THE TEACHING OF ENGLISH ORAL COMMUNICATION IN THE APPLICATION OF CURRICULUM 2013

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ABSTRACT

This study was meant to (1) understand the teachers' and students' perceptions, (2) describe the teachers and students difficulties, and (3) investigate the classroom management and interactions.The subjects, decided purposefully, were three English teachers and approximately 120 students. The data were gathered through classroom observation and in depth interview and analysed by using the interactive model of qualitative data analysis based on Miles and Huberman. The research findings show that both teachers and students positively perceive the development of oral communication through Scientific Approach to teaching and its integrated skills lesson along with the language elements. The teachers find it difficult to develop English oral communication in two features, i.e. overcrowded classroom and students' lack of active vocabulary. The students, on the other hand, find it hard to learn English oral communication in three characteristics, i.e. psychological-based problem, language use-based problem, and environmental-based problem. The classroom management and interaction support the students' improvement in their speaking ability under communicative task and activity. The study recommended for further close inquiry into the functions of skill getting and skill using activity and their contributions to increase communicative language acquisition.

Keywords: *Perception, Oral Communication, Task Activity, Classroom Management, Interaction*

ABSTRAK

Penelitian ini dimaksudkan untuk (1) memahami guru dan siswa persepsi, (2) mendeskripsikan guru dan siswa kesulitan, dan (3) menyelidiki pengelolaan kelas dan interaksi.Data yang dikumpulkan melalui observasi kelas dan wawancara mendalam dan dianalisis dengan menggunakan model interaktif dari analisis data kualitatif berdasarkan Miles dan Huberman. Temuan penelitian menunjukkan bahwa baik guru dan siswa memahami secara positif perkembangan komunikasi lisan melalui Pendekatan Ilmiah untuk mengajar dan keterampilan yang terintegrasi pelajaran bersama dengan unsur-unsur bahasa. Para guru merasa sulit, untuk mengembangkan komunikasi lisan bahasa Inggris di dua fitur, yaitu ruang kelas penuh sesak dan kurangnya siswa kosakata aktif. Para siswa, di sisi lain, merasa sulit untuk belajar komunikasi bahasa Inggris lisan dalam tiga karakteristik, yaitu berbasis masalah psikologis, masalah berbasis bahasa digunakan,

dan masalah berbasis lingkungan. Manajemen kelas dan interaksi mendukung peningkatan siswa dalam kemampuan berbicara mereka di bawah tugas dan aktivitas komunikatif. Studi direkomendasikan untuk penyelidikan dekat lebih jauh ke fungsi keterampilan mendapatkan dan keterampilan menggunakan aktivitas dan kontribusi mereka untuk meningkatkan akuisisi bahasa yang komunikatif.
Kata Kunci: *Persepsi, Komunikasi Lisan, Tugas dan Aktifitas, Pengelolan Kelas, Interaksi*

INTRODUCTION

English course in Indonesian schools covers both written and oral communication skills along with language elements to support accuracy as well as fluency in speaking English that becomes one of the targets in learning English as a foreign language. It is therefore Curriculums English for Senior High Schools have so far been attempted to meet students' need in a foreign language learning to be survival in globalization era. That means at the end of study students are able to communicate in English adequately at the level of particular proficiency relevant to their present needs. They might want to pursue academic level at university or college to be skilful and or professional at specific fields, make impression upon others in social interactions, meetings, presentations, discussions, or to participate in a team work in future workplace.

As the curriculum indicates, oral communication is one important aspect for students to be competent in spoken English. At its most basic level, oral communication is the *spoken interaction* between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction (Rahman, 2010). Therefore, the students should have explicit instructions in order to develop the spoken English competence, which like any language skill, generally has to be learned and practised. English teacher should provide the students more opportunities and real life use of English in real-like communication situation—classroom work is geared to contextualize the use of particular language in particular occasion of social interactions, academic and professional affairs.

In the study, three issues become the focus of inquiry into the teaching of English oral communication in the application of Curriculum 2013 in three senior schools in Kendari, Indonesia. The focus of investigation includes(1) the teachers and students' perceptions, (2) the difficulties they encounter, and (3) the classroom management and interaction. Sinclair (1988) defines a

perception as a *belief* or *opinion* that you have as a result of realizing or noticing something, especially something which is perhaps not obvious to other people. The same meaning of the concept is provided by Brignal (2001). She explains that *perception* is unique to each person because there are no two people view the world exactly the same and no one can perceive a hundred percent of all things at all times.

In the writers'empirical experience in dealing with teaching oral communication, there are some aspects of difficulty encountered by students in a purposeful occasion of expressing themselves. The aspects are the knowledge of English grammar and active vocabulary pertinent to their present needs. Another aspect is most students might be influenced by their fear of speaking since they are afraid of appearing foolish when they make mistakes in front of classmates. Jamshidnejad (2010) includes such a fear as "communicator-based problem". For this case, a teacher should have appropriate strategy to anticipate ineffective performance in the classroom.

According to Lang and Evans (2006) of many variables for effective performance in classroom management, "creating a positive classroom climate conducive to student centred learning, establish and use effective classroom routines and procedures, handle minor disruptions in a positive way, and use management skills effectively" are the first and most basic tasks for the teacher to develop in order for highly students involvement within the activities that support learning.

Thesethree issues have powerful assumption that they are critical to understand for the successful of teaching English oral communication. Therefore,the present study is meant (1) to understand the teachers' and students' perceptions in the teaching of oral communication based on the curriculum 2013; (2) to describe the difficulties the teachers and students encounterin oral communication classroom; and (3) to investigate the classroom management and interactions.

METHOD

This study applies qualitative research design. The design in qualitative research is an interactive process that involves "tacking" back and forth between the different component of the design, assessing the implication of purposes, theory, research questions, methods, and validity threats for one another (Maxwell, 1996). The study examines the teaching of oral communication in the application of the Curriculum English 2013 at three state senior high schools in Kendari. The qualitative research method is

considered to be worth doing for its natural way of describing phenomena in a particular site of study. Nunan (1992) asserts qualitative research advocates use of qualitative methods concerned with understanding human behaviour from the actor's own frame of reference, subjective, naturalistic and uncontrolled observation. In addition, it is insiders' perspective of the data, process and discovery-oriented, descriptive and inductive.

The study was conducted in three out of four senior high schools of the Curriculum 2013 pilot study. They were SMA Neg. 1, SMA Neg. 4, and SMA Neg. 5 Kendari. The subjects were 3 English teachers and the students of Grade X MIA, one class of 40 from each school totalling 120 of three classes. They were decided purposefully since they had approximately the same characteristics in terms ofthe curriculum and materials, the school environments, the students' ages and sex, and the English teachers'level of education.

The data gathering was conducted in the first semester by classroom observations and interviews. In collecting the data, the writers made use of audio-visual recorder in addition to field diary. The result of the audio-visual recorder and the field diary were then transcribed into written text. To analyse this transcripts, Miles and Huberman's (1994) interactive qualitative data analysis was used. They weredata reduction, data display, and conclusion: drawing/verification. In *reducing data,*the writersselected andfocused the data from the field-diary or transcriptions through coding and memoing to find themes and patterns. In *displaying data*, the writersorganized, compressed, and assembledthe information into the form of narrative texts.*Conclusion and drawing/verification* involved drawing conclusion about the meanings of data; to what extent the data meet the research questions, then verifying them in the field sites. For the sake of data credibility, the writers used triangulation of method and confirmed the data back to the field.

FINDING AND DISCUSSION
A. Finding
1. The teachers' and students' perceptions

After probing for pertinent information to *teachers' perception* towards English oral communication through in depth interview, the questions entail answers that result in the same pattern, i.e. approach to teaching, integrated skills lesson, material accessibility, time spent for oral communication, students'

performance,task and activity that promote speaking ability, and classroom interaction.

The English teachers perceive positively the application of Scientific Approach to teaching English oral communication in the Curriculum 2013. They also perceive this approach as *integrative* in the sense that through a systematic process for the students to get knowledge and skills, it involves more than one skill and language component to develop oral communication. They also manage to run the integrative process of learning to communicate in English.

Oral communication through the *integration* of the language skills and the language components are positively perceived by the teachers as good and worth developing the students' speaking skill and confidence. Integrated skills lesson involve more than one language skills running simultaneously in a package of lesson. Very often these skills are followed by linguistic forms exercises to elaborate more on the use of grammar and vocabulary in context. In the integration, the language skills link and support each other to provide students experience as if it were a real language use in natural situation.

Teachers believe the teaching materials are not difficult to access, therefore *materials accessibility* is perceived as not a handicap for students' English oral communication development since the books are provided by the government. All teachers' endeavours whether they are hard efforts or less for successful learning, it depends on the teachers' ability to communicate the contents of the textbook. It is in the hand of teachers to create good lesson promoting classroom atmosphere entails in students' readiness for speaking with ease and in non-threatening atmosphere.

Teachers perceive positively towards putting oral communication in a dominant level of activity and establishing good rapport during the integrated skills lesson for students' ease with materials understanding. In other words, the times consumed by oral communication activities should be longer than others from early commencing of a lesson in respect to the students' ease with getting insights into the materials. Therefore, 40 minutes of 2 x 45 for oral communication activity is believed to be worth doing. Learning grammar, vocabulary, and developing reading and writing skills should consequently be adapted to the rest of time, or the time spent can vary in lengths according to the focus of the integrative skills lesson.

Providing routines, giving trust and more opportunities to speak English, feel free and being autonomous for students to do the pertinent tasks to oral communication development are perceived as a positive

influence to students' performance. Often with doing brainstorming at a beginning of a lesson, connecting "questions and answers" leading to the concepts learned at the next stage of lesson facilitates better students' performance in understanding abstract ideas or principles. The same evidence shows us that the role play, pair or group works, and project-based task are those that promote speaking ability. The teacher *likes*to ask students to work in groups or pairwork, and to provide them with project-based tasks such as videotaped-drama and understanding/reporting English film. With a dialogue, drama, and monologue the students can improve vocabulary by acquiring new words the students should understand in order for them to function in their roles.

Teachers perceive teacher to students, students to students, and students to teacher interactions as most likely potential to motivate students to speak English. The decision to choose which type of interaction depends on the learning material contents. Negotiation of meaning is perceived to be prevailing during the interactionsestablishedon the basis of information gap task that enables this conceptoperates. As the process going on, negotiation of meaning occurs to satisfy his/her feeling of eagerness to particular information. In dealing with students' mistakes during the process, teachers like to feedback at the moment of mistakes and/or by the end of a lesson. Neither particular consideration nor conceptual reasons to base the teachers' different places of giving feedback to students' mistakes in a lesson can be traced in the interviews.

Table1
Classification of Findings on Teachers' Perceptions
Towards The Teaching of English Oral Communication

Perceptional Objects (Objects to Perceive)	Perception
Approach to teaching	Scientific Approach to teaching in the Curriculum 2013 is perceived as integrative.
Integrated skills lesson	Integration of four language skills and language elements are positively perceived as good and worth doing.
Material accessibility	Teachers believe the teaching materials are not difficult to access.
Time consumed for oral communication	Teachers perceive positively a dominant level of activity for oral communication within the language skills integration.
Students' performance	Task designed of routines, trust, more

	opportunities, feel free, and being autonomous is perceived to be positive influence to students' performance.
Tasks and activities	Role play, dialogue, monologue, project-based tasks are tasks and activities that promote speaking ability. Through dialogue, drama, and monologue, students can improve vocabulary by acquiring new words they should understand to function in their roles.
Classroom interaction	Teacher to students, students to students, and students to teacher Interactions are perceived to be more likely potential to motivate students to speak. Negotiation of meaning occurs during interaction by question and answer opportunity. Teachers like to feedback students' answers at the moment of mistakes and/or at the end of a lesson.

The students' perception on how they learn English oral communication falls into three distinctive features, i.e. types of task and activity, classroom interaction, and students' appreciation towards the teaching of English oral communication. Students assert they learn oral communication through dialogue, drama, role play and story-telling by individual and group works. They perceive such tasks and activities improve their speaking ability. They experience engaging oral interaction through working in groups and being responsible for their roles in case they have to perform pseudo or real life communication.

Classroom interactions are managed in the form of teacher to students, students to teacher, and students to students. The students perceive the interactions as good and activate them to function in oral communication activities. Embedded in the classroom interaction, negotiation of meaning prevails during the interactions of two or more speakers and their interlocutors. It is at this opportunity the students get more exposures of English use through which they accomplish communicative tasks in their own meanings. The teachers give feedback on the students' use of incorrect registers either at the moment of mistakes or later by the end of the lesson. Furthermore, the students appreciate the learning of English oral communication for they consider it beneficial for life. More English use for classroom language is perceived to be positive influence on students'

speaking improvement. Another thing the students perceive as positively influence over the development of their speaking ability is the fact that more times to consume in the learning process is in English classroom language.

Table 2
Classification of Findings on Students' Perception
Towards the Learning of English Oral Communication

Perceptional Objects (Objects to Perceive)	Perception
Types of Task and Activity	Dialogue, drama, role play, and story telling can improve students' speaking ability.
Classroom Interaction	Teacher – students, students – teacher, and students – students are the interactions that can activate the students to function in oral communication activity.
Students' appreciation to English oral communication	More English use for classroom language is perceived to be positive influence on students' speaking improvement. They are interested in learning English oral communication.

2. The difficulties the teachers and students encounter

There are three distinctive findings pertinent to teachers' problems in English oral communication, i.e. students' limit of active vocabulary, number of students in the classroom, and teachers' effort made to reduce the handicaps.Because of the students' limit of active vocabulary, they have to spend a lot of time either to consult with the dictionary or to ask classmates when theycomplete oral communication tasks.One way to minimize the problem is by giving students purposeful tasks designed to improve their vocabulary. The teachers also give students reinforcement to improve students' self confident.

Two teachers find it difficult to teach English oral communication because of overloaded classroom. However, one comes out to stand in different view point. Of three observed English teachers, two agree that the class of 40 students can be a problem for oral communication activities. Ideally the class can possibly be effective if it is occupied by 20 students at the most.Such over loaded classroom ismessy and perceived as an obstacle that reduces effectiveness of teaching English oral communication. To prevent students from messy, the teachers put them into groups, so they can involve them in a discussion activity, monitor and control their involvement as well.

Table 3
Classifications of Teachers' Problems in Teaching English Oral Communication

Types of Problems	Impact	Teachers' Strategy to Minimize the Problems
Students' lack of working vocabulary	• It is difficult for students to understand and to respond teachers talk in English	• Give students task of vocabulary building to improve their vocabulary • Ask students to memorize a number of but limited words.
Overcrowded classroom	• The crowded class reduces the effectiveness of English oral communication classroom. • It has effect on the time allocation for the English exposure and on how to control students in the learning process.	• Put students into groups so that they can involve students in a discussion activity, monitor, and make them responsible for their parts in groups as well.

Different from the teachers' problems, the students face three distinctive types impeding the development of oral communication skill, i.e. psychological-based problems, language use-based problems, and environmental-based problems. Nervous, shy, and poor self confidence as psychological-based problemsis always behind the students constraints in their endeavours to participate in English oral communication. Self-encouragement and self-convincing are two ways for the students who possess psychological-based problems to overcome difficulties in English oral communication.

Poor mastery of vocabulary, pronunciation, and grammar as language use-based problems became factors that block students to construct meanings from bahasa Indonesia to English language. The difficulties affect directly their English oral communication development. The students have difficulties in the use of grammar because it is not easy to differentiate the use of tenses in English conversation. It is also hard to identify different

pronouns, verbs and their functions in sentences which is why they become reluctant to speak.

In environmental-based problems, the findings show such obstacles as class size (physically), number of students, teaching and learning facility, time allocated to oral communication, and English exposure outside the classroom.Crowded class is not problematic to some students, but it is to others. This is more likely influenced by the students view and experience of such a crowded class. Some students perceive it as a problem, others do not.They feel even comfortable since they can share a lot of things with peers in a role play and group discussion.Different from the two other sites of study, facility and instructional media is considered less in one of the sites. In addition, most students admit they do not have English exposure outside the classroom.

Table 4
Classifications of Students' Problems in Learning English Oral Communication

Classification	Types of Problems	Reasons	Ways to Solve the Problem
Psychological Based Problem	Shy and nervous	Afraid of being laughed at and evaluated by peers.	Self-encouragement and self – convincing
	Poor self confidence	Not good at pronunciation and have limited active vocabulary.	
Language Use-Based Problem	Vocabulary	Difficult to remember the words and to choose the appropriate ones.	Memorized words, consulted with Google dictionary, and listened to English music. Others were active attending English Conversation Club at school as an extracurricular activity.
	Pronunciation	The English pronunciation is considered difficult	
	Grammar	Difficult to understand the different use of tenses in English.	

Environmental-Based Problem	Class size	The class size is small.	_
	Number of students	Large classes of 39 to 47 students.	_
	Teaching and learning facility	No audio-visual aids such as television, tape, and loudspeaker.	_
	Time allocation for English subject	Time allocated is considered not enough. Time allocation is two hours for each meeting to cover four skills and language components.	_
	English exposure outside the classroom	English is not used outside the classroom.	_

3. The classroom management and interactions

The pertinent findings to the classroom observation include aspects of task and interaction management, i.e. how goals, input, activity, setting, teacher's role, learner's role, negotiation of meaning and feedback are managed so as to maintain the oral communication process runs as intended and brings benefitsfor the students as well. The findings reveal that not all English teachers introduce the goals of the lesson to students. From all meetings, only five times the learning goals are introduced to students. Inputs for communicative activities derive from personal biography, diary, picture stories, and students' notes on idols, and linguistic inputs of lexical and grammatical form featuring a particular genre of text.

Activity falls into two parts, skill getting and skill using. In skill getting the students are exposed to grammatical forms and vocabulary exercises to practise then proceed to internalize the rules subconsciously. The students have also opportunity to produce English by practising in formulating communication through teachers-controlled tasks. In skill using, on the other hand, the students accomplish communicative tasks through

which they transfer their newly acquired mastery of linguistic forms to comprehend messages and then convey their meanings in real communication.

For setting, teachers arrange the class in a working format of individual works, pair works, or group works. Setting varies in form and such classroom arrangement exists in all observed classrooms. *Pair works* are meant to provide student personal opportunities to independently explore on linguistic input and particular data from a written text then use them for communicative purposes. Group works facilitate students more opportunities to exchange ideas, feelings, and experiences in addition to habituate them for mutual respects and assistance one another.

In the teacher's role, the findings show they demonstrate roles of multi-functions according to the needs and the characteristics of materials to deal with. The teachers perform high degree of responsibility of content by often coming through with solutions against students' language problems, and by managing interactions in mode of teacher to students, students to students, and students to teacher.There are some distinctive features of teachers' roles in managing the tasks and activities. They areteacher as director; teacher as facilitator; teacher as mediator;and teacher as monitor.

Different from the teacher's role, the student'sare active participants, social and interpersonal, and negotiator of meanings in purposeful communicative tasks and activities. In the active participant role, the students involve in a social activity, social and interpersonal exchange in particular topics designed to develop students' oral communication skill. In the context of meaning negotiator role, the students involve in sharing information, ideas, and experiences based on certain tasks and in which the students hold control over language productions for communicative purposes.

In the students' endeavours of being understandable and from meaningful interactions through which a transactional or interpersonal conversation is built up, the students strive to negotiate meanings to bridge the gaps of information. Classroom interaction involves two significant aspects, negotiation of meaning and feedback. In the research finding, the concept of negotiation of meaning is embedded in communicative tasks and activities in a mode of verbal exchanges. The teachers' feedback occurs either orally or written and either at the moment of mistakes or by the end of the lesson involving the students' participation.

Table 5

**Classification of Findings on Classroom Management and Interaction
in the Teachers' and Students' Contexts**

Focus of Observation	Evidence
Learning Goal	Teachers do not consistently introduce the goals/objectives right before the lesson starts.
Input	Input for communicative activity varies from data in written texts of biography, diary, and picture story to linguistic input.
Activity	In *skill getting*, students are exposed to knowledge of linguistic forms and or they are engaged in reading comprehension from which they get data for controlled-practice of oral communication. In *skill using*, students have opportunity to receive and comprehend messages within the tasks designed for exchanging idea, opinion, and feeling on particular topics.
Setting or Classroom Arrangement	Teachers arrange the English oral communication classroom in a working format of individual work, pair work, and or group work.
Teacher' role	In managing the classroom task and activity, teachers demonstrate multifunction based on the characteristic of materials, i.e. director, facilitator, mediator, assistance, and monitor.
Learner' role	The students function as active participants, social and interpersonal, and negotiator of meanings in purposeful communicative tasks.
Interaction (Negotiation of meaning)	In the students' endeavours to understand and be understandable from meaningful interactions created by teachers, the students strive to negotiate their meanings to prevent a breakdown in communication.
Interaction (Feedback on students' language mistakes)	Teachers provide students with feedback and appropriate correction on language mistakes or incorrect answers either at the moment of mistakes or by the end of a lesson.

DISCUSSION

The teaching approach in the Curriculum 2013 is called "Scientific Approach". When the teachers follow the general steps it offers, the teaching

of English oral communication meets a path way to foster students' ability in speaking. The teachers find the steps suitable to stage communicative tasks and manage pertinent activities to provide the students with use of English both artificial and real communication. The teachers perceive *Scientific Approach* as integrative for the involvement of more than one language skills to activate students' cognitive, affective, and psychomotor skills to achieve the learning goals.In Kemdikbud (2013), by scientific approach, learning stages are constructed from "observing, collecting information or experimenting, associating, and communicating".

The English teachers perceive that materials accessibility is not a handicap for English oral communication skill development in the Curriculum 2013 as the books are provided by the government. In addition, they perceive positively over the dominant activity devoted to oral communication for the students' ease with getting insights into "what" and "how" particular piece of language is meaningful to social contexts in real use of English.The same case as routines, giving trusts to work independently, non-threatening atmosphere, and being autonomous in learning help them increase their performance in oral communication.

Performance means the students' ability in making use of a piece of language conforming to social contexts where the language operates for communicative purposes. Richards (2006) asserts the teaching of communicative competence includes the aspects of language knowledge to cover, among others are knowing how to use language for a range of different purposes and functions, and knowing how to vary the use of language according to the setting and the participants.

Communicative tasks provide learning activity that fosters language acquisition. The students are most likely able to acquire language from being engaged in meaningful exchanges through completions of the classroom tasks designed for both pedagogic and real life. According to Nunan (1995), pedagogic task requires learners to do things which it is extremely unlikely they would be called upon to do outside the classroom. Real life task, on the other hand, requires learners to approximate, in class, the sort of behaviour required of them in the world beyond the classroom.The English teachers perceive these learning modes as most likely potential to motivate students to speak English.They have more opportunities to take part actively in learning through oral interactions under teachers' mediation. In this present research finding, the effect of such interaction *potentiates* students' motivation to speak English. This might slightly be different from that of Cohen's

research finding. Cohen (2011), on the other hand, who explored teacher-student interaction in classroom found that specific interactional strategies i.e. teacher's questionings and feedback appear to facilitate participation and open up opportunity for English as a foreign learners.

The English teachers perceive negotiation of meaning operates during the interaction of question and answer opportunity. In this learning situation the students ask and answer questions to activate the whole class, individuals, and interpersonal student interaction. It does mean from these chains of interaction, meanings are created and agreed together for informational satisfactions. Richards' (2006) says the students' learning a language should be geared to deal with collaborative creation of meaning, creating meaningful and purposeful interaction through language, and negotiation of meaning as the learner and his or her interlocutor arrives at understanding. They also have more concerns of feedback as a part of classroom management. They like to feedback students' answers at the moment of mistakes and or by the end of a course of lesson. Mackey in Kouicem (2010) asserts through interaction that involves feedback, the attentions of the learner are paid to the form of errors and are pushed to create modification.

In the students' perception on how they learn English oral communication, they perceive dialogue, drama, role play and story-telling are the types of task and activity that improve their speaking ability.This finding is congruent with the definition of task elaborated by Breen in Nunan (1995) who says a task is any structured language learning endeavour which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. By specific working procedure of task such as drama and role play, the students perceive it as something that can best facilitate in their oral communication learning. This is actually the demands of curriculum English 2013, i.e. the learning process operates on the basis of fundamental principles of *student active learning* in order for the students to have a good mastery of the core and the basic competencies at the accepted levels (Kemdikbud, 2014).

In classroom interaction, the students perceive it as good and can activate them to function in oral communication activities. The interaction patterns are teacher to students, students to teachers, and students to students. They are impressed with the classroom interaction and it is one of the aspects that encourage them to be more active in their learning. This is congruent with the statement of Allwright (1984) cited in Kouicem (2010), it

is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner's talk time.

The students also appreciatethe teaching of English oral communication due to its beneficial aspect for their future life, both academic and professional works. They also perceive it as good since about 80% uses English as a means of classroom interactions. More times allocated to use English during the learning session positively influences the development of speaking ability since all interactions are purposefully designed to help students engage in communicative use of English in spite of more are practise in communicating rather than production of the language on their own.

In the case of teachers' problems,the writers findsthree constrainsto teaching oral communication. They are students' limit of active vocabulary, number of students in the classroom, and teachers' effort made to reduce the handicaps.

Since the students have limited active vocabulary,they find it hard to understand the teachers' talking in English as the target language. For the students' limited active vocabulary, asking students to memorize 5 English words a day or 20 in a week is considered an effective strategy for the teachers to do. In the case of overloaded students, it hampers the teachers to give relatively the same attention and opportunity for students to express themselves. This finding is consistent with Onchera's (2013), large class affects the effectiveness of the oral communication teaching. Putting students in groups and in pairs is the ways that teachers do to reduce the problems.

The finding of students' problems is classified into three characteristics, i.e. psychological-based problems, language use-based problems, and environmental-based problems. Psychological problems are mostly encountered by students in their learning of English oral communication. They are shy, nervous, and poor self confident to speak English in the classroom that result in passive participation. Communication apprehension prevails in those who experience psychological-based problems. This is relevant to the research finding of Jamshidnejad (2010). He found problems of oral communication learning called as 'communicator based problem.' It is related to fear of speaking in front of others.

Language use-based problem is also a constraint to learn English oral communication. This covers three distinctive parts i.e. poor mastery of vocabulary, pronunciation, and grammar. One of the competences that

students must have to be able to communicate is grammatical competence. Llurda (2000) referring to Dell Hymes' work explains that grammatical competence included knowledge of lexical items and rules of morphology, rules of sentence formation, syntax, semantic, and phonology. In fact, the elements of grammatical competence such as vocabulary mastery, grammar, and pronunciation are the students' obstacles in learning English oral communication. Onchera (2013) in his study "the pedagogical hindrances to oral communication skill in English found the same problem as he called as 'mother tongue interference.' This may be caused by the inability to speak in the target language. Rather, they like talking in the local language as a result of poor grammar and vocabulary mastery.

Finding of the environmental based problem is closely related to physical mode of language learning. This problem includes teaching and learning facility, learning time allocated for English subject, the class size and the numbers of students in the classroom; no English exposures outside the classroom; students speak more than one language before being exposed to English that filters new language learning.

In the classroom management and interaction, the English teachers are not always aware of the importance of introducing the goals to students. Not all classroom meetings begin with introducing the learning goals to students as the research findings reveal. Learning goal and input are two elements connected with each other. When the goals are related to communicative tasks the input then should provide sources of information and linguistic forms as well to initiate social or interpersonal interactions. In the case of input, Nunan (1995) suggests a wide range of sources like letters, picture stories, diary and etc. In the research finding, the English teachers under study use these types of input for the point of departure of communicative task.

In activity as a part of communicative task entity,the finding revealsthat the English teachers manage to sequence skill-getting and skill-using. In skill getting activity, the students experience controlled-activity tasks for knowledge of linguistic forms and understand particular English text genres from which data prior to oral communication is available. In skill using activity, on the other hand, the students apply their newly learned or acquired language to a social or academic setting to produce communicative English.

The research finding shows that the English teachers arrange the class individually, in pairs and group works. Setting involves the

interrelationships of students, activity, learning achievement as product and the form of interaction which are all tied to the concept of task Wright in Nunan (1995).Setting has to go side by side with teacher and student roles in an oral communication classroom. The teacher and the student roles as shown in the research finding are multi-functions following the needs and the characteristics of materials and topics to deal with.

Negotiation of meaning and feedback on the students' errors or mistakes are two sub-elements that constitute interaction. Negotiation of meaning is observable when the teacher elicits students' prior knowledge to relate the one the students are about to learn in whilst stage of lesson and in social or interpersonal interaction. The teachers often involve students to take part in their feedback and corrections through question and answer. This indicates the teachers' awareness of providing the students with feedback and appropriate corrections to help them learn and retain the correct language forms for the next use of English in communicative events.

CONCLUSION AND SUGGESTION

The teachers' and students' perception towards the teaching of English oral communication is highly positive. They perceive the scientific approach applied in the curriculum 2013 affect the students' oral communication development. To achieve the learning goal of English oral communication, the English teachers make use of role play, drama, story-telling and monologues, which areall performed either individually, in pairs, or in groups.

The present study reveals significant problems the teachers and students come across in the teaching and learning of English oral communication. The teachers find it hard to manage oral interaction since the students' do not have adequate knowledge of English competence and performance. The students, on the other hand, get constraints to speak English rooting from psychological based, language use-based and environmental-based problems.

A well-designed task and activity under pertinent classroom management are perceived as those which can foster the students' development of English oral communication. Skill getting and skill using are two elements of lesson stage wherein the data and the language input function as the points of departure for communicative tasks. The students believe the classroom interaction supportstheir oral communication skill.The teachers demonstraterelatively high degree of responsibility of content

language. The students, on the other hand, often become active participants and negotiator of meaning to fulfil communicative demands of particular tasks.

It is recommended for further researcher to conduct a close inquiry into the skill getting and skill using activity. This will most likely contribute to the understanding of the students' English language acquisition and of the improvement of the teaching and learning English oral communication typified by large classes and unsupported environment for English exposure.

Educational institutions of any levels should develop program of effective English oral communication classroom to upgrade teachers' knowledge and skills of the field. At the school- levels, all educational stakeholders should collectively run capacity building projects for school-based programs to improve teachers' capacity in the field.

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