is the introduction of the research. It consists of background of the research, the identification of the problem, limitation of the research, research questions, objectives of the research, significance of the research, and organization of the chapter.

Background of the Research

CLT (Communicative Language Teaching) is a natural relationship between language and communication. According to Rambe (2017), generally CLT is activities that focus on real communication to support the language learning process. Instrument under CLT is called communicative activities. In regards to communicative activities, Harmer (2007) stated that communicative activities are activities that involve learners in authentic communication. Communication activities will create an interaction with all members of the classroom with kind of real situation that the students felt like in their routines. Interaction is one of the ways to learn the language; the interaction happens as long as there is a person and another person communicating with each other continuously and they might be giving action and receiving the response from one another in any situation including in a classroom setting (Nisa, 2014).

There are various communicative activities that can probably be applied by the teacher in the classroom. According Richarads (2006), there are several communicative activities which had been used in CLT such as

task-completing activities (puzzle, games, map reading), information-gathering activities (interview), opinion-sharing activities, information-sharing activities, reasoning-gap activities, role play, pair work, and group work. Those activities can be used as tool which enable to stimulate students to speak and communicate because the communicative activities are contained authentic material that link the student with real-life situation.

To develop students' communication ability, integrating authentic material in communicative activities should be used as a language teaching and learning strategy. When implementing that strategy, the teacher must consider not only whether the students engage in meaning-focused activities, but also whether those activities, including tasks and texts, are relevant to real-life out-of-class communicative situations (Milal & Laily (2019). Furthermore, activities in the language teaching and learning process should be developed and carried out in such a way that learners become active, participative, and involved in the process. According to Morozova (2011), communicative activities contain authentic material which requires the students to use the language in various real-life situations or an authentic atmosphere to encourage meaningful interaction between students. The authentic materials include TV ads, movies, songs, flyers, advertisements, newspaper, brochures, pamphlets, and many more (Rao, 2019).

The English teacher can use communicative activities to create learning situation in the classroom and achieve the goal of the study. According to Oradee (2012), communicative activities have a goal to make

students focus on the study then the students will be aware of how to develop communication and interact with one another on the circumstances where communication ability becomes a tool to bring forward their learning. Moreover, the teacher needs to provide the activities that require the students to speak up and listen to other learners, as well as the program or community; it is one of the communicative activities (Mahenza et al. 2020).

The communicative activities will stimulate students to get maximum opportunities as much as possible in using the target language in the way the students communicate with each other. According to Gao (2008), communicative activities are important and beneficial activities to build enjoyable and proportional conditions when the students are not under pressure to speak up and communicate with other learners. Knowing that teaching English is a complex and challenging activity, every teacher has a different version in representing how to apply communicative activities in the classroom. Based on Muhassin (2016), English teachers need to be creative in order to be able to design the educational activities through relevant exercises that encourage the students to be active and successful both in pair work and group work.

The communicative activities can help the student to gain more confidence in speaking, practice language skill, and be more active in classroom. According to Mahenza et al. (2020), communicative activities implicate and stimulate students to get a comprehension of the language and prepare them to use the language in real conditions. It means that the students would feel like they are really going with the flow of their daily

lives. However, in order to get benefit of communicative activities the teacher role is also important to design and implement the communicative activities in the classroom. Based on the researcher's experience, the teachers are still rare in using communicative activities and just used the same communicative activity continuously in the classrooms. Because of that the researcher wonders what kind of benefit that teacher gets from applying communicative activities or is there any difficulties in applying communicative activities. Then, the researcher interested to know the teacher perception in using communicative activities in the classroom

The researcher does believe that many kinds of communicative activities will be useful as a tool for the English teacher to support teaching and learning in the classroom and beneficial for developing students' communication skill. There are many studies investigating the implementation of communicative activities. A few studies investigate kinds of communicative activities and the dominant communicative activity used in classroom (Muhassin, 2016), the effect of communicative activities for secondary school students' speaking performance (Owen & Razali, 2018), and the implementation communicative activities in English reading class (Gao, 2008). However, all the studies above focuses on the kinds of communicative activities, the effect of communicative activities that improve students' skills, and the implementation of communicative activities instead of the benefits and the challenges that also ones of the important issues to be discussed. Also, the benefits and the challenges of the implementation of communicative activities itself are different in every

classrooms. The study is worth conducting because, as future teachers, the researcher has to find any practical activities that might develop students' learning and give the best outcome for the students. Thus, by conducting this study, the teachers will be aware if communicative activities are helpful to facilitate communication in the classroom and support the students in learning language. This study becomes a new reference or additional information related to communicative activities. This study aims to investigate the benefits and the challenges of communicative activities in EFL classrooms.

Identification of the Problem

Since communication is the main role to control the interaction in the teaching and learning processes, many teachers should design some media to link the interaction in the classroom and also to overcome any problem that hinders the students in improving their English skills. The other problem possibilities are the teacher cannot perform communicative activities efficiently so the students become lack of motivation, some teachers are not familiar with CLT, do not know how to conduct CLT in classroom and then the teachers became unaware with the benefits and the challenges that conducting the communicative activities. This study collects opinions from several teachers who have experienced in applying communicative activities in EFL classrooms focusing on the benefits and the challenges of communicative activities. Because the researcher needs a clear information about the benefits and the challenges of using

communicative activities from the teachers opinion that answerd the researchs question of this study.

Delimitation of the Problem

Based on the problems identify in previous section, this study only focuses on finding out the English teachers' perceptions on the benefits and the challenges of using communicative activities in teaching and learning processes in the classroom. Before implementing communicative activities, the teacher must know kinds of communicative activities which are beneficial for the students in learning English. Thus, it can convey the goals and learning needs. In addition, there are also the challenges of using communicative activities in teaching and learning processes in the classroom. The challenges in applying communicative activities in classes are investigated based on the opinions of teachers who teach by applying communicative activities in EFL classrooms.

Research Questions

The research questions of this study are presented below:

1. What are the benefits of using communicative activities in EFL classroom?
2. What are the challenges of using communicative activities in EFL classroom?

Objectives of the Research

Throughout this research, the research aims to find out the teachers' perception on the benefits of using communicative activities in the EFL

classrooms and to discover the teachers' perception on the challenges faced by teachers in applying communicative activities in EFL classrooms.

Significance of the Research

This research is expected to give a contribution to the teacher and future researcher. The explanation is presented below:

Teachers. The teacher can use the results of this study which are about the benefits and the challenges of using communicative activities as additional references to improve the teacher's quality in teaching English in the EFL classroom. Also, this study can make teachers understand more about the benefits and the challenges of using communicative activities which can help them to present the material more easily especially when they apply communicative activities their classroom.

Future researchers. This study can be the reference and inspiration to the next researchers who are interested in conducting study using the same topic. Besides that, this study also provides insight in conducting research especially about using communicative activities in the EFL classroom.

Organization of the Chapters

This research consists of five chapters. Chapter one introduces the research background, identification of problem, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the chapter.

Chapter two is about literature review. In this chapter, the researcher presents definition of communicative activities the characteristics of

communicative activities, the benefits of using communicative activities in EFL classrooms, and the challenges faced by teachers in applying communicative activities in EFL classes. In addition, review of related studies and conceptual framework are also presented in this chapter.

Chapter three is about methodology. This chapter describes how this research was conducted by the researcher. In this chapter, the researcher explains research design, research setting, research participants, data collection techniques, data collection procedure, and data analysis.

Chapter four contains findings and discussion. This chapter presents the results of data analysis. Two main points are described in this chapter, namely the benefits and the challenges of using communicative activities in EFL classroom.

Chapter five consists of conclusions and recommendations. This chapter describes general answers to research questions and recommendations from the researcher. Recommendations are given to teachers and other researchers.