

National Seminar and
International Conference

Volume I Nomor 01 Sept 2015

ISSN : 772460 - 756001

Buku III

PROCEEDING

SCIENTIFIC FORUM-FACULTY OF EDUCATION DEPARTMENT OF
SCIENCE EDUCATION (FIP-JIP)



9th-11th SEPTEMBER 2015
FACULTY OF EDUCATION, CORONATALO STATE UNIVERSITY
CORONATALO

WORKING PAPER INTERNATIONAL CONTRIBUTION PROCEEDING

Scientific Forum-Faculty of Education Department of Science Education (FIP-JIP)
and The International Seminar
September, 09th – 11th 2015, Gorontalo

CONNECTING TO COMPETE: THE ACTUALIZATION ON SCIENCE EDUCATION THROUGH THE INNOVATION AND CULTURAL UNIQUE IN ASEAN ECONOMIC COMMUNITY

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Layout:

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Cover Design:

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First Edition:

September 2015

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EXCEL YOUR STUDENTS' MOTIVATION TO SPEAK: MOVING FROM TRADITIONAL PEDAGOGY TO MODERN TEACHING APPROACH

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Abstract

This paper aims to discuss the efforts that teachers can do and facilitate their students to be actively engaged in their learning process, and subsequently, this can make the students to be highly motivated to speak. The important role of a teacher in facilitating their students to practice in their oral communication as manifestation of modern language teaching approach is also highlighted in this paper. It is strongly belief that learners can successfully achieve their communicative competence through embracing some features activities which is applied by teacher through the umbrella of the modern language teaching approach which is well known as 'communicative language teaching approach'. While communicative language teaching appears to provide a more practical understanding of the target language they are not always suited to all environments, particularly if the function of the language lies outside of the needs of the students. Therefore this paper in particular considered to define the techniques and theory behind communicative language teaching and analyze the environment in which they will be used in the context of teaching English as a foreign language including point out the difficulties of its practice before presenting what efforts can be made for solutions.

INTRODUCTION

The Indonesian government's main objective of teaching English as a foreign language is to attempt to keep pace with increasing development in the fields of science and technology, also to aid development of friendly relations with other countries. This is why reading ability was emphasized for the purposes of further study in the fields of science and technology. To reach their goals the government made English a compulsory subject in Indonesia, whether in Junior and Senior High Schools, university and college. In contrast, the reality shows that there is limited use of English inside and outside of class which means it has limited immediate advantages for the students. Also, English is generally a third language after the students' mother tongue and Indonesian, the differences between English and Indonesian are huge, and if their mother tongue is also very different, this can lead to confusion when the student learns English. This brings us to face the fact that students' ability to communicate in English is low and not promising. In relation to this, Nur (2004) and Mukminatien (2004) have pinpointed that after learning English for some years both in Junior and Senior high schools, in fact the graduates are still unable to communicate both in written and oral production. This situation continues when the learners study in their higher education if there is no a change offer to provide solution.

Having explained these all, it is my aim to critically bring the discussion of the efforts that teachers can do and facilitate their students to be actively engaged in their learning process, and subsequently, this can make the students to be highly motivated to speak. The important role of a teacher in facilitating their students to practice in their oral communication as manifestation of modern language teaching approach is also highlighted in this paper. It is strongly believed that learners can successfully achieve their communicative competence through embracing some features activities which is applied by teacher through the umbrella of the modern language teaching approach which is well known as 'communicative language teaching approach'. While communicative language teaching appears to provide a more practical understanding of the target language they are not always suited to all environments, particularly if the function of the language lies outside of the needs of the students. Therefore this paper in particular considered to define the techniques and theory behind communicative language teaching and analyze the environment in which they will be used in the context of presenting what efforts can be made for solutions. What ways that a teacher can do to motivate their students to confidently stand up and speak with their own words. In order to do this I will firstly discuss what is communicative language teaching in general and the aims of communicative language teaching for the students. The role of the teacher in communicative language teaching is examined and the ways how the teacher can facilitate the CLT for the students is discussed. A brief history of English language teaching in Indonesia is necessary to give the appropriate background for analyzing the environment in which communicative language teaching approach finds itself in Indonesia. The problems relating to its implementation particularly in senior High schools in Indonesia will be pointed out and some ways to reduce or overcome some of the problems will be recommended.

Theoretical perspectives of communicative language teaching and its implementation

Some concepts and notions about communicative language teaching approach and how it works have been so helpful to provide better understanding about the approach which is considered fruitful to be explored and presented further below. Some characteristics of independent learning as part of autonomy learning which a comparison to dependent learning characteristics is also explored in the following sections.

The understanding of Communicative Language Teaching

Communicative language teaching (hereafter called as CLT) has been developed over the last forty to forty five years because the traditional way of teaching English was based on the structural theories of language which found to be incomplete. These structurally based techniques were criticized for their lack of attention to the function of language, and it was thought that language needs to pay attention to both structure and function (Allwood, 1984 and 2001). It used to be thought that just knowing the structure of language was enough to be able to speak well, but without attention to function, the use of language was enough to be speaking well but not mean. According to Yules and Harris 'Communicative language teaching is an umbrella term for a number of orientations to learning and teaching a language

and finds different expression in different context." (1998, pp 1). However, we also have to consider the role of culture in CLT as it affects the way students interact in the classroom. Some of the problems associated with implementing CLT in different cultures have been due to the different expectations of teacher and students, these different expectations have been linked to the different culture.

Goal of Communicative Language Teaching for the students

There are some goals of CLT for the students that can be outlined based on theories underpinning the CLT.

In CLT the students' view of the target language is changed from an object to be studied to a tool for communication. In CLT their first language is not used in the classroom. This means that the student will have to use the target language to communicate meaning. Students are, in this way, forced to use the target language if they want to participate in class, this ensures that they communicate using the target language. Doing this, will help them to begin to use the language in a practical way which is different from the way they were doing it when the emphasis was only on structure. This means that the student's native language has no specific role in the communicative approach as the target language is used to explain activities to the students and assign them their homework. This does not mean that a student does not need to know their first language because a better knowledge of their first language will help them with their second language (Lighthorn and Spada 1994, 2003).

Because the classroom may be the only time that the student uses English considered the teaching of English in the foreign language context where the exposure of English is so low, the student should learn to use language suitable to a given social context. The activities in class should reflect real-life needs and should encourage the student to use only the language that is suitable for these activities. The language learnt in these activities will not be irrelevant for the student and the student will then only use language in a communicative context. This will reinforce the idea that language is a communicative tool rather than an abstract topic of study. When just studying the grammar of a language it is like studying a subject like mathematics, it is abstract and often irrelevant to a person's daily life, so when they have to use this information in their daily life they cannot.

In CLT the student is placed in a position where she is in charge of negotiating meaning with the other person. This means that the student needs to know that many different forms can be used to perform just one function, and that a single form can perform many functions.

For example:

Many forms for one function:

How much does this cost?

What is the price?

How many of these can I have for one dollar?

One form for many functions:

How much milk did you put in my tea?

How much time have we got?

How much does this cost?

This knowledge of different means of expression within the language makes it clear to the student that the choice of how to use the language is a about negotiating meaning (Larsen-Freeman, 1986). This makes the student responsible for the process of communication, which is the same responsibility they have in their native language (whether or not they are aware of this responsibility). They are able to integrate the language into their own personalities. This is important as it permits the student to act as an independent individual as much as they are able to do in their native language. This change from learning the rules of language to learning language as a way to express themselves is important to make the student more interested in their learning.

Because the language becomes more personal the students can feel that the language they are learning is a part of them. This will encourage the student to actively communicate instead of responding with answers. This active participation should make the learning process be more beneficial as a result. If a student can communicate with a language quickly it will be easier to make it a part of them and they will feel secure using it. The knowledge that can only be acquired by a student through their unconscious exposure to the language is given rather than the knowledge given through the form of stable rules (Krashen 1988, cited in Thompson 1996). The unconscious knowledge makes the student feel easier with the language as it is more internalized.

Student's knowledge of the form, meanings and functions of the language provides the students with more understanding of the language than they would get from just a knowledge of form. This enables the student to see the language form and meanings in terms of their communicative function. Because of this knowledge, the student can choose the way they use the language. This seems to be a better way to integrate the new language into everyday life. In general the communicative language learner will realize that meaning does not come from the text only but arises through negotiation between the reader and writer, the speaker and listener. This is opposite to the more traditional study of form (structure only), which looks for only one meaning. In finding many meanings in a language the learner could use the language more like a native speaker and is able to express many more things in a language that is not their first.

Teacher's Role in communicative language teaching

Teacher can play multiple roles in implementing the communicative language teaching approach. This has been outlined by expert in the following statement: "The role of the teacher in CLT can be described at different times as a facilitator, needs analyst, manager of classroom activities, adviser, and co-communicator." (Larsen-Freeman, 1986).

In communicative language learning the teacher is a facilitator of the students learning. This means that in a communicative language teaching classroom the teacher must be able to find a different from traditional teaching methods as the teacher was often the communicator and not any communication of the student's was seen to be disturbing. Traditional methods of teaching language would leave the teacher up at the front of the class telling the students a set of rules that they did not know. The students would have to sit and be quiet in order for them

to understand this information that they did not know yet. How could they use the language functionally if the teacher cannot teach grammar more communicatively?

The role of the teacher as an advisor means that students themselves are the communicators, so the teacher becomes a resource of information and strategies for them, rather than a dictator. By answering questions and monitoring performance the teacher allows the students to communicate more easily, as the teacher becomes more helpful. The teacher should also try to reduce amount of forcing the students to do something. This way the students do not fear making mistakes as much, as the emphasis is not on what is right and what is wrong but on making mistakes as much. Sometimes things that might not be strictly correct in a grammatical ways to communicate. Sometimes things that might not be strictly correct in a grammatical sense will go unchecked if fluency is achieved. The student does not think of the language as something that she can pass or fail but something that she should work at to express herself better. The teacher is taken down from their position at the front of the class and becomes a co-communicator. The barriers between student and teacher are removed and the teacher is able to engage in conversation with the students. This serves to make the students more relaxed when the teacher is there and more able to communicate comfortably.

This less dominant role of the teacher places the students in a position where they are in control of their own learning. This facilitates the students to become independent learners in the process of their learning. The teacher should try to focus all tasks in terms of a communicative view. The students will use language a great deal more through the communicative activities that the teacher guides the students to be able to perform that. These activities should try to encourage the student to enjoy learning and communication. The activities such as games, role plays and problem solving are easy means to this. In order to do the function of communication the teacher should allow the students to share their ideas and opinions on a regular basis. This will serve to strengthen the student's confidence in the language, as well as allow them more chance to negotiate the basis of their own learning. The teacher's role as facilitator will be more fully realized as they are placed more directly responsible to the students.

This allows the students to work at a discourse level. At this, students learn how to manage their own learning constructively. This gives them a practical way to help themselves rather than depend only on the teacher. Discourse prompts the students to communicate more, in real settings, reducing the rule of knowledge of the language. The teacher should try to evaluate the students not so much in terms of accuracy, but their fluency. Communication is more important than structural and vocabulary knowledge. This does not mean that these are irrelevant, but it means that to emphasize the structural and vocabulary knowledge can reduce a student's fluency which will lessen her communicative ability.

More informal evaluations are one way to avoid limiting the fluency of students. This allows the student to attend to parts of speaking such as rhythm which would otherwise be disregarded for other tasks such as learning grammar. The teacher can attend to things at proper times and allow some mistakes to go unchecked if other factors are more important.

Ways a Teacher can facilitate the communicative language teaching aims for the student
Activities that are truly communicative contain three features, Larsen Freeman (1986) and Munro (1988) note that the three features are: information gap, choice and feedback. Activities that involve these three features should be chosen for CLT. Without these features, teaching

practice comes back into the past non-communicative ways and distances the student from the language.

If an *information gap* exists then one person in a conversation knows something that the other person does not. If both people know the answer to a question then the exchange is no longer communicative but a redundant action. It is this gap that makes the need for communication and this gap that makes communication real.

In real communication the speaker has *choice* through their responses. If an exercise is so tightly controlled that the student may give only one possible response then the activity is not communicative but just a drill, depending on the student's ability to remember. Real communication exists between two individuals relating freely, otherwise there is only a pretending of the real of communication.

Communication has a purpose. If a meaningful exchange does not happen then communication does not happen. In order to satisfy this purpose the student needs to elicit feedback from the interlocutor. Without *feedback* a speaker is never sure if her question or answer is understood and without this understanding, communication does not happen. The teacher must encourage participation if she wants CLT to occur. This might be a difficult task, depending on the student's expectations. However, without feedback the students will not be communicating effectively.

There are many ways a teacher can encourage communication, one way is to encourage the students to communicate with each other. This can be done by having the class work in pairs or small groups. The smaller the groups the more time students have. The communicative language teaching approach uses many games. If the games are properly designed the students will receive proper communication in an environment which encourages their participation. The design of these games should therefore include the three parts of real communication that have already been described, information gap, choice and feedback.

Problems with implementing communicative language teaching in Indonesia Teachers Education

There are problems appear need to be taken into consideration regarding the implementation of communicative language teaching in the situational context where the position of the target language, English is placed as the foreign language. One of the main problems of CLT in Indonesian classrooms is that teachers have been educated in "the structural behaviouristic-audio-lingual" method (drill training) of teaching English as foreign language (Nahabun, pp. 161, 1984) and further training does not seem to have lessened the amount of drill teaching in Indonesia. Because resources are limited in Indonesia, the teachers experience with the target language is very limited. The trainings that usually teachers participate in strengthen the work of the teachers seem primarily to increase professional confidence and competence of teachers in developing materials and techniques for increasing students' participation in learning program. Yet only few teachers are trained for every part of Indonesia. The few teachers that are expected to train the other teachers in their part, and this is not always a successful method of passing on not only information but also the skill that the few teachers can gain from the trainings they were involved for, example. Moving to Gorontalo context

where there are about 30 High schools, only few teachers that are trained, and must then train all of the other teachers. This is of course cannot be always a successful method of both passing on information and skills. This problem of training limitation seems to continue although some current curricula of English foreign language teaching have been introduced and implemented for example the KTSP and the 2013 curricula, these two curricula are used interchangeably in many schools.

Other problem is in regard to the understanding of English teachers about the CLT approach itself. In fact, there are many teachers do not have a clear concept of CLT and therefore teach English in the wrong ways. For example, there are a number of teachers who still focus on teaching language rules, they come to the class and explain everything to the students. They are always reverted back to traditional method performing teacher's center than student's center. There are also teachers who think CLT is only for speaking (Thompson 1996, 11). So they come to the class and always make activities in which the students must speak. This sometimes leads to memorizing dialogue and role playing in front of the class, which makes the exercise useless as there is no communication occurring. Other misconceptions about CLT include: CLT means teaching no grammar, it expects too much from the teacher, CLT means pair work which means role play (Thompson 1996, 11-12). Much more teacher education is required before it can be said that CLT has been successfully implemented in Indonesia.

The problem of big classes is also problem that should be taken into consideration in implementing the approach. In junior high schools and even in universities level, one class usually consists of forty to forty five students, and this is not an appropriate condition considering the amount of time that a teacher should spend to facilitate active learning.

Cultural Implications

There are cultural implications which can also obstruct the implementation of the communicative approach.

In many parts of Indonesia including in Gorontalo, the cultural values are still are still very strong. Parents usually teach their children to appreciate the seniors (Setiadi 2006). The parents teach their children that the teacher is a person who has to be given high respect. They have to obey the seniors including teachers. Another culture that I would like to highlight that can impact the learning culture at schools is that a child is usually taught to be more tolerant to the people. As a result, students bring this value to the class, they usually keep silent even they don't agree of some opinions whether come from their friends (in discussions) or from the teacher (in the presentation of the materials). These cultural values can impact the teaching and learning process.

Culturally, the teacher is an expert, therefore an authority figure that must be listened to, rather than spoken to. The sense of shame that the student has when wrong is also an obstacle to communication. These two cultural factors reduce the amount of English spoken in the class. The teacher is viewed as an expert, not only because of traditional reasons but also due to the lack of other resources, such as books, library, and language laboratory. This means that the teacher is the only transfer of knowledge. As native speakers of English are seldom teachers, the English taught is often quite removed from the fluent voice of native speakers. The mode

of respect for the teacher is silence. This means that the teacher is expected to talk more and the students are often too respectful to break with this trend. One might argue that this is no longer happen in the current teaching, but in reality, the culture value may exist in teaching and learning to some extent, and this evident in the context of Gorontalo based on my experiences means that feedback cannot take place. Numan (1988) has noted that feedback refers to the response of the listeners. This can indicate the speaker's message can be understood or not. This principle of feedback can create problems due to the cultural value that students should be more tolerant by pleasing each other even if sometimes they have to pretend. The culture has a value that to avoid conflict (Hofstede 1994, 2001). However, in communicative language teaching, feedback in the form of obtaining opinions, criticism, suggestions or even disagreements is vital to the communication process. The students want the teachers to say or judge if they are correct or not. It is in contrary with eastern cultural values. The students appear to always agree with what the teacher says. This happens because the culture teaches that the teacher is always right, as an expert of knowledge. If communicative language teaching is to be implemented successfully in Indonesia, the culture must be considered and accommodated.

Benefits of communicative language teaching in Indonesian Classrooms

It cannot be ignored that the phenomenon which may take place in Indonesian classrooms is the students are not generally encouraged to speak or ask questions because of the culture while the implementation of communicative language teaching encourages more class participation efforts such as increases the students' confidence in their ability to use English should be considered in the first place. The other thing can be done is teacher's role to encourage students to often to be critical in their learning process. Students should be accommodated and facilitated to ask questions and give feedback for classroom discussion. Communicative language teaching develops the students' competence in meaningful real life situations, therefore teacher needs to consider activities that learning and mastering English is useful for more than just reading text books. If the students can use the language communicatively, it can assist them when they finish their study. For example, many jobs now require that the applicants to be skillfully communicate in English. If the applicant can readily demonstrate their skill by speaking (rather than reading) this skill will help them to successfully get the job.

Ways of Overcoming Problems

One of the main problems is the lack of teacher education. One way to offer is more training to required with perhaps more exposure to native speakers. With more teachers aware of the correct principles of CLT, the limitations of culture can be addressed and the teachers will be able to become appropriate in their own unique situations. CLT needs to be introduced to the Indonesian education in a way that is acceptable to the Indonesian teaching style and culture. A gradual introduction with plenty of preparation before hand is best. As parent support is vital in Indonesia, a discussion with the parents is also advised so that they will give their support to succeed the implementation. I also suggest that the teachers

formally introduce CLT to the class gradually. This can be done by almost literally teaching them about CLT before they actually participate in it. A video of CLT in action would be appropriate. After the class is familiar with the process of CLT some activities can be introduced as in the following:

1. Doing pair work with the person or persons next to the student, so there is not a big disruption to the class.
2. Having CLT activities followed up with written exercises so that the students feel like they are learning something (because of the culture).
3. Using drills with more creativity, eg divide classes and have different groups repeating different parts of the dialogue.
4. Get students to prepare some of the games or materials that are needed, this can be used for homework or class activities (eg. vocabulary/tense cards, stories told in pictures that can be mixed up then arranged according to English dialogue, sentences that must be put in the correct order to make sense etc.).
5. An example of an appropriate activity:

The big classes could be divided in some groups which can consist of four or five persons for each group. The teacher should try to divide the groups fairly between good students and weak students in each group. Encourage the good students to help the other students become more communicative while doing the activities in class is also one thing that teacher can do. The teacher can facilitate and monitor the activities. For example the group will be given a set of pictures describing a story, but the pictures are mixed up. The group must try to put the pictures in the correct order and the teacher will then ask a person from each group to describe the story/event. The teacher will then play a tape describing the real event in English which the students can compare with their own version of the event.

One important thing that teachers who are teaching in English foreign language context have to keep in mind and put it into action is how to facilitate a lot of interesting ways in teaching to excel their students' motivation to learn the language so they can reach communicative competence as expected. It is not easy task of course considering what many scholars of ELT (for example Dornyei (2001a, 2001b; Mori 2004; Rueda and Chen 2005; Li 2006,) have implied in related literature that English learners in EFL context are more likely to show and have their external, or instrumental, and/or extrinsic motivation (the concept to explain learner's goal and desire to learn the language due to other factors for example, parental support factor and a desire to get a good job) in learning the language than the intrinsic one. This will become a challenge for the EFL teachers to work out with the appropriate activities which can excel the learners' motivation to be engaged in the learning process so that the possibility of their motivation mode may be changed from previous one. As a result this can positively impact to their learning outcome of the language.

CONCLUSION

Whilst it is true that several problems as explained above may take place in teaching and learning process of English as English language teaching as foreign language but this does not mean that communicative language teaching approach cannot be applied in Indonesian classrooms context. On one hand, one may argue that CLT and its concepts which not only modern but western theory, and to try to use it in a country whose customs and realities are very different from western countries (with their small classrooms and students already accustomed to working in a CLT way), will only serve to cause conflict between the theory and the reality. But again I would like to underline here that it does not mean that CLT is not appropriate at all in Indonesian classrooms. The role of the teachers to create appropriate activities in the classes is very important and critical in trying to decrease the gap between the theory of CLT and the classroom reality in Indonesia.

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