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*Daftar Isi*
An Interactive and Communicative English Teaching

Oleh
Iwan Dudy Gunawan

Abstract
Pengajaran bahasa Inggris di SMA sangatlah penting bagi siswa-siswi terutama dalam mempersiapkan mereka menghadapi era globalisasi yang menuntut kemampuan berbahasa asing salah satunya bahasa Inggris. Namun pengajaran bahasa Inggris di tingkat SMA selama ini masih memfokuskan pada pengajaran membaca, kosa kata, dan tata bahasa. Hal tersebut tentunya menjadikan kurangnya kemampuan komunikatif lulusan SMA dalam berbahasa Inggris. Oleh karena itu diperlukan metode pengajaran bahasa Inggris yang tepat untuk menjawab tantangan tersebut.

Kata Kunci: A Learner-centered, English Teaching Methodology, Teaching Procedures

A. Introduction
The syllabus of 1994 curriculum focuses on four language skills—reading, listening, speaking, and writing skills that requires the teachers to use communicative approach in implementing it, but in fact from informal investigation through interviewing students of senior high school, most of teaching practices at senior high school still emphasize on ‘receptive’ skills (i.e. reading comprehension, structure, and vocabulary).

It is no wonder, considering the fact above, that the English competency of senior high school graduates is not satisfied yet. My investigation on English competency of senior high school graduates at Indonesia Polytechnic post and Pasundan University shows that the senior high school graduates know and understand a few English words, simple structure and grammar, but their speaking skills are very limited. They are not able to communicate in English or expressing their ideas.

Based on the description above, in this paper I would like to propose an interactive, communicative, and learner-centered English teaching as a possible solution in order to improve students’ language
skills of senior high school, especially speaking skills and language items (structures or/and functions).

The aim of teaching speaking, as mentioned in GBPP Bahasa Inggris 1994, is to help students develop their speaking skills. For example, the objectives of teaching speaking for SMU class can be seen in the following statements:

Siswa dapat:
1. bertanya dan menjawab pertanyaan tentang berbagai hal;
2. melakukan percakapan pendek dengan lancar;
3. secara sederhana menyampaikan uraian tentang benda, orang atau tempat, dan rangkaian peristiwa;
4. secara sederhana mengungkapkan pikiran, pendapat, perasaan dan sikap.

In order to achieve the aim, the teachers are suggested to introduce different kinds of language functions to students such as greeting, asking for information, giving information, thanking, offering something, accepting an offer, refusing an offer, advising, expressing like and dislike, expressing capability and incapability, and so forth.

In presenting the language function the teachers are suggested to share responsibility for learning with the students by means of giving them great opportunities to speak English. The speaking activities must involve students in interaction between themselves in pair work, group work, and whole class work. These activities can be done through various kind communication activities such as games, role-playing, discussion, interviewing, find someone who, spot the differences, miming, and others. The teachers’ role here is as facilitators who always encourage students to speak English. Teaching speaking should be focused on fluency rather than accuracy. The teachers should let the students learn English through their mistakes.

B. Methodology (Approach, Method, Procedures, and Technique)

According to Richards and Rogers (1986:16), approach refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”. An approach describes how language is used, and how its constituent part interlock—in other words it offers a model of language competence. In English teaching for senior high school, I applied the
communicative approach or communicative language teaching (CLT) – is the name which was given to a set beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The ‘what to teach aspects’ of the Communicative approach stressed the significance of language functions rather than focusing sorely on grammar and vocabulary (Harmer, 2001: 84).

Meanwhile, a method is the practical realization of an approach. The originators of a method have arrived at the decisions about types of activities, roles of the teachers, kinds of the material which will be helpful, and some model of syllabus organization. Methods include various procedures and technique as part of their standard fair (Harmer, 2001: 78).

Furthermore, a procedure is an ordered sequence of techniques and techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well (Brown, 1994: 48). In order to improve students’ language skills of senior high school, especially speaking skills and language items (structures or/and functions) I suggest the teachers use ARC method components put forward by Scrivener (1997). ARC stands for Authentic use, Restricted use, and Clarification and focus. The basic premise here is that most language in the classroom can be describe as either A, R, or C. Thus a communicative activity will demonstrate ‘authentic’ use, whereas a drill, jazz chant, elicited dialogue or guided writing, for example, will provoke restricted use of language by students.

Finally, Clarification language is that which the teacher and the students use to explain grammar, give examples, analyse errors, elicit or repeat things. By using the three ARC components, we can describe a wide variety of ways of working with language in the classroom.

Here are four common and effective lesson types:
1. The teacher presents information about an item of language.
2. The students then work on oral practice of examples of these items.
3. The students do a written exercise to practice these items.
4. The students are given the opportunity to use these items, along with the other language they know, in communicative activities.
This procedure uses the three ARC components in this order: CRRA. (Clarification and focus; Restricted use; Restricted use; Authentic use). This is essentially the same as PPP (Presentation, Practice, and Production) method.

Here is ARC diagram by Scrivener (1997: 134):

<table>
<thead>
<tr>
<th>A</th>
<th>Authentic use</th>
<th>R</th>
<th>Restricted use</th>
<th>C</th>
<th>Clarification and focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>For:</td>
<td>Meaning</td>
<td>For:</td>
<td>Form</td>
<td>I tell you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td>Practice</td>
<td>Accuracy</td>
<td>I show you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>Testing</td>
<td>Testing</td>
<td>I help you to find out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real-life</td>
<td>Display</td>
<td>Display</td>
<td>yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pleasure</td>
<td></td>
<td></td>
<td>You find out yourself</td>
<td></td>
</tr>
</tbody>
</table>

**Example activities:**

<table>
<thead>
<tr>
<th>Speaking:</th>
<th>Communicative activities</th>
<th>Elicited dialogues</th>
<th>Jazz chant, poems, texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Conversations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing:</th>
<th>Stories</th>
<th>Copying</th>
<th>Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poems</td>
<td>Essays</td>
<td>Guided writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Novels</th>
<th>Course book texts</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper, articles</td>
<td>Leaflets, notices, ads</td>
<td></td>
<td>Stories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening:</th>
<th>Conversations</th>
<th>Discrete sound, words, sentences, course book tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>TV narratives</td>
<td></td>
</tr>
</tbody>
</table>

**Tools and Techniques:**

| | Rules | Examples | Time lines | Questions about meaning, form, use |
|-------------------|-------------------|-------------------|-------------------|
| | Explanation, demonstrations | Gestures, mime, pictures, visual aids |
| Repletion | Elicitation |
| Discussion | |

**C. Teaching Procedures**

The table below shows us an example of teaching procedures in teaching speaking and language items that can improve students' speaking and language items abilities:
<table>
<thead>
<tr>
<th>ARC</th>
<th>Techniques</th>
<th>Kinds of Activities</th>
<th>Grouping Techniques / Interaction Pattern</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Warmer (Warm-up)</td>
<td>Tic-tac-toe, mime, celeb-head, play, song, and etc</td>
<td>Whole class, small group, pair work</td>
<td>5-10</td>
</tr>
<tr>
<td>C</td>
<td>Elicitation of today’s language items</td>
<td>Teacher elicits information, language, ideas, etc from the students</td>
<td>The teacher are working together with the whole class</td>
<td>5-10</td>
</tr>
<tr>
<td>C</td>
<td>Presentation of today’s language items</td>
<td>Teacher’s presentation and explanation of language items (structure/function/others)</td>
<td>The teacher are working together with the whole class</td>
<td>10-20</td>
</tr>
<tr>
<td>R</td>
<td>Practice: Oral Drilling</td>
<td>Repetition, substitution, and other alternations</td>
<td>Pair work, group work, whole class work as individual</td>
<td>5-10</td>
</tr>
<tr>
<td>R</td>
<td>Practice: Controlled Practice</td>
<td>Mill drill, find someone who, etc</td>
<td>Pair work, group work, whole class work as individual</td>
<td>10-15</td>
</tr>
<tr>
<td>R</td>
<td>Written Exercises</td>
<td>The teacher asks the students to do exercise related to language items</td>
<td>Pair work, group work, individual work</td>
<td>10-15</td>
</tr>
<tr>
<td>A</td>
<td>Free Practice</td>
<td>The teacher gives opportunities to the students to speak through communication games (role-play, discussion, drama, interviewing, board game, spot the differences, and others)</td>
<td>Pair work, group work, whole class work as individual</td>
<td>15-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher gives some</td>
<td>The teacher are</td>
<td></td>
</tr>
</tbody>
</table>
D. Explanation:
1. **Warmer/Warm-up**: This activity has the purpose of getting the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the classroom lesson. It does not necessarily involve use of the target language.
2. **Elicitation**: Elicitation means drawing out information, language ideas, and etc from the students rather than having the teacher give them. It is a technique based on the principles that:
   a. Students probably know a lot more than we may give them credit for.
   b. Starting with what they know is a productive way to begin new work.
   c. Involving people in a question and answer movement towards new discoveries is often more effective than simply giving ‘lectures’.
3. **Presentation**: in presentation, the teacher present and explain about the lesson/the language items or the any other aspects of language to the students.
4. **Practice**: **Oral drilling**: Oral drilling is the typical language activity involving fixed pattern of teacher and students responding and prompting, usually with repetition, substitution, and other types of mechanical alternations.
5. **Practice**: **Controlled Practice**: Control practice is an activity involving responses with meaningful choices, as in reference to different information.
6. **Written Exercises**: the aim of this activity is to evaluate students’ understanding about the language items they have learnt.
7. **Free Practice**: the aim of this activity is to give students opportunity to speak English in authentic situation through communication games.
8. Feedback: in feedback stage, the teacher corrects students' mistakes and praises good work in free practice, gives a comment to what the students have done in classroom activities and students' performance and then teacher asks students' comment, difficulty, and etc.

E. Teachers' Roles

As any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities described above. However, there are three major teacher's roles used during the speaking activities as follows:

1. The teacher as organizer; the main aim of the teacher when organizing an activity is to tell the students what they are going to talk about, give clear instructions what exactly their task is, get the activity going, and then organize feedback when it is over.

2. The teacher as facilitator; a less directive role might be described as facilitating the process of learning, of making learning easier for students, helping them to clear away roadblock, to find shortcuts. The facilitating role requires that teachers step away from the managerial or directive role and allow students, with teachers' guidance and gentle prodding here and there, to find their own pathways to success.

3. The teacher as resource; in this role teacher is being a kind of walking resource center and the student takes the initiative to come to the teachers. The teachers are there for advice and counsel when the student seeks it. In other words the teacher should always be ready to offer help if it is needed.

F. Supporting Materials

Techniques consist of things you do in the classroom, but what would language classes be without involving the use of material such as books, pictures, maps charts, and etc to support and enhance them. There are some materials that the teachers have to prepare in conducting the teaching and learning activities above:

1. Textbooks: the most obvious and the most common form of material support for language instruction comes through textbooks. The challenge that the teachers may face is to make the very best use of the textbooks that they have.
2. **Other written texts:** there are so many written texts beside textbooks that can be used in supporting techniques in classroom such as real world/authentic textual material (schedules, calendars, advertisements, menus, memos. A side from these types of text, teacher resource books that are specifically designed to provide ideas for teachers (conversation, role playing, speaking techniques, speaking activities, etc) and other student books can employ as a supplementary material.

3. **Visual aids:** beside written text, the teachers also can use visual aids such as photographs, posters, charts, magazine pictures, and others.

4. **Communication games:** A game is a good way of adding variety to a lesson so that the teachers are suggested to find at least one game for one lesson. There are a lot of kinds of communication game that the teachers can use in teaching speaking such as word game, role-play, discussion, drama, interviewing, board game, spot the differences, and many other games.

**G. Conclusions and Suggestions**

I include a lot of student to student communication activities in every lesson, I include at least one communication game that involve the students moving around the classroom because I believe that:

1. It is useful to give students opportunities to speak to another.
2. People learn by trying to do things themselves.
3. Activities like this promote more fluent use of English.
4. The students will get to know each other better.
5. It will give more students time to speak than if the whole class did something together.
6. A lesson needs changes of pace and mood.
7. A game is a good way of adding variety to a lesson.
8. Sitting still in one place for along time can be difficult.
9. Getting people together to do physical things can be a good way of waking up their mental powers.

I suggest the teachers to use five types of student grouping: the whole class working together with the teacher; the whole class mixing together as individuals; small groups, pairs work; individual work. Varying grouping is one way of enabling a variety of experiences for
the students. I am assuming that it is very important to give students opportunities to have useful interaction with others. We could maximize students speaking time at certain points of the lesson by putting them into pairs or small groups and getting them to talk each other.

I believe from my own learning and experiences that the most effective and efficient way of learning for a students to be really involved in a lesson. Explanations, especially long ones, tend to leave me cold; I get bored (a student might also have real problems in following what is being said). But challenge the students, give them a problem to do or a task they want to complete, and they will learn far more – by experimenting, by practicing, by taking a risks.

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