

CHAPTER IV

FINDINGS AND DISCUSSION

Research findings and discussion are described in this chapter. The results of this research fulfill the main information needed by this research to describe exploring EFL classroom discourse on the teaching of oral communication skills. The findings include a detailed explanation of the data results' presentation. The findings, on the other combination, were examined in the discussion section.

A. Findings

Based on the research questions stated in the first chapter. The data in this chapter was analyzed. EFL classroom discourse on the teaching of oral communication skills are the two primary topics. Two research questions were answered in this section. The questions were: 1) How does oral communication skills development become influenced by EFL classroom discourse? ; 2) How do teacher-student interactions impact the instruction of oral communication skills in "question and answer, and feedback" classroom discourse?

1. EFL classroom discourse influence the development of oral communication skills

In this section, the study aimed to answer the research question. The data collection was taken from the interview. The interview was held on November 21 2023. The teacher said that the material that would be studied in class was descriptive text material. Interviews were written in English and translated into Indonesian. In addition, the questions can be understood and expressed well. In this interview there are ten questions that must be answered by one teacher. The teachers who participated were recommended teachers because they had been teaching at the school for quite a long time.

Figure 4. 1 Interview with the teacher



Table 4. 1 Interview Result

Question	Teacher Answer
<p><i>“Bagaimana interaksi siswa dan guru di kelas EFL berdampak pada perolehan oral communication skills?”</i></p> <p>How does student and teacher interaction in the EFL classroom impact the acquisition of oral communication skills?</p>	<p><i>Interaksi pertama yang di lakukan oleh siswa dan guru adalah interaksi antar individu, ketika di dalam kelas guru menjelaskan materi pelajaran kemudian siswa bertanya mengenai materi tersebut semisalnya “selain mendeksripsikan makhluk hidup apakah bisa mendeskripsikan benda mati?”.</i></p> <p><i>Interaksi kedua yang dilakukan adalah interaksi berkelompok, interaksi ini di lakukan secara berkelompok, kegiatan yang di lakukan adalah presentasi. Siswa melakukan presentasi seperti membahas apa yang sudah di diskusikan.</i></p> <p><i>Hal tersebut menjadi dampak positif bagi oral communication skills antara siswa dan guru atau siswa dengan siswa, meskipun dengan Bahasa yang</i></p>

bercampur Indonesia dengan Inggris. Hal positif nya siswa di dalam kelas menjadi lebih aktif dan menyampaikan apa yang mereka pikirkan atau yang dingin di tanyakan.

The first interaction was carried out by students and teachers as interaction between individuals. In the classroom, the teacher explained the subject matter and then students asked questions about the material, such as "besides describing living things, could you describe inanimate objects?"

The second interaction was group interaction, which was conducted in groups. The activity carried out was presentations. Students made presentations, such as discussing what had been covered. This had a positive impact on oral communication skills between students and teachers or among students themselves, even though the language was mixed with Indonesian and English. The positive outcome was that students in the classroom became more active and conveyed what they thought or wanted to ask.

According to Sardiman (2005: 47) in his book entitled "Interaction and Motivation in Learning to Teach" calls the term learning with educational interaction. According to him, what is considered educative interaction is interaction that is carried out consciously and has the aim of educating, in order to lead students towards their maturity. Learning is a process that functions to guide students in their lives, namely guiding them to develop themselves in accordance with the developmental tasks that must be undertaken. In the implementation of learning, the teacher is very interactive in communicating with students and making direct social contact and creating intimacy with students. As for after the teacher has delivered all the material, the teacher gives assignments to students orally or in writing and students can spontaneously answer well and correctly.

There are situations where teacher and student communication involves a mixture of two languages, mainly Indonesian, and the impact of this bilingual communication on students' oral proficiency in basic language. Communication between teachers and students involves combining two languages, Indonesian being the primary language. Despite the bilingual nature of the communication, there is a positive impact on students' oral communication skills. Alwright (1994) defined a "learning by doing " approach as instruction that engages teachers and students. Using basic languages, possibly in addition to Indonesian, seems to contribute to this positive impact. The mention of "basic languages" suggests that the vocabulary or language used in communication is straightforward and uncomplicated. This simplicity may aid students in better understanding and expressing themselves orally. Using a mix of languages may serve as a stepping stone for students to develop proficiency in both languages. It could also encourage a more inclusive learning environment by accommodating students with varying language backgrounds. The simplicity of the language and the cultural diversity introduced through bilingual communication can contribute to a more enriched educational experience. However, it's essential to consider effective communication strategies to address any potential challenges arising from this language mix..

Table 4. 2 Interview Result

Question	Teacher Answer
<p><i>“Apa saja strategi kelas wacana utama yang digunakan oleh guru EFL yang mahir untuk meningkatkan kemampuan komunikasi lisan siswa?”</i></p> <p>What are the key discourse classroom strategies employed by proficient EFL teachers to enhance students' oral communication abilities?</p>	<p><i>Strategi yang digunakan saya di dalam kelas adalah presentasi dan diskusi. Jadi siswa dapat meningkatkan keterampilan berbicara atau komunikasi lisannya melalui strategi ini. Tugas presentasi bagi siswa kerap kali dipilih oleh guru karena dapat menilai siswa secara kognitif, afektif, dan psikomotor. Mulai dari penilaian kerja kelompoknya, penilaian produknya (umumnya dalam bentuk makalah dan file power point yang akan dipresentasikan), kecakapan bicara di depan kelas. Siswa dapat menjelaskan materi dan orang lain dapat mengajukan pertanyaan kepada penyampai.</i></p> <p><i>Dan terkadang saya meminta siswa untuk berdiskusi karena diskusi adalah cara lain dalam proses belajar mengajar dimana peserta didik berpartisipasi penuh dalam pengajaran yang diberikan. Dalam hal ini guru dapat langsung menjadi pemandu dan bersama-sama peserta didik membuat kesimpulan pemecahan masalah, atau guru membagi peserta didik ke dalam kelompok-kelompok dan memberikan permasalahan pada masing-masing kelompok untuk dicarikan penyelesaiannya. Hal ini membuat siswa</i></p>

dengan bebas berkomunikasi dalam mengemukakan gagasan dan pendapat sehingga mampu membuat oral communication skill berjalan menjadi lebih baik.

The strategies I used in the classroom were presentation and discussion. So students could improve their speaking or oral communication skills through these strategies. Presentation assignments for students were often chosen by teachers because they could assess students cognitively, affectively, and psychomotorically. Starting from the assessment of their group work, assessment of their products (generally in the form of papers and PowerPoint files that were presented), speaking skills in front of the class. Students could explain the material and others could ask questions to the presenter. And sometimes I asked students to discuss because discussion was another way of teaching and learning process where learners fully participated in the teaching given. In this case, the teacher could directly guide and together with students make conclusions about problem-solving, or the teacher divided students into groups and gave problems to each group to find solutions.

	This made students freely communicate in expressing ideas and opinions so that it could make oral communication skills run better.
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Based on the description above, language teaching strategies emphasising active verbal communication and interaction between students are often called language teaching approaches using presentations and discussions using speaking or communication. Siregar (2010: 3) learning strategies is a complex process that occurs in all people throughout life, from infancy (even in the womb) to the grave. One sign that someone has learned something is a change in their behavior. According to Sekhah Efiaty (2012), a presentation is an activity of speaking in front of a large audience. Based on the Big Indonesian Dictionary, presentation means presenting or presenting. In broad terms, the presentation can be interpreted as presenting or conveying information to other people with various purposes, such as informing, influencing or inviting (persuasive). According to Hasibuan and Moedjiono (2002:20), the discussion method is a way of presenting learning material where the teacher gives students (groups of students) the opportunity to hold discussions to gather opinions, conclusions, or solve a problem. Discussion learning is where the teacher guides children in conversation. Encourage children to express themselves and communicate openly clearly, through discussion, children are required to talk a lot.

According to Shughri (2007), "this strategy brings real-life situations into the classroom, where students are given many opportunities to express their ideas and exchange opinions." This approach is based on the idea that language is best learned through its use in meaningful real-life situations. Supartinah Pakasi, in a book entitled "Children and Their Development", states: (1) learning is communication between children and their environment, (2) learning means experiencing, (3) learning means doing, (4) learning means purposeful activity, (5) learning requires motivation, (6) learning requires children's readiness (7) learning

to think and use thinking power, and (8) learning is integrative. Discussion and presentation methods are used to transfer knowledge effectively and efficiently, motivate, foster collaboration, learn to be responsible in data discovery, and create a more enjoyable learning process. Using discussion and presentation methods can also increase students' self-confidence and communication skills. The teacher observed increased student learning activities using discussion and presentation methods during the teaching and learning process.

Students are encouraged to construct complete sentences rather than focus on individual words or phrases. This approach allows a more holistic understanding of language structure and use. Focusing on sentences encourages language learning for practical and functional purposes. Learners can express ideas, ask questions, and engage in conversations more effectively when they have a solid understanding of how to construct meaningful sentences, Halliday, M. A. K. (1975).

Table 4. 3 Interview Result

Question	Teacher Answer
<p><i>“Bagaimana penggunaan materi otentik (teks deskriptif) dan situasi kehidupan nyata dalam wacana kelas berkontribusi terhadap peningkatan keterampilan komunikasi lisan EFL?”</i></p> <p>How does the use of authentic materials (descriptive text) and real-life situations in classroom discourse contribute to the improvement of EFL oral communication skills?</p>	<p><i>Materi yang di gunakan guru adalah materi 'Descriptive Text', yang memuat menyampaikan kesan utama kepada pembaca terhadap suatu objek, gagasan, tempat, peristiwa, dsb. Contoh nya adalah saya memberikan gambar seorang presiden, saya meminta siswa untuk menjelaskan siapa yang ada di gambar tersebut? Mereka satu persatu mengangkat tangannya karena ingin menjawab. Hal tersebut menarik oral communication skill student karena rasa ingin yang begitu kuat. Selain itu juga dengan kehidupan nyatanya adalah mereka mampu mendeskripsikan apa</i></p>

	<p><i>yang di lihat atau yang ada di lingkungannya. Seperti mendeskripsikan teman nya atau lingkungannya. Paparan konteks bahasa kehidupan nyata meningkatkan kemampuan pelajar untuk memahami dan memproduksi bahasa Inggris lisan.</i></p> <p>The material used by the teacher was 'Descriptive Text', which contained conveying the main impression to the reader of an object, idea, place, event, etc. An example was when I gave a picture of a president and asked the students to explain who was in the picture. One by one, they raised their hands because they wanted to answer. This attracted students' oral communication skills because they wanted to be so strong. Also, with real life, they were able to describe what they saw or what was in their environment, like describing their friends or their environment. Exposure to real-life language contexts enhanced learners' ability to understand and produce spoken English.</p>
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According to the description above, authentic materials provide learners with exposure to language as it is used in real-life contexts, making the learning experience more meaningful and relevant. This exposure helps learners understand how language is used in everyday situations, which is crucial for effective

communication. Authentic materials can include a wide range of written, spoken, audio, and visual resources, such as newspapers, magazines, films, TV shows, podcasts, interviews, and more, Tomlinson, B. (2012). Instead of relying on contrived or textbook examples, students engage with content that mirrors situations they might encounter in the real world. Describing people they know or public figures from authentic photographs helps bridge the gap between the classroom and authentic communication. Authentic materials often carry cultural significance. Using images of celebrities or public figures exposes students to cultural references, helping them understand the language and the cultural nuances associated with the people they are describing. Authentic materials expose students to the way native speakers naturally use language. They encounter idiomatic expressions, colloquialisms, and authentic language patterns that might not be present in traditional teaching materials. This exposure helps students develop a more authentic and natural way of speaking.

In summary, incorporating authentic materials like photographs into language learning activities facilitates a more meaningful and effective learning experience. It encourages students to engage with the language in a way that reflects real-world communication, ultimately contributing to improving their oral communication skills in EFL.

Table 4. 4 Interview Result

Question	Teacher Answer
<p><i>“Dengan cara apa kegiatan pembelajaran kolaboratif di kelas EFL dapat mendorong pengembangan keterampilan komunikasi lisan di kalangan siswa?”</i></p> <p>In what ways can collaborative learning activities in EFL</p>	<p><i>Kegiatan kolaboratif yang mendorong pengembangan keterampilan komunikasi lisan biasanya menggunakan sistem kerja kelompok. Setiap grupnya terdiri dari 5-6 orang. Hal itu dilakukan supaya materi yang disampaikan perkelompok dapat mudah dipahami secara optimal. Karena materinya descriptive text, setiap kelompok nya di minta untuk</i></p>

<p>classrooms foster the development of oral communication skills among students?</p>	<p><i>mendeskripsikan guru favorit dan nanti akan di jabarkan di depan kelas lalu kelompok lain yang akan menebak siapakah guru yang di maksud. Interaksi siswa di dalam kelas menjadi lebih aktif dan menyampaikan apa yang mereka pikirkan atau yang dingin di tanyakan.</i></p> <p>Collaborative activities that encouraged the development of oral communication skills typically used a group work system. Each group consisted of 5-6 people. This was done so that the material presented per group could be easily understood optimally. Because the material was descriptive text, each group was asked to describe their favorite teacher, and later, it was described in front of the class. Then, other groups would guess who the teacher was. Student interaction in the classroom became more active and conveyed what they thought or coldly asked.</p>
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According to the description above, collaborative group work, especially in educational settings, involves collective efforts in which individuals work together to achieve a common goal. The goal of collaborative activities, as you mentioned, is to foster communication, teamwork, and joint problem-solving. Students are grouped to work as teams. Asmuri (2014) states that the group work method is a way of learning where students in a class are divided into several groups, each group seen as a separate unit. The term group work means that students in a class are divided into groups based on the principle of achieving a common learning goal.

Lesson material that has been determined to be completed together. Group composition may vary depending on the specific learning objectives and nature of the assignment. The teacher or facilitator provides assignments that require collaborative effort. Your example involves a description of something, and the description must be clear so that the other group can guess it correctly. Each student in the group makes an individual contribution to the assignment. This may involve brainstorming, research, or using their unique skills and knowledge to add value to the overall group effort. Students discuss their ideas, share information, and coordinate their efforts to ensure everyone is on the same page. Clear communication helps avoid misunderstandings and ensures the final result is coherent. In this example, students may need to think critically to describe something in a way that others can accurately guess. This encourages analytical thinking and creativity. As groups work, they can provide feedback to each other. This feedback loop allows for refinement and improvement of their work. It also enhances the learning experience when students consider different perspectives and suggestions. After the initial task is completed, there is a phase where the group presents the results of their work to other people, and the other groups try to guess the correct answer based on the description given. This adds an element of fun and involvement to the activity. After the activity, students often reflect. This can include discussions about what worked well, what challenges they faced, and what they learned from the collaborative process. The entire process promotes a sense of collaboration and teamwork. Students learn not only from the content of assignments but also from working together and taking advantage of each other's strengths.

In short, educational, collaborative group work encourages effective communication, teamwork, critical thinking, and problem-solving skills. It provides a holistic learning experience beyond the course material and prepares students for real-world collaborative environments.

Table 4. 5 Interview Result

Question	Teacher Answer
<p><i>“Sejauh mana penggabungan teknologi atau media dalam wacana EFL mempengaruhi keterampilan komunikasi lisan?</i></p> <p>To what extent does the incorporation of technology or media in EFL discourse influence oral communication skills?</p>	<p><i>Teknologi atau media yang digunakan adalah media gambar dan video. Teknologi dan media sering kali membuat pembelajaran menjadi lebih menarik dan interaktif. Namun di dalam kelas kedua hal tersebut mempengaruhi keterampilan komunikasi lisan, ketika menampilkan sebuah gambar siswa salin mengeluarkan suaranya untuk mengatakan apa yang ada di gambar tersebut. Untuk video dapat memberikan umpan balik langsung mengenai pengucapan, tata bahasa, dan penggunaan kosa kata. Umpan balik instan ini membantu pelajar mengidentifikasi dan memperbaiki kesalahan dalam komunikasi lisan mereka, sehingga mengarah pada perbaikan seiring berjalannya waktu.</i></p> <p>The technology or media used were images and videos. Technology and media often made learning more interesting and interactive. However, in the classroom, both affected oral communication skills. When showing a picture, students copied their voice to say what was in the picture. For videos, they could provide immediate feedback on pronunciation, grammar, and</p>

	vocabulary usage. This instant feedback helped learners identify and correct errors in their oral communication, leading to improvements over time.
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Oral communication skills are essential for effective communication in various aspects of life, including academic and professional fields. Engaging students in activities that improve their oral communication skills can be fun and effective. Using video technology and image media is a good strategy for developing and strengthening these skills. Viewing and listening to videos on students creates and improves their speech comprehension skills. Video technology is a medium that can involve many senses and organs during the learning process (Munadi, 2013).

Kasinyo (2012), image media is a visual form that is used in the learning process. This media does not have sound elements and can only be seen. Even though it is only seen and does not show sound, images can make students speak.

This allows them to learn dynamically and interactively, encouraging a deeper understanding of language use in various contexts. Additionally, combining diverse material ensures students are exposed to various linguistic features, thereby contributing to holistic language development.

Table 4. 6 Interview Result

Question	Teacher Answer
<p><i>“Bagaimana perbedaan budaya mempengaruhi wacana kelas EFL dan, akibatnya, pengembangan keterampilan komunikasi lisan?”</i></p> <p>How do cultural differences affect EFL classroom discourse and,</p>	<p><i>Budaya yang berbeda memiliki norma dan harapan yang berbeda-beda terkait gaya komunikasi Contohnya para siswa itu sulit dalam melafalkan perbedaan antara p,f dan v. Perbedaan ini dapat menyebabkan kesalahpahaman dan salah tafsir di kelas EFL, sehingga berdampak</i></p>

<p>consequently, oral communication skill development?</p>	<p><i>pada kemampuan siswa untuk berkomunikasi secara efektif dalam bahasa Inggris.</i></p> <p>Different cultures had different norms and expectations regarding communication styles. For example, students found it difficult to pronounce the difference between p, f, and v. These differences could lead to misunderstandings and misinterpretations in the EFL classroom, thus impacting students' ability to communicate effectively in English.</p>
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The difficulties students face in distinguishing and pronouncing sounds such as "p", "f", and "v" in English may be due to a variety of factors, including linguistic differences, cultural influences, and the phonetic characteristics of these sounds. In some languages, the distinction between voiceless and voiced sounds may not be as important as in English. Kramsch, C. (1993), cultural differences can impact classroom dynamics and interaction patterns. Some cultures may emphasize teacher authority and a passive student role, while others may encourage collaborative learning and active student participation. Teachers must know these cultural dynamics and adapt their teaching methods to create inclusive and supportive learning environments. Some languages may not have certain sounds at all, making it difficult for learners to understand and reproduce those sounds accurately. Native speakers often pronounce sounds quickly, and the natural rhythm and intonation of speech can make it difficult for learners to pick up on subtle differences. This is especially true if students are not regularly exposed to spoken English. The physical articulation of these sounds involves distinct movements of the mouth and lips. Students may find it difficult to coordinate these movements, resulting in difficulty producing sounds accurately. A comprehensive

language learning program should include focused pronunciation practice, with attention paid to the learner's specific challenges. Teachers can use visual aids, diagrams, and hands-on activities to help students understand and reproduce these sounds. Regular repetition and constructive feedback are essential for improvement. Students need opportunities to practice sounds in controlled practice and receive guidance in their pronunciation.

Overcoming these challenges requires a combination of targeted pronunciation instruction, cultural awareness, and consistent practice. Encouraging students to actively listen to and imitate native speakers can also improve their ability to accurately distinguish and produce these sounds.

Table 4. 7 Interview Result

Question	Teacher Answer
<p>“Peran apa yang dimainkan oleh umpan balik dan strategi korektif dalam membentuk akurasi dan kelancaran keterampilan komunikasi lisan siswa EFL?”</p> <p>What role do QnA, feedback and corrective strategies play in shaping EFL students' oral communication skills accuracy and fluency?</p>	<p><i>pada Sesi QnA saya memberikan kesempatan kepada siswa untuk berlatih berbicara bahasa Inggris dalam suasana terstruktur. Mereka mendorong partisipasi dan keterlibatan aktif, memungkinkan siswa untuk menerapkan keterampilan bahasa mereka dalam komunikasi waktu nyata. Selain itu juga membantu siswa mengembangkan kepercayaan diri dalam mengekspresikan diri secara lisan dan meningkatkan kemampuan berpikir dan merespons dengan cepat dalam bahasa Inggris.</i></p> <p><i>Pada umpan balik sangat penting untuk membimbing siswa menuju komunikasi lisan yang akurat dan lancar. Ini membantu siswa memahami kekuatan mereka dan area yang perlu ditingkatkan.</i></p>

	<p><i>Umpan balik yang membangun dari guru membantu siswa mengidentifikasi kesalahan dalam pengucapan, tata bahasa, kosa kata.</i></p> <p><i>Strategi korektif adalah teknik yang digunakan untuk mengatasi kesalahan dan meningkatkan akurasi dalam komunikasi lisan. Contohnya termasuk teknik koreksi kesalahan seperti koreksi eksplisit (memberikan bentuk yang benar dengan segera), menyusun kembali (mengungkapkan ulang kesalahan), permintaan klarifikasi (meminta siswa mengulangi atau mengklarifikasi).</i></p> <p><i>Secara keseluruhan, sesi tanya jawab, umpan balik, dan strategi perbaikan bekerja secara sinergis untuk meningkatkan akurasi dan kelancaran keterampilan komunikasi lisan siswa EFL.</i></p> <p><i>Dengan memberikan banyak kesempatan untuk berlatih, umpan balik yang ditargetkan, dan koreksi kesalahan yang efektif, guru dapat membantu siswa maju menuju kemahiran yang lebih baik dalam bahasa Inggris lisan.</i></p> <p><i>In Q&A sessions, I provided opportunities for students to practice speaking English in a structured atmosphere. They encouraged active participation and engagement, allowing students to apply</i></p>
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	<p>their language skills in real-time communication. It also helped students develop confidence in expressing themselves verbally and improved their ability to think and respond quickly in English.</p> <p>Feedback was very important to guide students towards accurate and fluent oral communication. This helped students understand their strengths and areas for improvement. Constructive teacher feedback helped students identify pronunciation, grammar, and vocabulary errors.</p> <p>Corrective strategies were techniques used to address errors and improve accuracy in oral communication. Examples included error correction techniques such as explicit correction (giving the correct form immediately), rephrasing (rephrasing the mistake), and clarification requests (asking the student to repeat or clarify).</p> <p>Overall, the question and answer session, feedback, and improvement strategies worked synergistically to improve the accuracy and fluency of EFL students' oral communication skills. By providing ample opportunities to practice, targeted feedback, and effective error correction, teachers could help students progress</p>
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	toward greater proficiency in spoken English.
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Feedback plays an important role in the learning process, providing students with valuable information about their performance, understanding and progress. When learning is complete, feedback serves several important functions, contributing to student enthusiasm, motivation, and communication skills. Feedback is giving warnings to wrong answers by simply providing comments, but providing opportunities for students to resolve their own mistakes (Ferris 2002: 19). Providing feedback recognizes student efforts and achievements. This recognition fosters a positive learning environment where students feel valued for their contributions. Positive reinforcement through feedback increases students' self-esteem and self-confidence, encouraging them to continue putting effort into their studies. Feedback, especially positive feedback, can be a powerful motivator. When students receive recognition for their work, they tend to feel motivated and enthusiastic about learning. Constructive feedback that highlights areas of improvement can motivate students to strive for excellence and take on new challenges.

In a question and answer (Q&A) situation, Sudirman in Zainal Aqib and Ali Murtadlo (2016:203) states that "The question and answer method is defined as a way of presenting lessons in the form of questions that must be answered, especially from educators to students, but can also be from students to educators". Feedback is critical to effective communication. This helps students understand the correctness of their answers and the quality of their participation. Constructive feedback in Q&A sessions fosters an open and interactive learning environment, where students feel comfortable expressing thoughts and asking questions.

Error correction is a procedure used to increase motivation in learning situations by preventing errors and creating more opportunities for reinforcement. Feedback serves as a correction tool, helping students identify and understand their mistakes. Clear and specific feedback allows students to learn from mistakes and

make necessary adjustments. The correction aspect of feedback is critical to continuous improvement. It guides students on how to improve their skills and understanding of the subject matter. It can also be personalized to meet each student's unique needs and strengths. Tailored feedback takes into account each learner's specific challenges and achievements, encouraging a more individualized approach to education.

Post-learning feedback not only serves to inform students about their performance but also plays an important role in shaping their attitudes, motivation and communication skills. Whether through recognition, motivation, correction, or individual guidance, feedback is a powerful tool for improving the overall learning experience.

Table 4. 8 Interview Result

Question	Teacher Answer
<p><i>“Bagaimana pengajaran bahasa berbasis tugas dapat diterapkan secara efektif di kelas EFL untuk meningkatkan kemahiran komunikasi lisan?”</i></p> <p>How can task-based language teaching (TBLT) be effectively employed in the EFL classroom to enhance oral communication proficiency?</p>	<p><i>Pembelajaran berbasis tugas tentunya efektif. Tugas tersebut di bagi dua, ada berbentuk tugas individu dan juga berbentuk tugas kelompok. Tugas juga sebagai peluang untuk fokus pada fitur bahasa tertentu yang relevan dengan komunikasi lisan, seperti pengucapan, tata bahasa, kosa kata, dan strategi wacana. Dengan menerapkan prinsip TBLT secara efektif, guru EFL dapat menciptakan lingkungan kelas yang dinamis dan berpusat pada siswa yang mendorong praktik komunikasi lisan yang bermakna dan meningkatkan kemahiran siswa dalam bahasa Inggris lisan.</i></p>

	<p>Task-based learning was certainly effective. The tasks were divided into two: individual tasks and group tasks. Tasks also provided an opportunity to focus on specific language features relevant to oral communication, such as pronunciation, grammar, vocabulary, and discourse strategies. By effectively applying TBLT principles, EFL teachers could create a dynamic, student-centered classroom environment that encouraged meaningful oral communication practices and improved students' proficiency in spoken English.</p>
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Participants feel that task-based language teaching (TBLT) is an approach to language education that focuses on the use of language as a tool for communication. Ellis (2003) states that task-based language teaching is a foreign language teaching approach that encourages students to use authentic language by giving them a series of tasks that must be completed. It is considered effective for teaching oral communication because it places emphasis on real-life language use and meaningful tasks, encouraging learners to use the language in authentic situations. It also aims to simulate real-life communication scenarios, giving students assignments that mimic situations they might encounter outside the classroom. Assignments are designed to be meaningful and relevant to learners' needs and interests, encouraging engagement and motivation.

Table 4. 9 Interview Result

Question	Teacher Answer
<p>“Sejauh mana penggunaan dan pemodelan bahasa yang dilakukan guru berdampak pada perkembangan pengucapan dan intonasi siswa EFL dalam keterampilan komunikasi lisan?”</p> <p>To what extent does the teacher's language use and modeling impact the development of EFL students' pronunciation and intonation in oral communication skill?</p>	<p><i>Saya berbicara menjadi model keakuratan dan kejelasan pengucapan siswa. Pengucapan yang jelas dan akurat oleh guru membantu siswa mengembangkan pemahaman yang jelas tentang bunyi bahasa Inggris, pola tekanan, dan intonasi. Siswa akan menirukan pengucapan dan pola intonasi guru. Oleh karena itu, pengucapan guru yang akurat dan intonasi yang tepat berfungsi sebagai panduan bagi siswa saat mereka berusaha meniru bunyi dan ritme ucapan bahasa Inggris.</i></p> <p><i>Penggunaan dan pemodelan bahasanya nah sebelumnya biasanya sebelum anak-anak membaca atau mempraktikkan satu dialog biasanya saya mempraktikkan dulu “How to pronouns“ Bagaimana cara mempraktikkannya selain itu siswa juga untuk koreksi dirinya sendiri mereka Saya minta untuk download aplikasi ‘Kamusku’ karena mereka di sana bisa klik bisa ketik satu kata kemudian klik “How to pronouns” bagaimana cara memperoleh pronounsiasinya.</i></p> <p>I spoke to model the accuracy and clarity of students' pronunciation. Clear and</p>

	<p>accurate pronunciation by the teacher helped students develop a clear understanding of English sounds, stress patterns, and intonation. Students would imitate the teacher's pronunciation and intonation patterns. Therefore, the teacher's accurate pronunciation and proper intonation served as a guide for students as they attempted to imitate the sounds and rhythms of English speech.</p> <p>The use and modeling of language, well before usually before the children read or practiced a dialogue, I usually practiced first "How to pronounce." How to practice it, besides that students also for self-correction they I asked to download the 'My Dictionary' application because they could click there, type one word, then click "How to pronounce" how to get the pronunciations.</p>
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The teacher's use of language contextualizes pronunciation and intonation in a meaningful communicative context. By using English in authentic communicative situations, teachers show how pronunciation and intonation contribute to effective communication and understanding. Kelly (2002), students who always mispronounce a series of phonemes create a lot of problems for speakers of other languages to understand. This can be very disappointing for those with good knowledge of grammar and lexis but have serious difficulties understanding and being understood by English speakers. Applying a practical and interactive language learning approach, especially focusing on pronunciation through the use of the "My Dictionary" application. Starting with pronunciation is

a key aspect of language learning. Clear and accurate pronunciation helps students communicate effectively and understand spoken language better. Using the "How to pronounce" feature is a great idea. This allows students to hear the correct pronunciation of words, helping them imitate and practice accurately. Auditory learning can significantly improve language skills. Encouraging students to self-correct is a valuable strategy. This fosters independence and self-awareness in their language-learning journey. This also helps build self-confidence as they become more adept at identifying and correcting their own mistakes.

Incorporating the "My Dictionary" application adds a technological dimension to your teaching. Utilizing technology in language learning can make the process more interesting and relevant for today's students. Introducing real-world applications such as the "My Dictionary" application adds a practical dimension to the learning process. Students can see the immediate relevance of their learning, making the experience more meaningful. The ability to type words and pronounce them supports vocabulary development. This is important for language acquisition because a rich vocabulary makes speaking and understanding the language easier.

This interactive approach allows students to actively engage with the language rather than just passively receiving information. Interactive learning tends to be more effective and enjoyable for students. By focusing on "How to pronounce" before learning the dialogue, you lay the foundation for effective communication. Clear pronunciation at this stage will improve dialogue performance when students reach that level.

This approach appears comprehensive, combining pronunciation practice, self-correction, technology, vocabulary development, and preparation for more complex language tasks. Continue adapting and refining these methods based on student needs and progress, and you will likely continue to develop a positive and effective language learning environment.

Teachers can effectively support students' development of clear and fluent spoken English by providing accurate models, offering correction and feedback, and contextualizing pronunciation in meaningful communication.

Table 4. 10 Interview Result

Question	Teacher Answer
<p><i>“Apa hubungan antara motivasi pelajar dan pengembangan keterampilan komunikasi lisan dalam keterampilan kelas EFL?”</i></p> <p>What is the relationship between learner motivation and the development of oral communication skills in the EFL classroom skill?</p>	<p><i>Semuanya memang tergantung dari motivasi siswa itu sendiri punya motivasi Pelajar yang termotivasi lebih cenderung berpartisipasi aktif dalam aktivitas berbicara dan terlibat dalam interaksi komunikatif di kelas EFL. Antusiasme dan minat mereka mendorong mereka untuk mencari kesempatan berlatih berbicara bahasa Inggris, sehingga menghasilkan paparan dan latihan yang lebih luas.</i></p> <p><i>“Saya ingin bisa berbahasa Inggris”</i> apapun tujuannya apa entah itu karena ingin nilai yang bagus atau mereka ingin nanti kuliah ke luar negeri atau apapun tujuannya motivasi itu selalu menjadi hal yang utama semakin mereka termotivasi semakin mudah mereka berkomunikasi. Guru dapat memanfaatkan motivasi siswa untuk meningkatkan pengembangan keterampilan komunikasi lisan dengan memberikan umpan balik yang bermakna, dorongan, dan peluang untuk komunikasi yang otentik. Penguatan positif dan pengakuan atas kemajuan dapat semakin mendorong motivasi dan komitmen siswa</p>

	<p><i>untuk meningkatkan keterampilan berbicara mereka.</i></p> <p>Motivated learners were more likely to actively participate in speaking activities and engage in communicative interactions in the EFL classroom. Their enthusiasm and interest encouraged them to seek out opportunities to practice speaking English, resulting in greater exposure and practice. "I wanted to be able to speak English" whatever the goal was, whether it was because they wanted good grades or they wanted to go abroad or whatever the goal was, motivation was always the main thing; the more motivated they were, the easier it was for them to communicate. Teachers could utilize student motivation to enhance the development of oral communication skills by providing meaningful feedback, encouragement, and opportunities for authentic communication. Positive reinforcement and recognition of progress could further boost students' motivation and commitment to improving their speaking skills.</p>
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Motivation is important in language learning, especially when acquiring skills such as speaking English. The statement "Everything really depends on the student's own motivation" emphasizes the central role played by individual drive and determination in the language learning process. According to Hamzah (2017:27), motivation is the process of moving and strengthening motives so that they can be realized in real action. Motive and motivation cannot be separated in behavior so the motive and its supporters are contained in the concept according to the needs of students to progress quickly. The desire to succeed drives the need for learning, as does the hope for a conducive learning environment and interesting learning activities. However, external, extrinsic factors, such as certain stimuli, are also needed so that someone is willing to engage in more active and enthusiastic learning activities.

These individual goals provide a sense of purpose, encouraging the learner to put in the necessary effort. Language learning can be challenging, requiring consistent effort and practice. A motivated student is more likely to persevere through adversity and persist in their learning journey. Motivation acts as the fuel that keeps individuals engaged and committed over the long term. The statement underlines that motivation is very important for developing communication skills. The ability to speak a language fluently involves not only understanding grammar and vocabulary but also feeling confident and comfortable using the language in real-life situations. Motivation provides the drive necessary to engage in conversations actively, seek opportunities to practice, and overcome the fear of making mistakes.

Motivated learners are often more adaptable. They are willing to explore different learning methods, seek out resources, and adjust their approach based on what works best for them. This adaptability is especially important in language learning, where each individual can benefit from different strategies. Motivation is closely related to self-confidence. The more motivated a student is, the more likely they are to practice and use the language, thereby increasing self-confidence. Self-

confidence, in turn, positively impacts communication skills because individuals feel more comfortable expressing themselves.

The level of motivation a student has significantly influenced their language learning journey, especially in the context of speaking English. It is a driving force that encourages learners to set and achieve goals, persevere in the face of challenges, and actively engage with the language, ultimately making the process more effective and enjoyable.

B. Teacher student interaction on the teaching of oral communication skill within classroom discourse ‘question and answer, and feedback’

This section investigates English teachers' strategies for viewing oral communication skills using authentic materials. To collect the necessary data, this study used an observation checklist and implemented note-taking practices, which effectively facilitated the observation technique. Observations were carried out in four meetings held in classes 10 ATPH 5 and 10 APHP 2 at SMK PPN Tanjungsari. The current teaching process includes three main activities: question and answer (QnA) activities, and providing feedback activities. The teacher uses these three stages to teach in the classroom during their learning. The observer takes a passive role during the observation, using an observation checklist to mark important points and provide additional notes.

a. The first Observation on Thursday, November 22nd, 2023

At the first meeting of class 10 ATPH 5, the meeting conducted by the teacher started at 11:00 and lasted for 1 hour. The learning material provided by the teacher focused on descriptive text material. Before starting the main activity, the teacher facilitated pre-teaching activities which included welcoming students, attendance, and explaining learning objectives. Below is a list of observations regarding teacher-student interaction on the teaching of oral communication skills within classroom discourse 'question and answer, and feedback'.



Figure 4. 2 Classroom Observation

Effective planning was required to ensure that all important topics were thoroughly explored before the first meeting. The Observation checklist, adapted from Alrwayeh (2016), was a helpful tool for assisting with the organized gathering of pertinent data and for orienting the observer during the session.

Table 4. 11 Classroom Observation Checklist

No	Observation items	Implementation		Notes
		Yes	No	
16.	The teacher open learning in class.	✓		
17.	Teacher introduced the topic before starting teaching.	✓		
18.	The teacher asks easy questions	✓		
19.	Confirming that the answers are correct.	✓		
20.	Giving positive reinforcement words to students' actions such as	✓		

	'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc			
21.	Clarifying, applying, analyzing, and summing up students' ideas.	✓		
22.	Repeating the specific words from students after they participate.	✓		
23.	The students' responses should be in verbal communication.	✓		
24.	Asking questions to the students about the material being learned in which the answer is already anticipated.	✓		
25.	Giving information and facts about the material being learned.	✓		
26.	Revising students' mistakes or errors with positive responses.		✓	
27.	Giving directions, requests, or commands in which students are expected to comply with.	✓		
28.	Giving statements in which students are expected to change from one form to another.	✓		

29.	Telling a student that the response is incorrect or unacceptable.	✓		
30.	Communicating by words or intonation of criticism.		✓	

From the observation checklist above, at the first meeting, the teacher greeted and took attendance. The preliminary learning process was a process in which there were interaction activities between teachers and students as well as reciprocal communication that took place in educational situations to achieve learning goals (Rustaman, 2001).



Figure 4. 3 The Teacher Open Learning in Class.

Table 4. 12 The Teacher Open Learning in Class.

Teacher: *Assalamualaikum* good morning everyone, how are you today?

Student: *Walaikumsalam* good morning miss, *alhamdulillah* miss, good.

Teacher: So, *siapa hari ini yang tidak hadir? Berapa orang?*

Student: *Hanya 3 orang saja miss.*

Teacher: *Seperti biasa kumpulkan handphone nya di bangku paling depan ya.*

After the first activity wa carried out, the teacher begins the lesson by introducing the material to be studied. The material presented was about descriptive text.



Figure 4. 4 The Teacher Introduce The Material That Will be Discussed

Table 4. 13 The Teacher Introduce The Material That Will be Discussed

Teacher: *Hari ini kita akan mempelajari tentang ‘Descriptive Text’, and last week materi ini sudah kita bahas sedikit betul?*

Student: *Betul miss.*

Teacher: *Baik, hari ini kita akan mempelajari materi ini lebih lanjut.*

Then the teacher asked students about descriptive text. Students actively answer questions given by the teacher. More than three students raised their hands to answer the question. There were two students chosen by the teacher to answer the question.



Figure 4. 5 The Teacher Asks Easy Questions About Descriptive Text

Table 4. 14 The Teacher Asks Easy Questions About Descriptive Text

<p>Teacher: <i>Apakah kalian masih ingat apa itu ‘Descriptive Text’?</i></p> <p>Student 1: <i>Teks yang menjelaskan atau mendeskripsikan seseorang bukan miss?</i></p> <p>Teacher: <i>Good job! Ada lagi yang bisa menjawab?</i></p> <p>Student 2: <i>Saya miss.</i></p> <p>Teacher: <i>Silahkan.</i></p> <p>Student 2: <i>Selain mendeskripsikan seseorang, descriptive text juga dapat mendeskripsikan tentang hewan, benda, bahkan sifat.</i></p> <p>Teacher: Ok good job!</p>

The teacher explains while asking students about descriptive text. On the whiteboard the teacher gives examples of formulas and examples of things that can be described. After that the teacher stated it in Indonesian and asked the students to answer in English.

Table 4. 15 The Teacher Confirming that the answers are correct.

<p>Teacher: <i>Apakah bagian tubuh dapat membantu untuk mendeskripsikan seseorang?</i></p> <p>Student: <i>Bisa miss.</i></p> <p>Teacher: <i>Seperti apa contohnya?</i></p> <p>Student: <i>Mata, hidung, rambut.</i></p>

Teacher: *Kalau langsing apa?*

Student 1: Thin miss.

Teacher: *Apakah betul?*

Student 1: *Betul, miss.*

Teacher: Nope, *salah. Jawabannya adalah slim, bukan thin yaa.*

From the dialogue above, the teacher provided correction when students answered incorrectly; this could give something new to students who didn't know the truth. Next, the teacher continued to provide questions and answers regarding descriptive text, and the students remained enthusiastic about answering so that they could get appreciation from the teacher. According to Alfred North Whitehead (2009) as quoted by Jarret, stating that giving appreciation for something someone did was an activity carried out to obtain something (to understand something), participate in it, and evaluate it as a whole.





Figure 4. 6 The Teacher giving positive reinforcement words to students' actions

Table 4. 16 The Teacher giving positive reinforcement words to students' actions

<p>Teacher: Student 1, <i>coba lihat teman sebelahmu. Rambutnya berwarna hitam, coba kamu Bahasa Inggris kan!</i></p> <p>Student 1: "His hair is black."</p> <p>Teacher: Ok, good job! <i>Coba contoh yang lain, ada yang mau coba?</i></p> <p>Student 2: <i>Saya bu</i>, "My sister nose is sharp."</p> <p>Teacher: Ok good job.</p>
--

From the dialogue above, as seen in the discussion above, when students were asked questions by the teacher, they were able to answer them, and after that, other students also provided other examples. After answering and giving answers, the teacher didn't forget to give appreciation with the phrase "good job". This could make students happy and enthusiastic to continue the ongoing material. This was very appropriate according to Bandura (1997). Positive reinforcement increased students' motivation to be involved in learning activities. When students received positive feedback on their efforts or achievements, they were likely motivated to continue their efforts and actively participate in the learning process.

Table 4. 17 The teacher Clarifying, applying, analyzing, and summing up students' ideas.

<p>Student 1: <i>Miss saya mau bertanya apakah hidung pesek itu ada?</i></p> <p>Teacher: <i>Tidak ada hidung pesek tapi adanya hidung 'flat', jadi flat nose. Apalagi? Skin tone, ada apa aja?</i></p> <p>Student: <i>Putih hitam</i></p> <p>Teacher: <i>Don't say to you friend "she is black", "she is white", for the skin you are say "dark and fair", jadi penggunaan untuk kulit menggunakan kata?</i></p> <p>Student: <i>Dark and fair</i></p>
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From the dialogue above, learning continues to discuss the material. The teacher may guide students in critically examining information, identifying patterns, and drawing conclusions.

Table 4. 18 The teacher repeating the specific words from students after they participate.

<p>Teacher : <i>Selanjutnya, ada lagi untuk fisik?</i></p> <p>Student 1: <i>'Lifs' miss</i></p> <p>Teacher: <i>Lifs itu apa?</i></p> <p>Student 1: <i>Bibir miss</i></p> <p>Teacher: <i>Coba spell, ejakan.</i></p> <p>Student 1: <i>L-I-F-S</i></p> <p>Teacher: <i>Nah pengejaan nya kurang tepat yaa, tapi good job untuk kamu karna sudah mau berusaha! Jadi bibir itu 'lip' oke?</i></p>

From the dialogue above, students mentioned vocabulary that was not correct when spoken. After that, the teacher helped to correct this without offending or hurting the students' feelings. After telling the story, the teacher immediately wrote the vocabulary on the blackboard. Then the teacher invited students to read the correct pronunciation of the word. Teachers provided clear examples of correct language use, where students unconsciously absorbed correct language forms through exposure and repetition. By hearing the correct language immediately after their own

contribution, students were more likely to internalize the correct structure or vocabulary, Larsen (2006).

Next, the teacher gives an assignment that the students must complete.



Figure 4. 7 The students' responses should be in verbal communication.

Table 4. 19 The students' responses should be in verbal communication.

Teacher : I will give you the box, *ibu akan memberikan box kosong disini dan ibu akan memberikan clue nya lalu kalian isi*

From the dialogue above, students wrote what the teacher wrote on the whiteboard in the form of assignments that had to be done and when finished, they had to fill it all in. When students verbally engaged in discussions, shared their opinions, and responded to questions, it promoted a dynamic learning environment where ideas were exchanged and explored. It encouraged them to formulate logical arguments, support their ideas, and engage in higher-order thinking processes.

Table 4. 20 Asking questions to the students about the material being learned in which the answer is already anticipated.

<p>Teacher: Finish <i>menulisnya</i>?</p> <p>Student: <i>Belum miss.</i></p> <p>Teacher: <i>Kita nyambil aja ya sambil mengulan materinya</i>, student 1 miss <i>mau tanya yaa jawab aja walaupun salah nanti ibu bantu koreksi</i></p> <p>Student 1: Yes, miss.</p> <p>Teacher: <i>Coba jelaskan lagi apa itu descriptive text?</i></p> <p>Student 1: Teks yang menjelaskan seseorang.</p>

From the dialogue above, the teacher asked questions with anticipated answers, encouraging students to think critically about the material. Students answered and expressed opinions about descriptive text. This encouraged students to analyze and understand concepts at a deeper level.

Table 4. 21 Giving information and facts about the material being learned.

<p>Teacher: So I want to explain again about descriptive text yaa, jadi the text that explains or describes someone. Apart from describing a person, descriptive text can also describe animals, objects, and even traits. <i>Jadi bukan hanya untuk seseorang yaa dan tense yang di gunakan itu simple presen tense, rumusnya</i></p> <p>(+) S+ Verb-1</p> <p>(-) S+ don't/doesn't+verb-1</p> <p>(?) Do/does + S+verb-1</p>

The teacher explains again to provide or repeat the material presented that day. Information should be directly related to the topic being discussed. The goal is not just to transmit information but to facilitate a deep and meaningful understanding of the material. Incorporating these principles into the teaching or learning process can contribute to a more effective educational experience. When providing information, educators

must emphasize important points and concepts that are important for understanding the subject matter.

Table 4. 22 Revising students' mistakes or errors with positive responses.

Student 1 : *Kalau bentuk kaimat nya seperti ini apakah sudah betul belum Miss?*

Teacher : Coba lihat lagi rumus yang

In this case, do not revise students' mistakes or errors with positive responses. Because the lesson time is about to end, all students are focused on the assignments given by the teacher. So the tick on this statement is in the 'no' column.

Table 4. 23 The teacher giving directions, requests, or commands in which students are expected to comply with.

Teacher: Don't forget *untuk tugas yang miss berikan ok?*

Student: Yes miss.

Teacher: Dikumpulkan di pertemuan selanjutnya.

In the dialogue above the teacher reminded again that the assignment given must be done and collected at the next meeting. It is important to communicate clearly and effectively to ensure that students understand what is expected of them.

Table 4. 24 The teacher giving statements in which students are expected to change from one form to another.

Teacher: Miss *ingatkan kembali yaa pada bahwa rumus yang di gunakan itu menggunakan simple present tense, dan tidak juga lupa bahwa descriptive text itu membahas apa?*

Student: *Mendeskripsikan sesuatu.*

In the dialogue above, the teacher always makes a statement in this material that to make sentences for descriptive text, use the simple present tense and always underline 'to describe'. This involves changes in the way

students think, understand concepts, and solve problems. For example, a student might move from a basic understanding of a concept.

Table 4. 25 Telling a student that the response is incorrect or unacceptable.

<p>Teacher: <i>Ayok siapa yang dapat membuat kalimat, Coba kamu maju kedepan</i></p> <p>Student 1: "Ross is a small puppy. Him size is as big as the palm of my hand."</p> <p>Teacher: <i>Apakah sudah betul penggunaan kalimatnya?</i></p> <p>Student 1: Yes, miss.</p> <p>Teacher: <i>Miss izin koreksi yaa, penggunaan 'him' itu kurang tepat, jadi dapat di ganti dengan 'his'. Ok no problem good job.</i></p> <p>Student: Thank you miss.</p>

The teacher first asks the students whether they can write examples of descriptive text. Then the student answers and the answer is not correct. After listening to the student's opinion, the teacher slightly corrected the student's writing. Students can accept well what has been corrected by the teacher. Next the teacher closes the class

Table 4. 26 Communicating by words or intonation of criticism.

<p>Teacher: <i>Baik miss tutup pertemun kita hari ini, jangan lupa tugas nya di kerjakan yaa. Semoga kalian sehat selalu dan di lancarkn seala urusannya. Mohon maaf bila ada salah kata dari miss. Wassalamualaikum.</i></p>
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During the lesson, the teacher never said or spoke with a high intonation. There were no critical sentences uttered by the teacher during the lesson. Teachers really pay attention to their students well and carefully. The teacher closed the class that day, and the teacher did not forget to also say positive sentences.

From the results of observations of the first meeting after using oral communication skills activities, it could be seen that the teacher's role in

communication regarding student participation included making students actively involved in learning, making students interested and enthusiastic about the material being studied, making students focus and pay attention to the teacher's explanation during descriptive learning text, finding new vocabulary from the text, understanding descriptive text material, making students ask questions related to learning descriptive text, answering questions given by the teacher, discussing with friends, practicing pronunciation skills, and making students more conducive to learning. Furthermore, in the second observation carried out on November 28, 2023, several findings were found. There were several differences from the results of this second observation, including the teacher's oral communication skills and students' activeness in learning descriptive text. Following are the results of the second observation.

b. The second Observation on Tuesday, November 28th, 2023

The second meeting was still in the 10th grade ATPH 5 class. The meeting held by the teacher started at 13.00 and lasted for 2 hours. The learning material provided by the teacher still focuses on descriptive text material. Before starting the main activity, the teacher facilitates pre-teaching activities which include welcoming students, attending, and explaining learning objectives. Below is a list of observations regarding teacher-student interactions on teaching oral communication skills in 'question and answer, and feedback' classroom discourse.



Figure 4. 8 Classroom Observation in The Second Meeting

Table 4. 27 Classroom Observation Checklist in The Second Meeting

No	Observation items	Implementation		Notes
		Yes	No	
	The teacher open learning in class.	✓		
2.	Teacher introduced the topic before starting teaching.	✓		
3.	The teacher asks easy questions	✓		
4.	Confirming that the answers are correct.	✓		
5.	Giving positive reinforcement words to students' actions such as 'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc	✓		
6.	Clarifying, applying, analyzing, and summing up students' ideas.	✓		

7.	Repeating the specific words from students after they participate.	✓		
8.	The students' responses should be in verbal communication.	✓		
9.	Asking questions to the students about the material being learned in which the answer is already anticipated.	✓		
10.	Giving information and facts about the material being learned.	✓		
11.	Revising students' mistakes or errors with positive responses.		✓	
12.	Giving directions, requests, or commands in which students are expected to comply with.	✓		
13.	Giving statements in which students are expected to change from one form to another.	✓		
14.	Telling a student that the response is incorrect or unacceptable.	✓		
15.	Communicating by words or intonation of criticism.		✓	

From the checklist observations above, at the second meeting, the teacher did something new, namely asking students to give a quote of the day instructed by the teacher and the questions asked by the teacher asked about the student's condition, ask about students' daily activities, and explain last week's learning material activities.



Figure 4. 9 The Teacher Open Learning in Class in The Second Meeting

Table 4. 28 The Teacher Open Learning in Class in The Second Meeting

<p>Teacher: <i>Assalamualaikum, good afternoon everyone, how are you?</i></p> <p>Student: <i>Walaikumsalam miss, good</i></p> <p>Teacher: <i>Kenapa pada lemes? Are you hungry? Apakah tadi tidak istirahat?</i></p> <p>Student: Yes miss.</p> <p>Teacher: <i>Yasudah tidak apa apa kalian boleh sambil minum dan makan makanan yang ringan asal tidak ricuh. Oke miss akan absen kalian dan setiap nama yang miss sebut kalian harus mengeluarkan sebuah quotes, boleh dalam Bahasa Inggris atau Indonesia. Baik student 1 hadir?</i></p> <p>Student 1: <i>Hadir miss</i></p> <p>Teacher: <i>Keluarkan quotes nya</i></p> <p>Student 1: <i>Believe in yourself. Have faith in your abilities. Without a humble but reasonable confidence in your own powers, you cannot be successful or happy.</i></p>

Teacher: *Mantap sekali yaa, oke lanjut student 2.*

Student 2: *Hadir miss, pergilah dengan penuh keyakinan menuju impianmu. Hidupilah kehidupan yang kau bayangkan.*

Teacher: *Waduh betul sekali yaa, kit aitu harus yakin.* Good job, next student 3.

Student 3: Success does not happen overnight. Keep your eye on the prize and don't look back.

Teacher : Ok *mantap* good job.

After the first activity was carried out, this time there was something different from the results of the dialogue above. The teacher started everything by asking the students to share words as motivation for the day. The students were very enthusiastic about preparing the words that would be read later. After that, the teacher begins learning by continuing the material previously studied at the previous meeting.

Table 4. 29 The Teacher Introduce The Material That Will be Discussed in The Second Meeting

Teacher: *Minggu lalu kita sudah membahas* descriptive text, *siapa yang masih ingat?* Student 1, 2, 3?

Student 2: *Saya miss, descriptive text itu mendeskripsikan seseorang atau hewan atau yang lainnya.*

Teacher: *Yang lainnya seperti lagi?*

Student 1: *Sifat dan fisik seseorang.*

Teacher: *Iyaa goodjob kalian.*

Then the teacher asks students about the descriptive text that has been discussed. Students actively answer questions given by the teacher. Two students raised their hands to answer the question.

Table 4. 30 The Teacher Asks Easy Questions About Descriptive Text in The Second Meeting

Teacher: *Oke kita lanjut, terus apa saja yang bisa di gunakan untuk mendeskripsikan seseorang?*

Student 1: *Bentuk fisik, bentuk sifat*

Teacher: Give one example about physic ..

Student : Hair, eyes, lips, and skin.

Teacher: Good job everyone

The teacher explains again about descriptive text while asking students about descriptive text. The teacher points to one of the students and asks, then the student answers actively. Other students also contributed to the discussion of this material. Next is a discussion of last week's assignments.



Figure 4. 10 the Teacher Confirming that the answers are correct in The Second Meeting.

Table 4. 31 The Teacher Confirming that the answers are correct in The Second Meeting.

Teacher: *Bagaimana tugas nya sudah di kerjakan?*

Student: Yes miss.

Teacher: *Oke siapa yang akan menjawab pertanyaan nomor satu?*

Student 1: *Saya miss.*

Teacher: *Silahkan write di depan*

Student 1: Stumborn

Teacher: *Apakah betul?*

Student: *Betul miss*

Teacher: Ok Student 2

Student 2: Unlucky

Teacher: *Apa itu unlucky?*

Student: *Sial miss*

Teacher: Ok good job all

From the dialogue above, the teacher asks students to write down the answers to the assignments they have done. Several students came forward to answer correctly and the teacher gave them no correction. By coming forward and writing answers on the whiteboard, this can make students enthusiastic about taking part in writing.

Table 4. 32 The Teacher giving positive reinforcement words to students' actions correct in The Second Meeting.

Teacher: So still many types character in English, *ini yang kalian tulis cukup banyak yaa dan kalau kalian mencari lagi lebih tau lebih banyak itu sangat bagus untuk menambah kosa kata yang kalian punya. So sejauh ini kalian semua sangat sangat hebat. Good job all*

From the dialogue above, it can be seen that the teacher always gives positive words to build students' curiosity, every time the students are asked to answer or even find out, the teacher definitely gives appreciation.



Figure 4. 11 Figure the teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Second Meeting.

Table 4. 33 The teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Second Meeting.

Teacher: Now miss akan membagi kalian dalam beberapa kelompok, and today you have describe someone. Jadi kalian mendeskripsikan seseorang. Dalam satu kelompok ada 5 orang.

Student 1: Miss apakah orang yang akan kita deskripsikan itu bebas? Siapa aja yang kita pilih itu gimana kelompok kita?

Teacher: Tidak, miss akan bagikan kertas dan di kertas itu ada gambar yaa ada pemain sepak bola, ada artis, nanti kalian liat sendiri.

Student: Nanti di presentasikan miss?

Teacher: Yes.

Student: Deskripsiin nya gimana miss?

Teacher: Betul, pokoknya apa yang kalian deskripsikan silahkan tulis.

From the dialogue above, learning continues by dividing groups to describe someone who is different in each group. Teachers can guide students in checking the information they have written. The teacher also answers and clarifies the assignments to be carried out.

Table 4. 34 The teacher repeating the specific words from students after they participate in The Second Meeting.

Teacher: *Ayok semuanya duduk, miss jelaskan dulu bagaimana kalian harus mengerjakannya. Ayo duduk dulu, masih ada yang belum duduk dengan kelompoknya.*

The teacher repeated his words because the students in the class were not conducive. This happened because when they were divided into groups they approached their groups noisily.



Figure 4. 12 The students' responses should be in verbal communication in The Second Meeting.

Table 4. 35 The students' responses should be in verbal communication in The Second Meeting.

Teacher: *Ok number 1, kelompok 1 siapa yang mau membacakannya? Sudah di jawab dengan diskusi?*

In this verbal communication, students are asked to explain what has been assigned by the teacher. This task is done in groups and must be discussed together. The teacher appoints one of the groups so that they can answer in sequence.

Table 4. 36 Asking questions to the students about the material being learned in which the answer is already anticipated in The Second Meeting.

Teacher : Next group, *di group 4 coba nomor 2 page itu siapa?*

Student: *Seorang ilmuan dari Amerika serikat miss.*

Teacher: *Ilmuan apa?*

Student: *Ilmuan komputer*

Teacher: Good job.

From the dialogue above, the teacher asks questions with anticipated answers, educators encourage students to think critically about the material. students answer and express opinions about descriptive text. This encourages students to analyze and understand concepts at a deeper level.



Figure 4. 13 giving information and facts about the material being learned in The Second Meeting.

Table 4. 37 Giving information and facts about the material being learned in The Second Meeting.

Teacher: *Siapkan sebanyak mungkin bulatan bulatan disini karna disini ini adalah adjective dan ide ide yang akan kaliar tuangkan ke dalam bulatan ini, sehingga kalian bisa menggunakannya Ketika Menyusun paragraph descriptive text.*

The teacher provides information and facts that the circles exemplified by the teacher are able to help students to create descriptive text paragraphs. The information is directly related to the topic being discussed.

The aim is not just to convey information but to facilitate a deep and meaningful understanding of the material. Incorporating these principles into the teaching and learning process can contribute to a more effective educational experience.

Table 4. 38 Revising students' mistakes or errors with positive responses in The Second Meeting.

<p>Student: <i>Miss ini siapa?</i></p> <p>Teacher: <i>Ayok masa gatau, dia itu famous di tiktok</i></p> <p>Student: <i>Tiktok miss?</i></p> <p>Teacher: <i>Lagu lagu nya sering di gunakan untuk mengedit video di capcut hati hati salah bacanya</i></p> <p>Student: <i>Capcut (speak from c)</i></p> <p>Teacher: <i>C nya ganti jadi K ya jangan C lagi.</i></p>
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From the dialogue above, the students ask about one of the actors their group got. There is a mention of the name of the application and they read it in Indonesian letters. So the pronunciation is wrong, and the teacher helps correct this.

Table 4. 39 The teacher giving directions, requests, or commands in which students are expected to comply with in The Second Meeting.

<p>Teacher: <i>Sudah selesai?</i></p> <p>Student: <i>Yes miss.</i></p> <p>Teacher: <i>Setelah ini nanti kita presentasikan yaa.</i></p>
--

In the dialogue above the teacher reminds us again that the assignments given must be completed and submitted. It is important to communicate clearly and effectively to ensure that students understand what is expected of them.

Table 4. 40 The teacher giving statements in which students are expected to change from one form to another in The Second Meeting.

Teacher: *Perhatikan Kembali intruksi nya lihat sini, In the sentence you have write the name of the people. Contoh disini Maudy Ayunda and you will describe in here. Pake pensil dulu aja menulisnya, nanti Tarik ke kolomnya, ihat karakteristik nya masuk kemana.*

In the dialogue above, the teacher always provides a statement on the assignment given explaining how the answer is structured. This involves changes in the way students think, understand concepts, and solve problems. For example, a student may move away from a basic understanding of a concept.

Table 4. 41 Telling a student that the response is incorrect or unacceptable in The Second Meeting.

Teacher: What is the main topic of this descriptive text?
"Mount Everest is the tallest mountain in the world, located in the Himalayas. It's a popular destination for climbers from around the globe." *Kira kira apa jawabannya?*
Student: Global destinations miss
Teacher: *Kurang tepat ..*
Student: *Maaf miss kurang tau*
Teacher: *Tidak apa apa, jawabannya* The tallest mountain. *Karna dapat di lihat pada paragraph pertama. Good job sudah menjawab.*

The teacher asks a question from a sentence, the teacher asks students to answer the question. However, the students answered the question wrong, but it was not a big thing and the teacher gave good correction.

Table 4. 42 Communicating by words or intonation of criticism in The Second Meeting.

Teacher: *Baik anak anak semua, time is over yaa. Alhamdulillah pembelajaran hari ini telah selesai dan materi di kelas 10 pun selesai. Minggu depan kalian semua UAS. Untuk kisi kisi nya ibu akan berikan di Whatsapp saja. Goodluck everyone!!*

During learning, the teacher never speaks or speaks with a high intonation. There are no critical sentences spoken by the teacher during learning. Teachers really pay attention to their students well and carefully. The teacher closed the lesson that day, and didn't forget the teacher also said positive sentences.

From the results of observations at the second meeting after using oral communication skills activities, it can be seen that the teacher's role in communicating regarding student participation includes making students more actively involved in learning, making students interested and enthusiastic about the material being studied, with the addition of group learning. This makes students focus and pay attention to the teacher's explanation during descriptive text, discover new vocabulary from the text, understand descriptive text material, make students ask questions related to learning descriptive text, answer questions given by the teacher, discuss with friends, practice pronunciation skills, and make students more conducive to learning.

Furthermore, in the third observation carried out on November, 28th 2023 several findings were found. There are several differences from the results of the third observation, namely different classes, and student activity because the content of this class is mostly women. Here's the third observation.

c. The third Observation on Tuesday, November 28th, 2023

The third meeting was held in a different class, namely in class 10 APHP 5. The meeting held by the teacher started at 07.00 and lasted for 2 hours. The learning material provided by the teacher still focuses on descriptive text material. Before starting the main activity, the teacher facilitates pre-teaching activities which include welcoming students, attending, and explaining the learning objectives. Below is a list of observations regarding teacher-student interactions in teaching oral communication skills in 'question and answer and feedback' classroom discourse.



Figure 4. 14 Classroom Observation in The Third Meeting

Table 4. 43 Table Classroom Observation Checklist in The Second Meeting

No	Observation items	Implementation		Notes
		Yes	No	
	The teacher open learning in class.	✓		
2.	Teacher introduced the topic before starting teaching.	✓		

3.	The teacher asks easy questions	✓		
4.	Confirming that the answers are correct.	✓		
5.	Giving positive reinforcement words to students' actions such as 'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc	✓		
6.	Clarifying, applying, analyzing, and summing up students' ideas.	✓		
7.	Repeating the specific words from students after they participate.	✓		
8.	The students' responses should be in verbal communication.	✓		
9.	Asking questions to the students about the material being learned in which the answer is already anticipated.	✓		
10.	Giving information and facts about the material being learned.	✓		
11.	Revising students' mistakes or errors with positive responses.		✓	

12.	Giving directions, requests, or commands in which students are expected to comply with.	✓		
13.	Giving statements in which students are expected to change from one form to another.	✓		
14.	Telling a student that the response is incorrect or unacceptable.		✓	
15.	Communicating by words or intonation of criticism.		✓	

From the observation checklist above, at the third meeting the teacher asked the students to provide a quote from the day instructed by the teacher and the questions asked by the teacher asked about the students' condition, asked about the students' daily activities and explained the learning material activities on that day.



Figure 4. 15 The Teacher Open Learning in Class in The Second Meeting

Table 4. 44 The Teacher Open Learning in Class in The Second Meeting

<p>Teacher: <i>Assalamualaikum, good morning everyone, how are you?</i></p> <p>Student: <i>Walaikumsalam miss, good</i></p> <p>Teacher: <i>Masih pagi kenapa pada lesuh? Belum sarapan?</i></p> <p>Student: <i>Yes miss.</i></p> <p>Teacher: <i>Harus semangat ya tidak boleh lesuh kita lanjut aja ke materi yang seru.Tapi sebelum itu kita bua dulu Al Quran nya, di pimpin oleh kosma nya.</i></p> <p>Student: <i>Bismillahirohmanirrohim~</i></p> <p>Teacher: <i>Oke miss akan absen kalian dan setiap nama yang miss sebut kalian harus mengeluarkan sebuah quotes, boleh dalam Bahasa inggris atau Indonesia. Baik student 1 hadir?</i></p> <p>Student 1: <i>Hadir miss</i></p> <p>Teacher: <i>Keluarkan quotes nya</i></p> <p>Student 1: <i>The best way to predict the future is to create it..</i></p> <p>Teacher: <i>Mantap sekali yaa, oke lanjut student 2.</i></p> <p>Student 2: <i>Hadir miss, The future belongs to those who believe in the beauty of their dreams.</i></p>
--

Teacher: *Kita harus percaya sama diri sendiri.* Good job, next student 3.

Student 3: The only person you are destined to become is the person you decide to be.

Teacher : *Ok mantap* good job.

After the first activity was carried out, this time there was something different from the results of the dialogue above. The teacher started everything by asking the students to share words as motivation for the day. The students were very enthusiastic about preparing the words that would be read later. After that, the teacher begins learning by continuing the material previously studied at the previous meeting.

Table 4. 45 The Teacher Introduce The Material That Will be Discussed in The Third Meeting

Teacher: *Hari ini miss akan membahas descriptive text, apa ka ada yang tau apa itu descriptive text? Kita ulang sedikit ya materi ini.*

Student 2: *Saya miss, descriptive text itu mendeskripsikan seseorang atau hewan atau yang lainnya.*

Teacher: *Yang lainnya seperti lagi?*

Student 1: *Sifat dan fisik seseorang.*

Teacher: *Jadi descriptive text jenis teks yang menjelaskan bagaimana seseorang atau sesuatu itu seperti apa. Tujuan utamanya adalah untuk menggambarkan dan mengungkapkan secara rinci tentang seseorang, tempat, atau benda tertentu Paham?*

Student: *Paham miss.*

Then the teacher asks students about the descriptive text that has been discussed. Students actively answer questions given by the teacher. Two students raised their hands to answer the question.

Table 4. 46 The Teacher Asks Easy Questions About Descriptive Text in The Third Meeting

Teacher: *Oke mendeskripsikan seseorang itu menggunakan atribut verb, apa saja?*

Student 1: To be like are, am, is

Teacher: Give one example about karakter ..

Student : Hair, eyes, lips, and skin.

Teacher: Good job everyone

The teacher explains again about descriptive text while asking students about descriptive text. The teacher points to one of the students and asks, then the student answers actively. Other students also contributed to the discussion of this material.



Figure 4. 16 the Teacher Confirming that the answers are correct in The Third Meeting.

Table 4. 47 The Teacher Confirming that the answers are correct in The Third Meeting.

Teacher: *Kita lanjutkan presentasi hari ini yaa*

Student: Yes miss.

Teacher: *Oke siapa yang mau mendescribe temannya?*

Student 1: Saya miss.

Teacher: *Silahkan bacakan di depan*

Student 1: My best friend is Kiki and he is my classmate. We go to school together. Kiki comes from an educated family. He is very kind, he is have body ideal.

Teacher: Really Kiki its your best friend?

Student: Yes miss.

Teacher: Good job

Student 1: Thank you miss.

From the dialogue above, the teacher asks students to write down the answers to the assignments they have done. Several students came forward to answer correctly and the teacher gave them no correction. By coming forward and writing answers on the whiteboard, this can make students enthusiastic about taking part in writing.



Figure 4. 17 Figure The Teacher giving positive reinforcement words to students' actions correct in The Third Meeting.

Table 4. 48 The Teacher giving positive reinforcement words to students' actions correct in The Third Meeting.

Student 1: I have a very good friend. Her name is Roro. She's my classmate. She is a beautiful and kind friend. I know her for about two years. We have met since the first time we met at the College, SMK PPN Tanjungsari which at that time was the announcement day for class distribution for new students.

Teacher: Great job!

From the dialogue above, it can be seen that the teacher always gives positive words to build students' curiosity, every time the students are asked to answer or even find out, the teacher definitely gives appreciation.



Figure 4. 18 the teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Third Meeting.

Table 4. 49 The teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Third Meeting.

Teacher: Now miss akan membagi kalian dalam beberapa kelompok, and today you have describe someone. Jadi kalian mendeskripsikan salah satu guru yang ada di sekolah ini.

Student 1: Miss boleh guru apapun?

Teacher: Boleh, asalkan teacher yang mengajar kalian di sekolah ini, guru Bahasa boleh, guru olahraga boleh..

Student: Nanti di presentasikan miss?

Teacher: Yes.

Student: Deskripsiin nya gimana miss?

Teacher: Sesuai dengan apa yang kita bahas ya, boleh tentang karakternya, boleh tentang sifatnya, tubuhnya, nanti di akhir kita tebak guru nya siapa.

From the dialogue above, learning continues by dividing groups to describe someone who is different in each group. Teachers can guide students in checking the information they have written. The teacher also answers and clarifies the assignments to be carried out.



Figure 4. 19 The teacher repeating the specific words from students after they participate in The Third Meeting.

Table 4. 50 The teacher repeating the specific words from students after they participate in The Third Meeting.

<p>Teacher: Any question?</p> <p>Group 1: Ada miss</p> <p>Teacher: <i>Bagaimana?</i></p> <p>Group 1: <i>Guru favorit kami adalah guru sejarah, penggunaan kami itu menggunakan we kan miss? Jadi we favourite teacher?</i></p> <p>Teacher: <i>Ada kata yang lebih baik untuk di gunakan pada kalimat disini, kita bisa menggunakan our yaa. Oke jadi teman teman lihat Kembali seperti apa penggunaan kalimat nya.</i></p>

The teacher repeats his words because the students do not understand the use of the words 'we and our' even though they have the same meaning. This encourages interactive learning by actively involving students in the language learning process. This helps build confidence, improve understanding, and foster a supportive learning environment.

Table 4. 51 The students' responses should be in verbal communication in The Third Meeting.

<p>Teacher: <i>Apakah ada yang sudah selesai? kelompok 1 siapa yang mau membacakannya? Sudah di jawab dengan diskusi?</i></p>
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In this verbal communication, students are asked to explain what has been assigned by the teacher. This task is done in groups and must be

discussed together. The teacher appoints one of the groups so that they can answer in sequence.

Table 4. 52 Asking questions to the students about the material being learned in which the answer is already anticipated in The Third Meeting.

<p>Teacher : <i>Apa saja yang bisa di deskripsikan oleh descriptive text?</i></p> <p>Student: <i>Manusia, hewan, benda miss</i></p> <p>Teacher: <i>Apa saja unsurnya?</i></p> <p>Student: <i>Pada Verb yang digunakan adalah attribute verb, seperti to be (am, is, are); Tense yang digunakan adalah easy tense; dan, hanya berfokus pada satu objek saja.</i></p> <p>Teacher: <i>Good job.</i></p>

From the dialogue above, the teacher asks questions with anticipated answers, educators encourage students to think critically about the material. students answer and express opinions about descriptive text. This encourages students to analyze and understand concepts at a deeper level.

Table 4. 53 Giving information and facts about the material being learned in The Third Meeting.

<p>Teacher: <i>Miss akan membuat bulatan bulatan disini karna disini ini adalah adjective dan ide ide yang akan kaliar tuangkan ke dalam bulatan ini, sehingga kalian bisa menggunakannya Ketika Menyusun paragraph descriptive text.</i></p>
--

The teacher provided information and facts that the circles exemplified by the teacher are able to help students to create descriptive text paragraphs. The information is directly related to the topic being discussed. The aim is not just to convey information but to facilitate a deep and meaningful understanding of the material. Incorporating these principles into the teaching and learning process can contribute to a more effective educational experience.

Table 4. 54 Revising students' mistakes or errors with positive responses in The Third Meeting.

Student: Miss untuk guru yang akan di deskripsikan nya boleh sama dengan kelompok lain?

Teacher: *Harusnya tidak boleh, tapi kan kita gatau.*

From the dialogue above, students ask what if other groups have the same answer. However, the teacher explained that this was okay.

Table 4. 55 The teacher giving directions, requests, or commands in which students are expected to comply with in The Third Meeting.

Teacher: *Sudah selesai?*

Student: Yes miss.

Teacher: *Pertemuan selanjutnya kita presentasikan yaa*

In the dialogue above the teacher reminds us again that the assignment given must be completed and submitted at the next meeting. It is important to communicate clearly and effectively to ensure that students understand what is expected of them.

Table 4. 56 The teacher giving statements in which students are expected to change from one form to another in The Second Meeting.

Teacher: *Perhatikan Kembali intruksi nya lihat sini, In the sentence you have write the name of the people. Contoh disini guru anonim and you will describe in here. Di akhir presentasi kita semua akan menebak siapa guru yang kalian describe.*

In the dialogue above, the teacher always provides a statement on the assignment given explaining how the answer is structured. This involves changes in the way students think, understand concepts, and solve problems. For example, a student may move away from a basic understanding of a concept.

Table 4. 57 Telling a student that the response is incorrect or unacceptable in The Third Meeting.

<p>Teacher: What is the main topic of this descriptive text?</p> <p>"Mount Everest is the tallest mountain in the world, located in the Himalayas. It's a popular destination for climbers from around the globe." <i>Kira kira apa jawabannya?</i></p> <p>Student: Global destinations miss</p> <p>Teacher: <i>Kurang tepat ..</i></p> <p>Student: <i>Maaf miss kurang tau</i></p> <p>Teacher: <i>Tidak apa apa, jawabannya The tallest mountain. Karna dapat di lihat pada paragraph pertama. Good job sudah menjawab.</i></p>

At this meeting there was very little question and answer session so at this stage there was nothing to do.

Table 4. 58 Communicating by words or intonation of criticism in The Third Meeting.

<p>Teacher: <i>Baik anak anak semua, time is over yaa. Alhamdulillah pembelajaran hari ini telah selesai dan untuk tugas yang tadi kita bahas dan di presentasikan oleh kalian pada pertemuan selanjutnya. Goodluck everyone!!</i></p>

During learning, the teacher never speaks with a high intonation. There are no critical sentences spoken by the teacher during learning. Teachers really pay attention to their students well and carefully. The teacher closed the lesson that day, and didn't forget the teacher also said positive sentences.

From the results of observations at the third meeting after using oral communication skills activities, it was seen that the teacher's role in communicating about student participation included making students more actively involved in learning, making students interested and enthusiastic about the material being studied, with the addition of group learning. This makes students focus and pay attention to the teacher's explanation during

descriptive text, discover new vocabulary from the text, understand descriptive text material, make students ask questions related to learning descriptive text, answer questions given by the teacher, discuss with friends, practice pronunciation skills, and make students more conducive to learning. Apart from that, with a little less time and quite different class content, this is one of the differences between the first and second observations.

Furthermore, in the fourth observation carried out on November 29 2023 several findings were found. There are several differences from the results of the third observation, namely differences in classes and student activities because the contents of this class are mostly women. This is the fourth observation.

d. The fourth Observation on Wednesday, November 29th, 2023

The third meeting was held in a different class, namely in class 10 APHP 5. The meeting held by the teacher started at 13.00 and lasted for 2 hours. The learning material provided by the teacher still focuses on descriptive text material. Before starting the main activity, the teacher facilitates pre-teaching activities which include welcoming students, attending, and explaining the learning objectives. Below is a list of observations regarding teacher-student interactions in teaching oral communication skills in 'question and answer and feedback' classroom discourse.



Figure 4. 20 Classroom Observation in The Fourth Meeting

Table 4. 59 Table Classroom Observation Checklist in The Fourth Meeting

No	Observation items	Implementation		Notes
		Yes	No	
	The teacher open learning in class.	✓		
2.	Teacher introduced the topic before starting teaching.	✓		
3.	The teacher asks easy questions	✓		
4.	Confirming that the answers are correct.	✓		
5.	Giving positive reinforcement words to students' actions such as 'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc	✓		
6.	Clarifying, applying, analyzing, and summing up students' ideas.	✓		

7.	Repeating the specific words from students after they participate.	✓		
8.	The students' responses should be in verbal communication.	✓		
9.	Asking questions to the students about the material being learned in which the answer is already anticipated.	✓		
10.	Giving information and facts about the material being learned.	✓		
11.	Revising students' mistakes or errors with positive responses.		✓	
12.	Giving directions, requests, or commands in which students are expected to comply with.	✓		
13.	Giving statements in which students are expected to change from one form to another.	✓		
14.	Telling a student that the response is incorrect or unacceptable.		✓	
15.	Communicating by words or intonation of criticism.		✓	

From the observation checklist above, at the third meeting the teacher asked the students to provide a quote from the day instructed by the teacher and the questions asked by the teacher asked about the students' condition, asked about the students' daily activities and explained the learning material activities on that day.



Figure 4. 21 The Teacher Open Learning in Class in The Fourth Meeting

Table 4. 60 The Teacher Open Learning in Class in The Fourth Meeting

<p>Teacher: <i>Assalamualaikum</i>, good afternoon everyone, how are you?</p> <p>Student: <i>Walaikumsalam</i> miss, good</p> <p>Teacher: <i>Masih habis mata pelajaran apa tadi? Kenapa pada lemes?</i></p> <p>Student: <i>Olahraga</i> miss</p> <p>Teacher: <i>Harus semangat ya tidak boleh lesuh kita lanjut aja ke materi yang kemarin yaa. Kita presentasi</i></p>

After the first activity was carried out, this time there was something different from the results of the dialogue above. The teacher asked why today the students looked so weak and it turned out that the previous lesson was sports. After that, the teacher begins learning by continuing the material previously studied at the previous meeting.

Table 4. 61 The Teacher Introduce The Material That Will be Discussed in The Fourth Meeting

Teacher: *Hari ini kita lanjutin materi kemarin yaa, karna sekarang tinggal presentasi aja jadi kita beresin presentasi nya hari ini.*

Student 1: *Baik miss.*

Teacher: *Materi ini materi terakhir*

Then the teacher explained that this was the last material and the discussion was only a group presentation.

Table 4. 62 The Teacher Asks Easy Questions About Descriptive Text in The Third Meeting

Teacher: *Kelompok mana dulu yang akan mulai presentasi, apakah miss tunjuk aja?*

Student 1: *Yes miss.*

Teacher: *Apa saja yang kalian deskripsikan dari guru tersebut?*

Student : *Body and character.*

Teacher: *Good job everyone*

The teacher asks the teacher again about the descriptive text that they want to describe. Students contribute to the discussion of this material.





Figure 4. 22 the Teacher Confirming that the answers are correct in The Fourth Meeting.

Table 4. 63 The Teacher Confirming that the answers are correct in The Fourth Meeting.

<p>Teacher: <i>Dimulai dari kelompok 1 dulu yaa</i></p> <p>Student: Yes miss.</p> <p>Group 1: <i>Our favorite teacher is a very good teacher, and he is by far the best teacher we have ever known. He has the ability to make this subject really exciting, the teacher has a slim body. Her face is also very beautiful.</i></p> <p>Teacher: <i>Who is that?</i></p> <p>Student 1: Mrs. Rani</p> <p>Teacher: Really?</p> <p>Student: Yes miss.</p> <p>Teacher: <i>Bagaimana group 1? Betul?</i></p> <p>Group 1: <i>Betul.</i></p>
--

From the dialogue above, the teacher asks students to present answers to the assignments they have done. Some students came forward to answer correctly and the teacher did not provide correction



Figure 4. 23 Figure The Teacher giving positive reinforcement words to students' actions correct in The Fourth Meeting.

Table 4. 64 The Teacher giving positive reinforcement words to students' actions correct in The Fourth Meeting.

Group 2: Our favorite teacher is a teacher who is patient, has a tall body, and a handsome face. He often runs with his students every morning.

Teacher: Wow who is that?

Group 2: *Ayok tebak* miss

Teacher: Mr. Iman?

Group 2: Yes miss

Teacher: Hahaha. Good job!

From the dialogue above, it can be seen that the teacher always gives positive words to build students' curiosity, every time the students are asked to answer or even find out, the teacher definitely gives appreciation.



Figure 4. 24 the teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Fourth Meeting.

Table 4. 65 The teacher Clarifying, applying, analyzing, and summing up students' ideas correct in The Fourth Meeting.

Teacher: There are some pronouns, disini ada beberapa kata ganti. Game ini sering di gunakan, kalian lupa atau tidak tau Namanya?
Student 1: Tepuk lalat miss
Teacher: *Iya betul, Namanya tepuk lalat. Two person will play this game and I will read the sentence, kalian akan menjawab dengan menunjuk kata ini dengan sapu.*
Student: Baik miss
Teacher: Subjective for Omega and Tiffany
2 Student: (pointing they)
Teacher: Okay good.

From the dialogue above, learning continues by dividing groups to indicate pronouns. Teachers can guide students in checking the information they have written. The teacher also answers and explains the tasks to be carried out.



Figure 4. 25 The teacher repeating the specific words from students after they participate in The Fourth Meeting.

Table 4. 66 The teacher repeating the specific words from students after they participate in The Fourth Meeting.

<p>Teacher: My mother is very kind. I love ... so much</p> <p>Group: Ulangi miss</p> <p>Teacher: My mother is very kind. I love blabla so much</p> <p>2 Student: (pointing her)</p> <p>Teacher: Ok goodjob!</p>
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The teacher repeats what he said because the students do not understand the sentence he said. This encourages interactive learning by actively involving students in the language learning process. This helps build confidence, improve understanding, and foster a supportive learning environment.

Table 4. 67 The students' responses should be in verbal communication in The Third Meeting.

<p>Teacher: Mr Diki his handsome .. body is tall</p> <p>Group: His his his</p> <p>Teacher: Good job</p>
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In this verbal communication, students are asked to show answers to questions the teacher says. This task is done in groups and must be discussed

together. The teacher appoints one of the groups so they can answer in sequence.

Table 4. 68 Asking questions to the students about the material being learned in which the answer is already anticipated in The Fourth Meeting.

Teacher : Last one, We are from class 10 L. ... classroom very clean every day. So the answer is ..
Student: Our our our!!!
Teacher: Okay, big applause

From the dialogue above, the teacher asks questions with anticipated answers, the educator encourages students to think critically about the material. students answer and express opinions about subjective, adjective, and possessive. This encourages students to analyze and understand concepts at a deeper level.

Table 4. 69 Giving information and facts about the material being learned in The Fourth Meeting.

Teacher: *Jadi kalian masih ingat yaa apasaja materi yang sudah kita bahas, salah satunya adjective furious ada apa saja?*
Opinion, shape, type, color, size

The teacher provides information again regarding the material that has been studied. In fact, it can remind him of past material. The aim is not just to convey information, but to facilitate a deep and meaningful understanding of the material. Incorporating these principles into the teaching and learning process can contribute to a more effective educational experience.

Table 4. 70 Revising students' mistakes or errors with positive responses in The Fourth Meeting.

Teacher: *Ingat yaa subjective itu letaknya before verb, tetapi masih ada siswa yang meletakkanya after verb.*

From the dialogue above, the teacher reminds them that there are still students who are confused so that the material is wrong.

Table 4. 71 The teacher giving directions, requests, or commands in which students are expected to comply with in The Fourth Meeting.

Teacher: *Ada lagi yang harus di bahas?*

Student: Yes miss.

Teacher: *Coba buka lagi kisi kisi nya*

In the dialogue above the teacher asked again if there was still material that he wanted to discuss. It is important to communicate clearly and effectively to ensure that students understand what is expected of them.

Table 4. 72 The teacher giving statements in which students are expected to change from one form to another in The Fourth Meeting.

Teacher: *Perhatikan dan ingat Kembali, bahwa subjective itu sebelum verb dan adjective setelah verb.*

In the dialogue above, the teacher always provides a statement on the assignment given explaining how the answer is structured. This involves changes in the way students think, understand concepts, and solve problems. For example, a student may move away from a basic understanding of a concept.

Table 4. 73 Telling a student that the response is incorrect or unacceptable in The Third Meeting.

Teacher: What is the main topic of this subjective and adjective after verb?

Student: *Pemikiran fakta miss*

Teacher: *Kurang tepat ..*

Student: *Maaf miss kurang tau*

Teacher: *Tidak apa apa, jawabannya Subjektif biasanya menggunakan beberapa kata pendukung seperti 'menurut saya', 'umumnya', 'sepertinya', 'biasanya', dan lain sebagainya. Hal ini menjelaskan bahwa kalimat subjektif tidak memiliki kepastian dan dapat membuat seseorang berpikir dua kali untuk mempercayai kalimat tersebut. Karna dapat di lihat pada paragraph pertama. Good job sudah menjawab.*

At this meeting there was very little question and answer session so at this stage there was nothing to do.

Table 4. 74 Communicating by words or intonation of criticism in The Third Meeting.

Teacher: *Baik anak anak semua, time is over yaa. Alhamdulillah pembelajaran hari ini telah selesai dan materi di kelas 10 pun selesai. Minggu depan kalian semua UAS. Untuk kisi kisi nya ibu akan berikan di Whatsapp saja. Goodluck everyone!!*

During learning, the teacher never speaks with a high intonation. There are no critical sentences spoken by the teacher during learning. Teachers really pay attention to their students well and carefully. The teacher closed the lesson that day, and didn't forget the teacher also said positive sentences.

From the results of observations at the third meeting after using oral communication skills activities, it was seen that the teacher's role in communicating about student participation included making students more actively involved in learning, making students interested and enthusiastic about the material being studied, with the addition of group learning. This makes students focus and pay attention to the teacher's explanation during descriptive text, discover new vocabulary from the text, understand descriptive text material, make students ask questions related to learning descriptive text, answer questions given by the teacher, discuss with friends, practice pronunciation skills, and make students more conducive to learning. Apart from that, with a little less time and quite different class content, this is one of the differences between the first and second observations.

The results of the first to fourth observations have slight differences. The second and fourth observations included oral communication skills for students and students tended to be more active compared to the first observation.

C. Discussion

Based on the research questions stated in the first chapter. The data in this chapter was analyzed. EFL classroom discourse on the teaching of oral communication skills are the two primary topics. Two research questions were answered in this section. The questions were: 1) How does EFL classroom discourse influence the development of oral communication skills? ; 2) How teacher student interaction on the teaching of oral communication skill within classroom discourse ‘question and answer, and feedback’?

1. EFL classroom discourse influence the development of oral communication skills

Classroom discourse in English as a Foreign Language (EFL) settings plays a crucial role in influencing the development of oral communication skills among learners. The way teachers and students interact, the types of activities conducted, and the overall communication environment contribute significantly to language acquisition.

Firstly, there were many interactions between students and teachers in the classroom; some examples included interactions between individuals, between groups, individuals with groups, and groups with groups (Sitorus, 2001). The first interaction between teachers and students was the interaction between individuals in the classroom. When the teacher explained the material in class, students would ask further questions about the material. This second interaction was called group interaction, and the activity carried out was called presentation. The activities carried out impacted both of them; students became more active and wanted to express what they thought, ideas that emerged, and so on. Even though the languages were still classified as mixed, it didn't make learning in the classroom uncomfortable. This research was concerned with the interaction impact of communication on students' oral proficiency in a basic language. Interaction between teacher and students was carried out in a bilingual format, where Indonesian was the main language. Even though communication was carried out in both languages, it had a beneficial influence on students' oral communication skills.

Alwright (1994) defined a “learning-by-doing approach” as teaching that actively involved students and teachers. Regarding “basic language,” it implied that the language or lexicon used in conversation was simple and direct. Students might better understand and communicate verbally because of its simplicity. Multilingual classrooms could help children improve their language skills by providing a stepping stone to understanding both languages. Combining students from different language origins could help foster a more diverse learning environment. A richer educational experience could be achieved through the use of simple language and the introduction of cultural diversity through bilingual communication. Nevertheless, effective communication techniques had to be considered to deal with potential problems that might arise from this linguistic mix.

Second, often referred to as a “talking” or communicative language teaching approach, this language education methodology emphasizes students' active verbal and conversational participation. Shughri (2007), "this strategy brings real life situations into the classroom, where students are given many opportunities to express their ideas and exchange opinions". This method's basis is that language acquisition occurs most effectively when applied to relevant, everyday contexts. The strategies used in class are presentations and discussions. So, students can improve their speaking or oral communication skills through this strategy. Teachers often choose presentation assignments for students because they can assess students cognitively, affectively and psychomotorically. Starting from assessing group work, evaluating products (generally in the form of papers and powerpoint files to be presented), and speaking skills in front of the class. Class presentations, direct teaching, as is often done, or teacher-led lesson discussions can also include audiovisual presentations. Class presentations are focused on concepts from the material discussed. After presenting the material, students work in groups to complete the lesson material through tutorials, quizzes, or discussions (Yatim Rianto, 2010). Students can explain the material and others can ask the presenter questions. In this case, the teacher can directly act as a guide and, together with the students, make conclusions about solving the problem, or the teacher can divide the students into groups and give problems to each group to find a solution. Discussion

and presentation methods transfer knowledge effectively and efficiently, motivate, foster collaboration, learn to be responsible in data discovery, and create a more enjoyable learning process. Discussions and presentation methods can also increase students' self-confidence and communication skills. Teachers observe an increase in student learning activities using discussion and presentation methods during the teaching and learning process. Students are encouraged to construct complete sentences rather than focusing on individual words or phrases. This approach allows a more holistic understanding of language structure and use. Focusing on sentences encourages language learning for practical and functional purposes. This allows students to freely communicate ideas and opinions so that they can improve their oral communication skills.

Third, authentic materials exposed language as it was used in real-life contexts, making the learning experience more meaningful and relevant. This exposure helped students understand how language was used in everyday situations, which was essential for effective communication. Various written, spoken, audio, and visual media, including books, magazines, films, TV series, podcasts, interviews, and more, could be considered authentic material (B. Tomlinson, 2012). Real-world context was offered by authentic material to aid language learning. Rather than relying on made-up examples or textbooks, students interacted with content that simulated scenarios they might encounter in real life. By using photos of real celebrities or individuals they knew, students could describe them, helping close the gap between real conversations and classroom conversations. Native materials often had cultural value. By using images of famous people or public figures, teachers could introduce students to cultural tropes and help them understand subtle cultural differences and understandings used to illustrate the subject matter of their writing. As a result, their ability to communicate verbally deepened. A large vocabulary was needed for detailed descriptions of people. Students could learn and use specific understanding related to appearance, clothing, expressions, and more through authentic resources. They were able to express themselves more clearly, and as a result, their words increased. Students were encouraged to express their ideas in spoken English using descriptive text. They practiced sentence

construction, appropriate use of adjectives, and cohesive organization of concepts by providing descriptions of the people in the pictures.

Fourth, Collaborative group work, especially in educational contexts, entailed group efforts where members cooperated to accomplish a shared objective. As you indicated, the purpose of cooperative activities was to promote teamwork, communication, and cooperative problem-solving. The definition of collaboration, according to Gray (1989), was a process of thought in which the parties examined many facets of an issue and came up with solutions to these disparities and the constraints of their respective perspectives on what could be accomplished. Pupils were divided into teams so they could collaborate. Depending on the particular learning objectives and assignment type, a group's makeup might change. Tasks requiring group collaboration were given out by the instructor or facilitator. In your example, this was describing something, and in order for the other group to make an accurate guess, the description had to be clear. Every member of the group contributed uniquely to the assignment. This could be doing research, coming up with ideas, or applying their special abilities and knowledge to improve the work being done by the group as a whole. To make sure that everyone was in agreement, students coordinated their efforts, exchanged information, and discussed their ideas. Effective communication guaranteed a coherent outcome and helped prevent misunderstandings. In this instance, students might have had to consider carefully how to explain something so that others could correctly guess what it was. This promoted creativity and critical thinking. Groups could give feedback to one another while they were working.

Fifth, oral communication skills were essential for effective communication in many aspects of life, including academic and professional environments. Engaging students in activities that improved their oral communication skills could be fun and effective. The use of video technology and image media was an excellent strategy for developing and strengthening these skills. Viewing and listening to students' videos created and improved their speech comprehension skills. The result was that they learned dynamically and interactively, thus encouraging a deeper

understanding of language use in various contexts. Additionally, combining diverse material ensured students were exposed to a variety of linguistic features, thereby contributing to holistic language development.

Sixth, there were a number of reasons why children might have had difficulty distinguishing and pronouncing English sounds such as "p", "f", and "v", including phonetic features, cultural influences, and language barriers. The difference between voiced and voiceless sounds might have been less significant in other languages than in English. Cultural variations could have influenced classroom dynamics and interaction patterns, according to Kramsch, C. (1993). Although some cultures valued student passivity and instructor authority, other cultures may have favored group projects and the active involvement of their students. To create inclusive and encouraging learning environments, educators needed to have been aware of these cultural dynamics and modify their pedagogical approaches. Certain sounds might not have existed at all in any language, making it difficult for learners to understand and replicate certain sounds precisely. Because native speakers often pronounced sounds quickly, it might have been difficult for learners to distinguish small changes in speech rhythm and intonation. This might have been especially true for students who did not often hear spoken English. These sounds were physically articulated using certain lip and mouth movements. Students might have had difficulty coordinating these movements, making it difficult for them to produce sounds correctly. This subjected students to lots of focused pronunciation practice that took into account each learner's unique pronunciation issues should have been part of any comprehensive language learning program. Instructors could have assisted students in understanding and imitating these sounds by providing them with visual aids, diagrams, and practical exercises. To progress, one must have engaged in consistent practice and accepted constructive criticism. So the results had the opportunity to practice the sounds under supervision and get help to pronounce the words correctly. It took a combination of focused pronunciation training, cultural sensitivity, and regular practice to overcome these obstacles. Students' capacity to recognize and imitate these sounds could have also been enhanced by encouraging them to actively listen to and imitate native speakers.

Seventh, in the process of learning, feedback was crucial since it gave students insightful knowledge about their performance, comprehension, and development. Feedback played a number of crucial roles once learning was finished, enhancing students' motivation, excitement, and communication abilities. Giving feedback honored the efforts and accomplishments of the students. Ellis (2007), Every student had different requirements and talents, and a good teaching strategy would have taken that into account while giving relevant feedback to increase accuracy and fluency. Students felt appreciated for their accomplishments when they were acknowledged, which promoted a healthy learning atmosphere. Positive reinforcement in the form of comments boosted students' confidence and sense of self, which motivated them to keep working hard in their academics. Positive comments in particular could have been a very effective motivator. Students often felt inspired and excited about studying when they were given credit for their efforts. Students might have been inspired to pursue greatness and take on new challenges by receiving constructive criticism that pointed out their areas for growth.

Feedback was necessary for good communication when there was a question and answer (Q&A) session. Students gained an understanding of the quality of their involvement and the accuracy of their answers as a result. In Q&A sessions, providing constructive feedback encouraged students to express themselves freely and ask questions, creating an open and participatory learning atmosphere.

Feedback helped pupils recognize and comprehend their errors, acting as a tool for repair. Precise and detailed criticism enabled pupils to grow from their errors and make the required corrections. Feedback's correctional component was essential to ongoing development. It gave instructions to students on how to sharpen their abilities and expand their knowledge of the subject. It could also have been tailored to fit the particular requirements and advantages of any learner. Customized feedback encouraged a more tailored approach to teaching by taking into account the unique obstacles and accomplishments of each student.

In addition to providing students with information on their performance, post-learning feedback was crucial in influencing their motivation, attitudes, and communication abilities. Feedback was a potent tool for enhancing the overall learning process, whether it be through acknowledgment, encouragement, correction, or one-on-one assistance.

Eighth, participants felt that task-based language teaching (TBLT) was an approach to language education that focused on the use of language as a communication tool. It was considered effective for teaching oral communication because it emphasized real-life language use and meaningful tasks, encouraging students to use language in authentic situations. It also aimed to simulate real-life communication scenarios, giving students assignments that mimicked situations they might encounter outside the classroom. Assignments were designed to be meaningful and relevant to learners' needs and interests, encouraging engagement and motivation. Willis, D. (2007), TBLT placed great emphasis on communication, encouraging students to use language to complete real-world tasks. By engaging in authentic communication, students were able to use authentic language and were motivated to develop their language skills to meet their communicative needs.

Ninth, Implemented a practical and interactive language learning approach, especially focusing on pronunciation through the use of the "Kamus Ku" application. Starting with pronunciation was a key aspect of language learning. Clear and accurate pronunciation helped students communicate effectively and understand spoken language better. Using the "How to pronounce" feature was a great idea. This allowed students to hear the correct pronunciation of words, helping them imitate and practice accurately. In modern language teaching, technology could be leveraged to provide additional pronunciation practice. (Goodwin 2010) Audio and video materials, as well as pronunciation apps, could supplement classroom instruction and allow students to practice outside of class. Auditory learning could significantly improve language skills. Encouraging students to self-correct was a valuable strategy. This fostered independence and self-awareness in

their language learning journey. It also helped build self-confidence as they became more adept at identifying and correcting their own mistakes.

Incorporating the “Kamus Ku” app added a technological dimension to your teaching. Leveraging technology in language learning could make the process more interesting and relevant for today's students. Introducing real-world applications such as the “Kamus Ku” application added a practical dimension to the learning process. Students could see the immediate relevance of what they were learning, making the experience more meaningful. The ability to type words and pronounce them supported vocabulary development. This was important for language acquisition because a rich vocabulary made it easier to speak and understand the language.

Tenth, in language learning, motivation was crucial, particularly when learning new skills like English speech. The proverb "Everything really depends on the student's own motivation" highlights how important personal desire and drive are to the process of learning a language. Motivation as a basic component of language learning is covered in detail by Dörnyei (2005). With regard to the learner's ideal self, the self he should be, and the learning process, he presented the idea of a self-motivation system.

Personal aims and objectives are often the source of motivation. Gaining good grades, expanding professional options, or pursuing higher education overseas are all possible goals when studying English. A sense of purpose is given by these personal objectives, which motivates the student to make the required sacrifices. It takes constant work and practice to learn a language, which might be difficult. Adversity and continuing one's education are more likely to be overcome by a motivated student. Long-term engagement and commitment are sustained through the use of motivation as fuel. The assertion emphasizes how crucial motivation is to the growth of communication abilities. Fluency in a language requires not just knowledge of syntax and vocabulary but also self-assurance and ease when speaking it in everyday contexts. Driven to actively participate in discussions, look

for practice chances, and get over the fear of making mistakes is what motivates people.

In a conclusion, a holistic and dynamic approach, encompassing diverse methods such as bilingual communication, authentic materials, collaborative group work, technological tools, and motivational strategies, contributes to the development of oral proficiency in language learning. Effective communication, contextual relevance, and learner motivation collectively form a robust framework for fostering language acquisition and proficiency.

2. Teacher teachers oral communications skills happens in EFL classroom discourse

Oral communication skills involve the ability to express ideas, thoughts, and information effectively through spoken words. Questions and answers play an important role in oral communication as they facilitate interaction, exchange of information and the overall flow of conversation. Redmond, (2018) Questions act as a communication catalyst by encouraging a response from the listener. Asking is the activity of students asking for information or explanations, asking to be told about something, being able to express what ideas they are thinking using the words what, who, where, why and how. Dominant students do not dare to ask questions. Lack of courage is caused by fear of making mistakes, not mastering the material, not concentrating on studying. Answering means giving an answer (to a question, criticism, etc.), discussing, answering (Arif Budiman, 2018). Feedback is a crucial component in the learning process, especially in the context of developing oral communication skills. Constructive feedback provides students with valuable information about their performance, helps them understand their strengths and weaknesses, and guides them toward improvement. According to Timperley, H. (2007), Feedback should be provided immediately after an oral communication event to ensure its relevance and impact on student learning. Positive reinforcement and encouragement fosters a supportive learning environment, increasing student confidence and motivation.

a. The teacher open learning in class.

At the fourth meeting, the teacher did something new, namely asking students to provide quotes from the day instructed by the teacher and questions asked by the teacher about the student's condition, asking about students' daily activities, and explaining last week's learning material activities. William (2002) emphasized that opening classes with various categories, such as providing motivation, can help students progress..

b. The Teacher Introduce The Material That Will be Discussed

Then, the teacher asks students about the descriptive text that has been discussed. Students actively answer questions given by the teacher. Two students raised their hands to answer the question. When a teacher introduces material to be discussed, it typically involves providing an overview of the topic, its relevance, and the key concepts that will be covered. The goal is to engage students, create context, and set the stage for effective learning. Explain the importance of the material in the broader context of the course, real-world applications, or current events. This helps students understand the relevance of the topic, McTighe, J. (2005).

c. The Teacher Asks Easy Questions About Descriptive Text

The teacher explains again about descriptive text while asking students about descriptive text. The teacher points to one of the students and asks, then the student answers actively. Other students also contributed to the discussion of this material. Any statement that tests or creates knowledge in students (any question that examines or creates knowledge in students is the definition of asking) (Brown, 1975).

d. Teacher Confirming that the answers are correct

Students are asked to put down their answers to the assignments they have completed by the teacher. When multiple pupils raised their hands to give accurate answers, the teacher made no corrections. By standing up and

writing their responses on the whiteboard, kids can become excited about participating in written assignments. The teacher establishes predetermined criteria or a rubric against which the answers will be evaluated. This could include correctness, depth of understanding, application of concepts, clarity of expression, and adherence to instructions.

- e. The Teacher giving positive reinforcement words to students' actions correct

The teacher always gives positive words to build students' curiosity, every time the students are asked to answer or even find out, the teacher definitely gives appreciation. Copeland, (2000) demonstrated that positive reinforcement is effective in reducing disruptive behavior in the classroom.

- f. The teacher Clarifying, applying, analyzing, and summing up students' ideas correct

Learning continues by dividing groups to describe someone who is different in each group. Teachers can guide students in checking the information they have written. The teacher also answers and clarifies the assignments to be carried out. Teachers can facilitate application by designing activities, projects, or real-world scenarios that require students to use their knowledge in different contexts. Providing guidance and feedback during these applications is crucial Marzano, R. J. (2007).

- g. The students' responses should be in verbal communication

Students are invited to clarify the assignments that have been given by the teacher in this verbal exchange. Groups must work together to complete this activity, which requires discussion. In order for them to respond sequentially, the teacher selects one of the groups. Encourages students to attribute ideas and information to their original sources, promoting honesty and intellectual integrity. Reinforces the importance of clear and effective communication by encouraging students to provide a basis for their statements Preskill, S. (2005).

- h. Asking questions to the students about the material being learned in which the answer is already anticipate

The teacher asks questions with anticipated answers, educators encourage students to think critically about the material. students answer and express opinions about descriptive text. This encourages students to analyze and understand concepts at a deeper level. Socratic questioning involves a series of open-ended questions designed to stimulate critical thinking, explore ideas, and lead students to discover answers on their own. The teacher may already have a specific outcome in mind, but the emphasis is on guiding students through a thought process rather than providing direct answers Elder, L. (2006).

- i. Giving information and facts about the material being learned

The information is directly related to the topic being discussed. The aim is not just to convey information but to facilitate a deep and meaningful understanding of the material. Incorporating these principles into the teaching and learning process can contribute to a more effective educational experience. Thoroughly research the topic to gain a deep understanding of the material.

- j. Revising students' mistakes or errors with positive responses

There is a mention of the name of the application and they read it in Indonesian letters. So the pronunciation is wrong, and the teacher helps correct this. This approach, often referred to as positive feedback or constructive feedback, focuses on highlighting what the student did correctly before addressing areas that need improvement. This method is rooted in educational psychology and has been shown to be more conducive to learning and skill development compared to purely negative or critical feedback Timperley, H. (2007).

- k. The teacher giving directions, requests, or commands in which students are expected to comply

In the dialogue above the teacher reminds us again that the assignments given must be completed and submitted. It is important to communicate clearly and effectively to ensure that students understand what is expected of them. When a teacher gives directions, requests, or commands in an educational setting, they are communicating specific instructions or expectations to students Goleman, D. (1995).

- l. The teacher giving statements in which students are expected to change from one form to another

It seems like you're asking about a teaching method where teachers provide statements to students, and the students are expected to transform or change the statements from one form to another. This could be a technique used in various subjects to enhance critical thinking, problem-solving skills, and understanding of different concepts Funder (1993).

- m. Telling a student that the response is incorrect or unacceptable in The Second Meeting

The teacher asks a question from a sentence, the teacher asks students to answer the question. However, the students answered the question wrong, but it was not a big thing and the teacher gave good correction. In the context of an educational setting, providing feedback to a student about the incorrect or unacceptable nature of their response is a crucial aspect of the learning process. The way this feedback is delivered in the second meeting is important for fostering a positive and constructive learning environment Losada, M. (2004).

- n. Communicating by words or intonation of criticism

During learning, the teacher never speaks or speaks with a high intonation. There are no critical sentences spoken by the teacher during learning. Teachers really pay attention to their students well and carefully. The teacher closed the lesson that day, and didn't forget the

teacher also said positive sentences. Communication involves the exchange of information, ideas, and emotions between individuals. Criticism is a form of communication that involves expressing disapproval or judgment towards someone or something. This can be done through words or intonation, and the way criticism is delivered can greatly impact its effectiveness and the overall communication process DeNisi, A. (1996).

In a conclusion, from the results of the four observations using oral communication skills activities, it can be seen that the teacher's role in communicating about student participation includes making students more actively involved in learning, making them interested and enthusiastic about the material being studied, with the addition of group learning. This makes students focus and pay attention to the teacher's explanation during descriptive text, discover new vocabulary from the text, understand descriptive text material, make students ask questions related to learning descriptive text, answer questions given by the teacher, discuss with friends, practice pronunciation skills, and make students more conducive to learning.

