

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the findings or results of the collected data, the interpretation towards the collected data, and the answer to the research questions which has been stated in the previous chapter.

4.1 Findings

The researcher gathers the required data on Wednesday, 26th of September 2018 at the 3A class of Speaking for Everyday Communication which was held in GKB 1 Room 3.02A of University of Muhammadiyah Malang started from 12.10 to 13.45. As planned in previous chapter, the researcher gathered the data by observing the activities on the back seat of the class and taking notes and a few necessary photos of the activities within the class for the importance of documentation.

Before the class began, the lecturer greeted the students and asked them whether they have questions or not regarding the English linguistics world. A few of the students raised their hands and asked the questions and then the lecturer would answer those questions briefly. The asking session was done in 5 minutes and the lecturer would continue to discuss the materials. The materials which were presented in that meeting was “Reviewing Songs”. The main target in this meeting was for the students to be able to review songs based on their own criteria (lyrics, rhythm, melody, performance, singer, and etc.). At first, the lecturer asked a question about the students’ favorite song and why did they like that song. He

told the students to write their answer in a piece of paper concisely. While the students are working on their writings, the lecturer observe each of the students and to look upon their writings. He then ended the writing session in 5 minutes.

From there on, the lecturer asked the students to share what they wrote with their classmate. The class was quite noisy due to everyone was talking to each other. In this moment, the lecturer was also involved in the sharing activity by asking each of the students of what are their favorite songs and why they love it. Afterwards, he finished the sharing session and asked the class representative to share their favorite songs to identify the criteria of a good song according to the students. Two of the students shared to the class and then the lecturer moved to the next activity.

Following the previous task, the lecturer then played a video of a song titled “Amazed” performed by Scotty McReery at the 2011’s American Idol show and he asked the students to give comments on the song according to their previously created criteria of a good song. Then, he asked the students of who will loved the played song and three of the students raised their hand.

The lecturer then instructed the students to form groups of 4-5 people and then 3 groups were formed in the class. Then, he gave each of the groups a piece of paper and a set of puzzles containing the lyrics of the “Amazed” song. From there on, he played the video three times and while playing, he asked the students to arrange the lyrics in the correct order by listening to the video. In the first attempt of the video being played, the lecturer asked the students to only observe

the video and then in the second and third attempt the students will listen sincerely to the videos and started to arrange the lyrics puzzle. During this task, the lecturer walked around the class to observe and helps the students in need. After the video played three times, the lecturer gave the students the correct arrangement of the lyrics and he asked the students to talk with their group about what is the main idea of the song for 5 minutes.

The next task is, the lecturer played the video for one more time and this time he asked each group to have an agreement towards the song whether they like it or not. Each group were engaged in a group debate since every student have their own arguments towards the song. The class was quite loud during this moment due to the debate in each group. The lecturer would observe the groups during this task to see how the students talk to each other. After the debate is over, the lecturer asked each group to create arguments regarding their opinions towards the song.

From there, the lecturer asked two members of each group to move to another group and to present their opinions and arguments towards the song. In the new groups, the lecturer asked each new group to come to an agreement whether they liked the song or not or repeating the previous task which caused another debate to spark. Once again, the condition of the class was quite loud due to the debate. The lecturer then ended the discussion after 10 minutes.

After ended the second debate session, the lecturer asked the students of who like the song and not. Half of the students were raising their hand when the

lecturer asked who liked the song and the other half were raising their hand when the lecturer asked who disliked the song. He didn't only ask about their choice, but he also asked about why they liked it or not. He then involved in a small conversation with the students about their view towards the song. After that, the lecturer gave the class small feedback about how well they did in commenting the song.

Later after that task, the lecturer asked the students to comment on the performance of the singer (Scotty McReery) and he asked them only to focus on the performance and to give comments, arguments and once again to choose whether to like or unlike the performance of the singer even if they didn't like the song. The lecturer then played the video again and almost everyone in the class gave good comments regarding the performance of the singer. Afterwards, the lecturer showed the class the comments of the judges in the video and to compare the students' comments and the judges' comments. After he showed the video, he gave the students a few minutes for the group to talk about the judges' comments to the singer's performance.

While giving time to the groups for discuss, the lecturer observes the class to see how the students talking to each other and to help them if any of them need help with the video. Subsequently, the lecturer ended the discussion and started to asks each group's discussion result towards the judges' comments. After each of the group gave their perspective, the lecturer then gave the class the criteria of how to review the singer's performance and song according to the video.

In the last task, the lecturer played 5 different audios of singers performing the song “Amazed” and they asked the students to give ratings from the worst to the best performance from the 5 audios and he asked the students to create a short video of them reviewing the 5 audios and to upload it in their Google Classroom platform on Friday, 28th of September 2018.

Then, the lecturer asked the class if there were any questions or anything they unsure about before he greeted the class to say good bye and close the meeting.

4.1.1 TBLT Tasks Used in the Class

There were several tasks found during the observation of Speaking for Everyday Communication class. A total of eight small tasks were found and a target task was also identified during the class observation. Those eight small tasks are consisting of: (1) self-reflection; (2) sharing; (3) group discussion; (4) in-group debate; (5) puzzle; (6) asking and answering; (7) giving critics. Whereas the central task or target task is only one and it is ‘reviewing song’.

1. Self-Reflection

This part of task was found during the beginning of the class when the lecturer was asking the students of what is their favorite song and why did they like it. It was a self-reflection question since the students were not only asked to choose one from millions of songs, yet they have to include reasons of the cause for choosing the song as their favorite one.

2. Sharing

This task was found a couple of times during the observation. As we can observe in the observation notes and the finding section, every time the students were asked to give their perspective or opinions towards the presented materials, the lecturer was also asking them to share the result of their interpretations to their classmates or group members.

3. Group Discussion

The lecturer was also using group discussion for the small task where the students would engage in a conversation with each of their group members and present their ideas and arguments towards the presented materials.

4. In-Group Debate

The in-group debate was found twice during the class observation. Even though in those two times they were debating the same presented materials, the students were willingly speaking freely to oppose their ideas and arguments to their own group members and to the another travelling members from the different groups.

5. Puzzle

The use of puzzle was found only once during the observation in the class. It was when the lecturer asked the students to arrange a set of puzzles containing the lyrics of the “Amazed” song and then he compared the work of the students with the correct arrangements of the lyrics to observe how well the students are doing in understanding what the singer said.

6. Asking and Answering

This part of task was done in the beginning and the ending of the class when the lecturer asked the students if they had any questions or things that they were unsure of regarding the presented materials.

7. Giving Critics

During the class observation, giving critics was found a couple of times during the class. Giving critics is considered to be the important task since it contains the technique to the main task or the target task which was 'reviewing song'. The students were asked to give their critics in form of arguments towards the song and the performance of the singer.

8. Target Task 'Reviewing Song'

According to the schedule of the lecture, the moment when the researcher observes the Speaking for Everyday Communication class it was the time to discuss about 'reviewing song'. As stated above, the lecturer was using eight small tasks to help the students to achieve and to build the main task or target task which the final aim is for the students to review selected songs by the lecturer and to give critics to them as they have already learned in the class.

4.1.2 The Appropriateness Between the Applied TBLT Tasks in the Class and Appropriate TBLT Task

Nunan (2004) pointed out a few characteristics of what makes an appropriate TBLT task. He continued to name these characteristics as "principles"

in which should be fulfilled for TBLT task to be recognized as an appropriate task. According to Nunan, there are seven TBLT's task principals. In this part of findings, the researcher discusses whether the implemented TBLT tasks in the Speaking for Everyday Communication class are appropriate or not by analyzing it with the seven TBLT's tasks principals composed by Nunan.

1. Scaffolding

Nunan (2004) stated scaffolding means that the lessons should give support to the students. The observation shows that the support wasn't only provided from the materials, but also from the lecturer. This indicated from every time he asked the students to do something, he will consistently observe them to see how they do and asking them of any difficulties regarding the command or the presented materials.

2. Task Dependency

According to Nunan (2004), the definition of task dependency is that each exercise, activity or task should build upon the ones that already done before. This was also found in the class observation. For example, before the lecturer asked the students to review the selected song, he asked the students to build the criteria of a good song by asking them their favorite song and why did they like it. Afterwards, he gave example of a song review by the judges of the American Idol and then compared it to the students' criteria in order to give the students better understanding.

3. Recycling

Nunan (2004) pointed out one of the characteristics of an appropriate TBLT task is recycling which means recycle the language to maximize the learning opportunity. In the class observation, this characteristic of the task was determined a few times during the teaching and learning activities.

For example, the lecturer only gave the students a little part of the language form of how to review songs by only giving the students the keywords for the criteria and not the whole description of how to review songs. This indicated that the lecturer allowed the students to think and develop their own ideas about reviewing songs by didn't limit the students only to the theory but rather he let the students to think more about the presented materials.

4. Active Learning

Active learning means learners would learn best by actively using the target language they are learning or in other words, they learn by doing the real-world tasks (Nunan, 2004). The class observation revealed that the students were learning by doing actively in the class. The clearest representation of this was how the students learn to review the selected song. Rather than they learn how to review by a certain theory, they build their understanding through the accomplished activities or small tasks.

5. Integration

Nunan (2004) explained that integration is one of the characteristics of an appropriate TBLT task which means that the lesson should teach grammatical form and how the form is used for the purposes of communication. According to

the observation notes, this characteristic was performed by the lecturer when he gave the students the correct criteria of how to review song based on the comments of the American Idol's judges and he told the class to use that criteria and the students' criteria which they were created in the previous tasks to review the selected song in the final task.

6. Reflection

Reflection means that learners should be given opportunities to think about what they have learned and how well they are doing (Nunan, 2004). This characteristic was also recognized in the middle of the learning process at the moment when the lecturer gave the students feedback and tell them how well they are reviewing the songs.

7. Reproduction to Creation

According to Nunan (2004), reproduction to creation means that the students should not only practice and drill what has been taught to them, but also be given opportunity to use their creativity and imagination from what they have learned to solve the real-world tasks. Moreover, this characteristic was identified in the class. It was in the last task when the lecturer asked the students to review the 5 selected performance of the "Amazed" song and to create a short video which later will be uploaded on the Google Classroom platform. The lecturer didn't limit the students' creativity on creating the video, he just asked them to upload it on the designated time.

4.2 Discussion

In order to answer the first research question, the researcher describes the TBLT tasks which were used in the class. Based on the class observation, a total of seven small tasks and one target task were used in the Speaking for Everyday Communication class. The lecturer used the seven small tasks as a foundation to prepare and build the students' understanding towards the presented material to the target task. The target task itself is "Reviewing Songs" while the small tasks that were used as a foundation are self-reflection, sharing, group discussion, in-group debate, puzzle, asking and answering, and giving critics.

Afterwards, the researcher discusses about the tasks' appropriateness to answer the second research question which stated in the chapter two of this study. As stated in the previous chapter, in order for a TBLT task to be considered as an appropriate task is that the task needs to consist of seven principals or characteristics of task, they are: (1) scaffolding; (2) task dependency; (3) recycling; (4) active learning; (5) integration; (6) reflection; and (7) reproduction to creation (Nunan, 2004).

Based on the analysis, each of the characteristics of TBLT task which pointed out by Nunan (2004) were fulfilled by the lecturer in the Speaking for Everyday Communication Class. Furthermore, it can be said that the implemented tasks in the class are successfully achieved the appropriate TBLT tasks since the lecturer fulfill the needs of the seven task principals.