

Teaching English for

by Ahmad Subhan

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Ahmad Subhan Roza



TEACHING ENGLISH

FOR INDONESIAN LEARNERS

Theories and Practices

Ahmad Subhan Roza

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Theories and Practices



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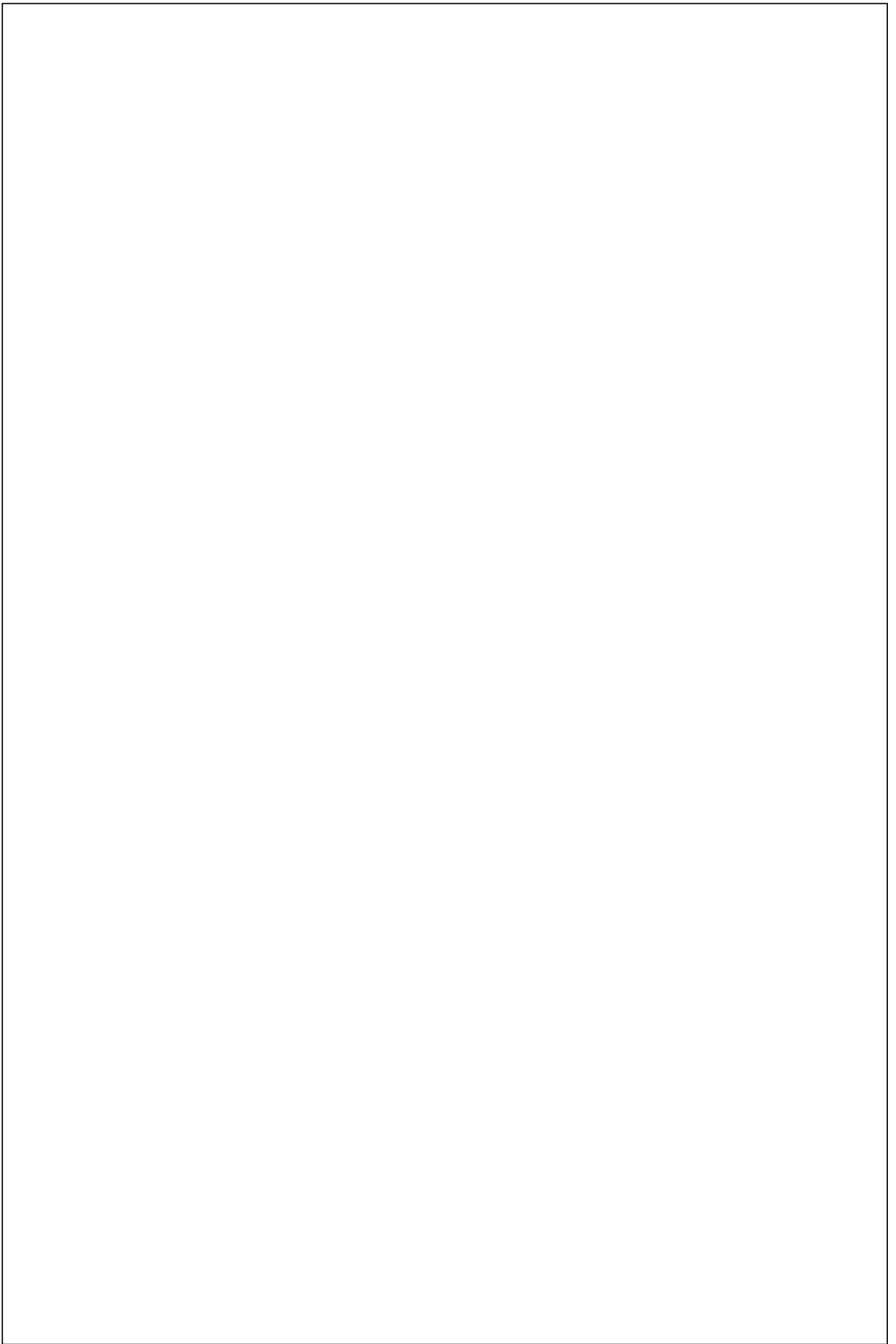


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1. English language

2. Judul

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TEACHING ENGLISH FOR INDONESIAN LEARNERS
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Preface

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The more you practice your English, the more you get it. It means that the more you practice your speaking, the more you get it, the more you practice your reading, the more you get it, the more you practice your listening, the more you get it and the more you practice your writing, the more you get it.

In any case, many questions sometime appear to English Elanguage learners. Do you speak English? Do you read English? Do you listen English? Do you write English? have you ever listened to foreigners speaking English? Have you ever read English journals and English books? Have you ever written English paragraph or English Journals? Yeah, as we know, English is one of the most popular languages in this earth. According to some experts, English gets the first place for being the main language in many countries and also the second place for being the widely-used language by people in the world. As a result of that, English becomes the global language which is just necessary to learn, without any exception for Indonesian learners.

The ability to master English is now urgently required as it has been the key to every aspect of people's life. We see, more and more Indonesian learners are struggling hard to learn this language, because they realize the importance of it. Mastering English can truly give Indonesian learners some positive impacts in social, education, and career world.

English language Learners assume that: mastering English helps them connect with people around the world easily. If they master English well, they will be able to communicate with foreigners fluently without any difficulty and limitation. Mastering

English will also enable them to get the latest news of the outside world quickly. Besides, sharing knowledge and information with other people around the world will also be a great pleasure for them who master English. Moreover, mastering English helps them get a better education. Who are planning to study overseas in the future. As they know, one of the requirements must be fulfilled while registering foreign university is the English language skill. Moreover, English mastery has also become a big consideration for the organizers of scholarship program whether they should accept you or not. In addition to that, mastering English will also give us benefits in understanding lessons well in school. It's because a good reference of science comes from the books and sites written in English.

Finally, mastering English eases us in pursuing a promising career. Having a higher position in career with a great amount of salary surely has been what everyone wanted. To work abroad, to be able to get a job in another country is also something that people are always craving for in purpose of having a high welfare rate. So, Mastering English turns out to be very beneficial for everyone, especially for Indonesian Learners. It gives them advantages to connect with people in this whole world, to have a better quality of education, as well as to raise a higher position in their career life. As this world develops to become more and more sophisticated, mastering English will be either the key or an early step to be a more competitive person in the future.

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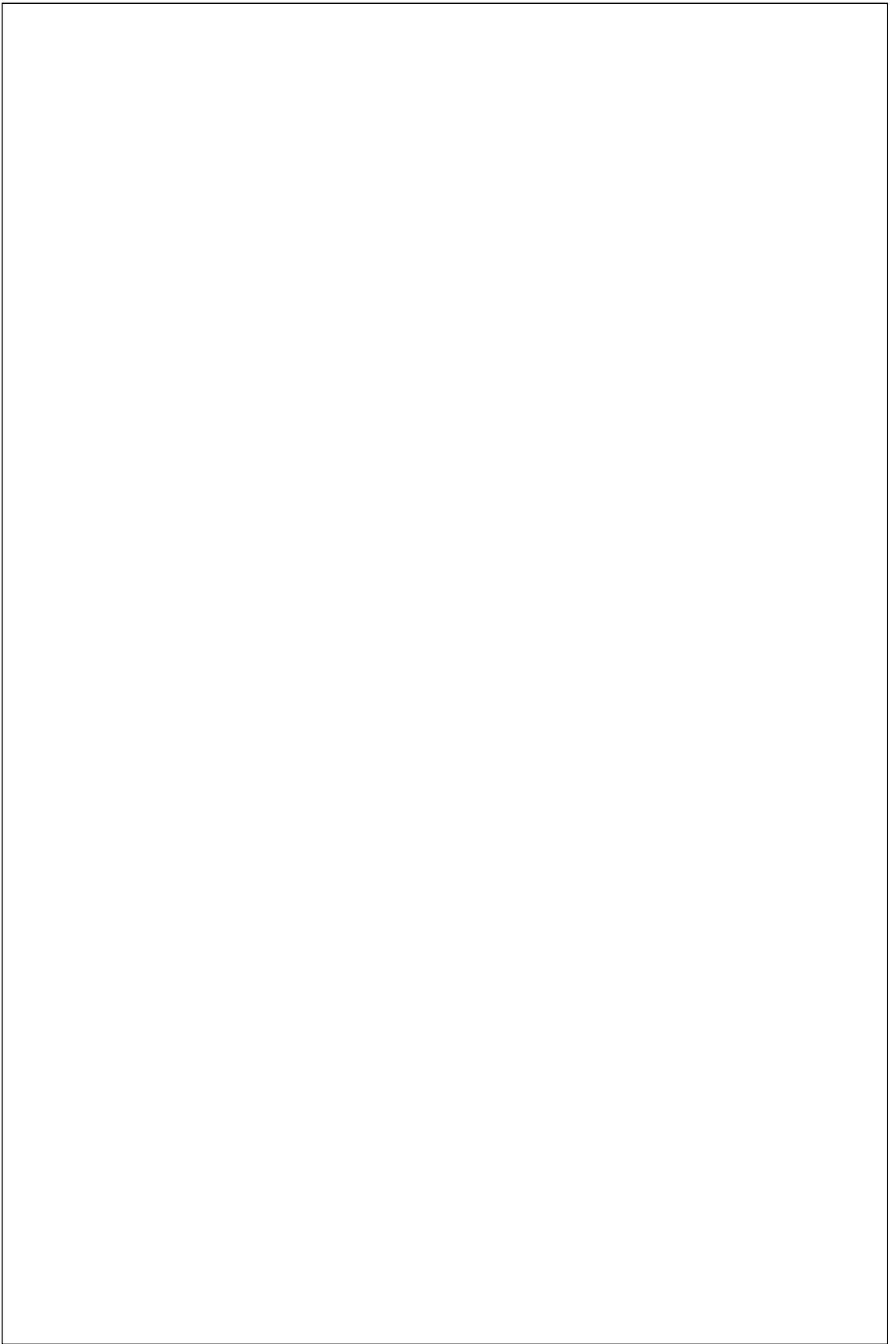
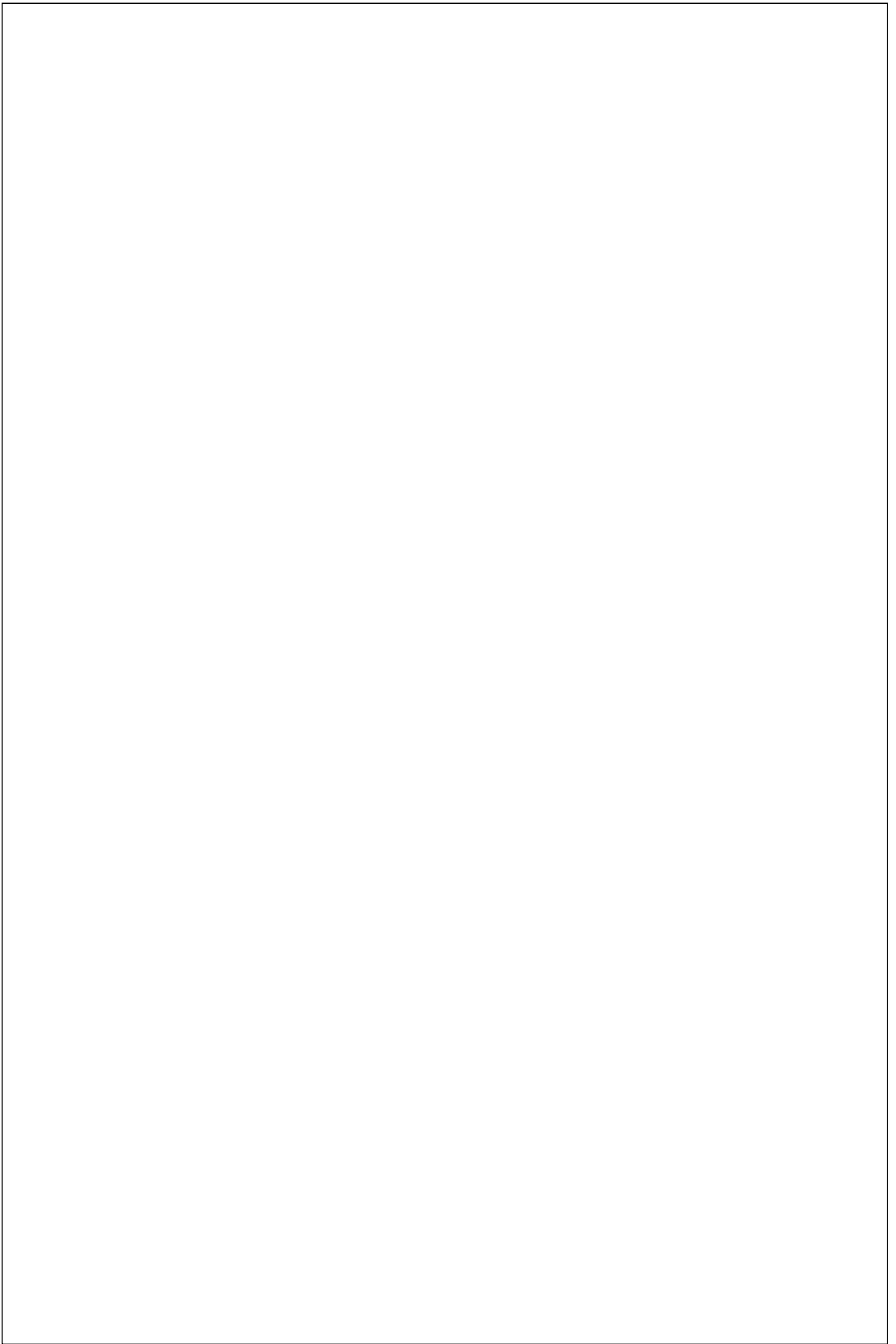


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Chapter 1

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Introduction

A. Book description

This book discusses the teaching of English for Indonesian learners. This book consists of 12 chapters, its chapter consists of sub-chapters. Starting with studying English language in its usage and its function, and teaching English based on context, those are the first part. The next are English language teachings and its implementation in teaching practices.

As we know that now English is an international language, especially in Indonesia, which is in quite good condition. Therefore, it is needed by everyone who wants to be involved or take part in the global world. Mastering English will be a passport for someone to enter the global world. Without mastering English, one may find it difficult to compete with others on a global level. Friedman (2005) as quoted in McKay (2012:32) argues that competent human resources are only economically useful in a global context if they speak English.

Education and the media, however, constraints such as limited time and the difficulty of tracking down adequate sources made this impossible. Briefly, however, it is possible to note that English has played an important role in education as it is compulsory subject in schools and it is unlikely that university students will complete their courses without being assigned at least some readings in English. Meanwhile, business people find increasingly that ideas for success in management are published

in English. It quite common to find people living in the country's large cities will readily agree that everyone needs English to some extent.

College graduates are potential human resources. However, not many graduates in Indonesia can speak English well. If you want to compete in the global world, English is one of the main requirements. Since the world is global now, the attention to teaching English cannot be ignored. This must be taken seriously.

Teaching English in universities has been established as a compulsory subject (BSNP, 2010). However, It is not enough to make graduates proficient in English. Although some universities have added more credits for English, the government needs to be more serious by making clear regulations/laws regarding the teaching of English in universities so they can compete in the global world.

B. The structure of book

The aim of this book is to familiarize the prospective learners with the most important concepts and the major issues in the field of teaching English for Indonesiaan learners. This book consists of 12 chapters. All chapters are as follows:

Chapter 1. Introduction. a. Book description. b. The structure of book

Chapter 2. Contextual Teaching & Learning. a. The concept of CTL. b. The compenents of CTL. c. The characteristics of CTL. d. The procedures of CTL

Chapter 3. English Language Teaching Methods. A. Methods. B. Approach. C. Strategy. D. Techniques

Chapter 4. Classroom Observation. A. Definition. B. Kinds Of Classroom Observation. C. Steps-Steps Of Classroom Observation. D. The Purposes of Classroom Observation. E. Ways to Gather Information in Classroom Observations

- Chapter 5. Natural Approach. A. Definition. B. The purpose. C. Theory Of Language Learning
- Chapter 6. Grammar Translation Method. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 7. Direct Method A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 8. Total Physical Response. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 9. The Silent Way. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 10. The Audio-Lingual Method. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 11. Suggestopedia. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities
- Chapter 12. Community Language Learning. A. Definition. B. Principles. C. Precedures. D. Characteristics. E. Advantage and Disadvantages. F. Activities

Chapter 2

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Contextual Teaching & Learning

A. The definition

The word 'contextual' naturally replaced 'applied' academics because the word 'applied' was simply too small to encompass the startling innovations achieved by this grassroots reform movement. The more comprehensive contextual in context implies the interrelatedness of all things. Everything is connected including ideas and actions. Contextual also directs our thinking toward experience. When ideas are experienced, in context, they have meaning.

Contextual Teaching and Learning has differently defined by many experts. Meanwhile, several attempts are made to define the meaning of CTL technique. In the process of searching the meaning of CTL, the writer has found several definitions about it from different resources. Johnson (2002:25) defines CTL as follows: CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

In addition, Berns and Errickson stated (2001:3) that, Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to students' lives as family members, citizens, and workers and engage in the hard work that

learning requires. Thus, CTL helps students connect the content students are learning to the life contexts in which that content could be used.

B. The Characteristics of CTL

Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

- a. **Making Meaningful Connections** Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.
- b. **Doing Significant Work** Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen
- c. **Self-Regulated Learning** Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products
- d. **Collaborating** Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.
- e. **Critical and Creative Thinking** Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.
- f. **Nurturing the Individual** Students carry on themselves, understand, give attention, posses high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.

- g. Reaching High Standards Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.
 - h. Using Authentic Assessments Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience²⁵
- These eight characteristics make CTL different from other methods. These characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, creative and critical thinking ask the students to responsible for their own learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning activity.

C. Principles of CTL

The prinples of contextual teaching & learning are as follow:

1. Constructivism. Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively "build" knowledge and skills. However, all advocates of constructivism agree that it is the individual's processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the

stimuli themselves. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

2. Inquiry Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as a seeking for truth, information or knowledge-seeking information by questioning. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audiences.
3. Questioning. Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

4. Learning Community In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3) The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as 'onlooker' or 'observer' (noticing what is going on), 'knower' (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives). e. Modeling Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher's opinion and demonstrates how does the teacher want the student to learn.
5. Reflection. Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher needs to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection. The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

6. **Authentic Assessment** Authentic assessment is a procedure of achievement in the CTL. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning. Meanwhile, authentic assessment has some characteristics that are: (a) Involves real world experience, (b) Allows access to information, (c) Encourages the use of computer, dictionary and human resources, (d) Engages the students by relevance, (e) Uses open-ended format, (f) Includes self-assessment and reflection, (g) Warrant effort and practice, (h) Identifies strength to enable students to show what they can do and (i) Make assessment criteria clearer to students.

D. The Procedure of CTL

There are Seven main components of CTL that explained above are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL, including reading class activity, in the classroom teaching learning process.

- a) Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. First, teacher needs to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

- b) Do the inquiring activity to achieve desired competences in reading activity. In this step, the teacher presents the reading material (e.g. in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by themselves. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.
- c) Create learning community or learning in groups This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher needs encourage the students to express their own ideas before the teacher did it.
- d) Questioning as a learning tool. It is useful for improving student's curiosity The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.
- e) Do the reflection in the end of learning to make students feel that they have learned something. Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher needs engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.

E. Contextual teaching practice

In the practice of teaching English in Indonesia, there is a complexity of problems, namely, the number of English teachers is

dominated by Non-Native English Teachers. Thus, most English learning in class still uses the first language of either the teacher or the student (Renandya et al., 2018). It breeds bias in the practice of speaking teaching (Darmuki et al., 2018) (Elyas & Alghofaili, 2019) (Hasanah & Utami, 2020) such as language teaching in the classroom becoming unattractive, monotonous, learning fixated on memorization patterns, equivocal learning materials, and the teacher's lack of understanding of the assessment (Höl, 2018). Thus, traditional assessments are often used (Kim et al., 2020) (Fahmi et al., 2020). In turn, the quality of teaching is hushed and has a consequence on students who are reluctant to use English in communication activities (Khaleghi, 2018).

A teacher has to make the lesson meaningful and relevant to the students; gives the students a chance to find and apply their own ideas in learning process and makes them apply their learning strategy to build their knowledge.

The fact, the quality of education can be measured on the quality of teachers, students, curriculum, learning materials, and assessment patterns (Thangeda et al., 2016). The elements become one whole and inseparable. So, as the teachers want to adjust the quality of learning, the teacher must consider the elements.

In line with that, the Indonesian government designed the Long-Term Education framework, which brings five issues of teaching change. First, in the ecosystem, making the school a fun learning locus and teaching materials are integrated with the surroundings. Second, teachers who were originally the center or source of knowledge and use drilling teaching patterns are stimulated to become facilitators and have pedagogical and socio-emotional competencies. Third, pedagogical. Students in Indonesia are only objects of learning, meaning that they only accept everything delivered by the teacher. Therefore, Education is directed towards the orientation of learning in students and the approach of learning using materials that are meaningful, fun, and contextual. Fourth, on the issue of curriculum implementation.

The new curriculum focuses on content-based learning and focuses on teaching to improve academic skills. Thus, changes in the curriculum are expected to make learning focus on competencies and development of soft skills as well as the formation of student characters. While the fifth issue is the question of judgment, that the scoring system is still summative or punitive, not formative or supportive (The Ministry of Education and Culture, 2021).

Teaching English in Indonesia can flexibly follow the paradigm of education change in Indonesia through the framework of Indonesian Education. Contextual Teaching and Learning is one of the teaching approaches that is considered to have the same compounds from the framework of the Indonesian government's program on education.

Contextual Teaching and Learning is as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Sears, 2003) (Johnson, 2002). Moreover, Johnson as cited by Aprizani has also said that CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with their context (Aprizani, 2016). CTL consist of seven elements. They are covering: constructivism; inquiry; questioning; modeling; learning community; reflection; and authentic assessment. Contextual Teaching and Learning is also the answer to traditional English learning methods into meaningful learning by bringing learners into the current context and situation tailored to the needs of students. Contextual Teaching and Learning is projected to be able to answer the challenges of learning to speak English in the 21st Century.

In Indonesian context, several studies have reported the results of English language teaching and Contextual Teaching and Learning in the last ten years. Although, numerous papers have been widely studied Contextual Teaching and Learning, specifically on teaching speaking, but providing Islamic-based themes as a material of speaking learning has not been done, especially

at Islamic Affiliated Schools in Indonesia. The researchers have several assumptions based on Contextual Teaching and Learning, The Indonesia Framework on Education, and English language teaching at the Islamic Affiliated Schools.

Firstly, the student orientation as a learning resource. Secondly, meaningful materials, derived from the theme around the students. Thirdly, Islamic-based materials become authentic materials, which is in line to teach English in the Islamic Affiliated Schools that learning materials should be integrated with Islamic-based materials. To fill the gap, this study tries to investigate Contextual Teaching and Learning on speech and story-telling to improve the students speaking skill by utilizing Islamic-based materials in Islamic- affiliated schools in Indonesia. The purpose of this study is to answer research questions, how the process of improving the ability to speak in language with Contextual Teaching and Learning approach with Islamic-based learning materials through speech and story-telling

ACTIVITY

Answer the following questions.

1. What do you understand about CTL?
2. What are the principles of CtL?
3. What are the procedures of CTL?
4. How will you apply it in your teaching?
5. What does it mean teaching based on context?

Chapter 3

.....

English Language Teaching (Method, Technique, Strategy and Approach)

A. Method

Method described as an overall plan for systematic presentation of language based upon a selected approach. A generalized set of classroom specifications for accomplishing linguistic objectives. Tend to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. An approach is axiomatic, a method is procedural.

It is the term of pedagogy; main focus is on effective presentation of subject matter to have mastery over it. It is step by step scientific way of presenting the subject matter. It is overall plan for systematic presentation based on a selected approach means method is the practical realization of an approach through a procedure in a system. Teaching method is what kind of activity we use in order to teach. Method refers to the procedure within an approach. We use method depends on a scientific than an approach and has step by step procedure to solve problem. It is nothing but an scientific way of presenting the subject keeping in mind the psychology and physical requirements of the children. It is a process or procedure whose successful completion results in learning or as a means through which teaching becomes effective. It is the formal structure of the sequence of acts. The term method covers both strategy and techniques of teaching. Different

strategies may be adopted in following a method. It is wider term. Method is related to the nature of content of a subject to be taught. Teaching method is a style of presentation of content in classroom. Method refers to the formal structure of the sequence of acts commonly denoted by instructions. It involves the choice of what is to be taught and in which order is to be presented. *Method* is a way something is done. Perhaps used for routine tasks. *Technique* is a procedure or skill for completing a specific task.. *Strategy* usually requires some sort of planning. You'd probably use strategy when faced with a new situation, e.g. the strategy to win a game. *Approach* is treating something in a certain way.

Methods are the way we teach, approaches explain why we teach that way. These individual strategies might be used within any other method or approaches they are frequently intended to help foster maintain creativity.

Moreover, In Oxford dictionary, it is explained that method is way of doing something. Then, technique is method of doing something that needs skill. Richards and Rodgers state that method is an umbrella term for the spesification and interrelation of theory and practice. Technique are procedures and practice that are derived from one's approach and design

In addition, Antony states that method is the overall plan of language teaching which is consistent with the theories, and techniques are the implementations of a method. In other words, method is procedural and technique is implementational.

From the definition above, method is a system or a way of doing anything (teaching, investigating). And technique is a particular method of doing an activity, usually a method that involves practical skills or special facilities.

We can sum up that methods are device to reach out the goals that are procedural. Whereas, the techniques are the actual practices in learning process (doing by the teachers) to reach out the goal by implementation.

Method has a very strategic role in teaching. Methods has part as a sign or “how to processing” learning. So that, it can be run sistematically. Instead, it can't do without it. Therefore, every teacher is required to master kinds of methods to create the effective, efisien, and fun learning activities, and reach the aim of the learning target. Implementation of method in learning is called as technique. It is the real and actual practices to reach the learning purpose.

B. Technique

TECHNIQUE-Implementational – that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. It must be consistent with a method, and therefore in harmony with an approach as well.

As mentioned earlier, a technique is implementational, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. All activities that take place in a language class are techniques. Techniques are not exclusive to certain methods. To some extent, different methods may have similar techniques even though they must have different techniques. Language teachers may develop their own techniques as long as the techniques are still consistent with the assumptions or theories of the methods from which the techniques derive. Techniques not only include the presentation of language material but also the repetition of the material. Therefore, the position of a technique is at the implementation phase and it is often called *procedure* while approach and method are at the level of *design* (Richards and Rodgers, 1986: 16). The following examples of techniques in error corrections can be seen below:

- * The teacher does not praise or criticize do that language learners learn to rely on themselves (The Silent Way).
- * The teacher often praise when a student has made a good thing in learning (The Audio Lingual Method).

- * When a student has produced a wrong expression, the teacher just repeats the right one (Total Physical Response).
- * The teacher does not care when a student makes an error as long as it does not hinder communication (Natural Method).

A number of ways of conceptualizing approaches, methods and techniques may have been proposed. Different people may have different ways of conceptualizing them. Understanding how people conceptualize the terms will provide language teachers with a clearer picture of language teaching methods. This understanding may avoid the teachers from misunderstanding the concepts among themselves. Following certain methods, language teachers may be expected to develop their own techniques by considering the underlying principles of the methods. Approaches and methods are relatively permanent but techniques may be adapted to the environment of the language learners and language teachers. The procedure of a method, which comprises a set of techniques, may not be fixed even though the assumptions of an approach and the basic principles of a method are relatively fixed.

Actually, as the explanation above that technique is implementation of method. So, it needs a skill or ability of the teacher to deliver their material as much as possible to students by an easy technique. Every method has different techniques to be applied, it will be explained in the next chapter. Each teacher maybe has a same method for teaching but actually they have a different way to deliver their material to the students.

These are skills that must be mastered by teacher.

a. Explanation skill

The explanation is needed to support the students to get or master the concept of learning. This skill makes sure that teacher is able to deliver the theories to students. To get the purpose of the learning, the teacher must master the concept first, then it can be explained to the students.

b. Demonstration skill

This skill not only provides explanation but also action of the teacher for students. The students will be easier to understand by seeing their teacher demonstrating the material. They can observe what the teacher do, then they can relate the theory to the demonstration.

c. Question skill

It is main skill that must be acquired by teachers. It has advantages as follow:

- 1) The students' participation rises up when the question given.
- 2) Motivate the students mind set. Encourage creativity of the students.

C. Strategy

The term strategy has been borrowed from military science. According Encyclopedia Strategy is the science or art of planning and directing large military movements and operations. It refers to the pattern of acts that serve to attain certain outcomes. If we use strategy in teaching learning situations, then it is known as instructional strategies. It means the determination of some policy before presenting the content with the help of which teaching objectives are achieved. It is some sought of planning for achieving goals. Strategy is that skill full planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategy is the means to achieve learning objectives. According to E. Stones and S. Morris teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy.

For Example:

1. Blackboard is a strategy to provide visual structure during a lecture or discussion.
2. Free writing is a strategy for encouraging students to explore ideas in writing.
3. Debate is a teaching strategy in which students organize planned presentation for various view points.

D. Approach

APPROACH o A set of assumptions dealing with the nature of language, learning, and teaching. o Theoretically well-informed positions and beliefs about the nature of language, the nature of language of learning, and the applicability of both to pedagogical settings.

Approach It is a broader term than method. It is a view of looking at things. It has no scientific logic. It is a set of ideas. It is overall view or ideas to face a problem. It is personal philosophy of teaching. Approach can also have many methods. Teaching approach is like the form or the way we teach or how we do it. There are various approaches which are used in teaching learning process.

Approaches deal with general philosophies of teaching; methods deal with more practical nuts and bolts; and strategies deal with specific actions. Nevertheless, the terms approach and method sometimes overlap when the term method becomes too broad or the term approach too narrow. Over the years, the objective of many teachers has changed from trying to find an ultimate “best method” to identifying compatible approaches and then deciding on strategies for actually doing what needs to be done in the classroom.

Experiments must be approached the same way to repeat desired results. Approaches deal with general philosophies of teaching; methods deal with more practical nuts and bolts; and

strategies deal with specific actions. Nevertheless, the terms approach and method sometimes overlap when the term method becomes too broad or the term approach too narrow. Over the years, the objective of many teachers has changed from trying to find an ultimate “best method” to identifying compatible approaches and then deciding on strategies for actually doing what needs to be done in the classroom.

The relation of approach, strategy, method and technique can be seen in the following diagram.

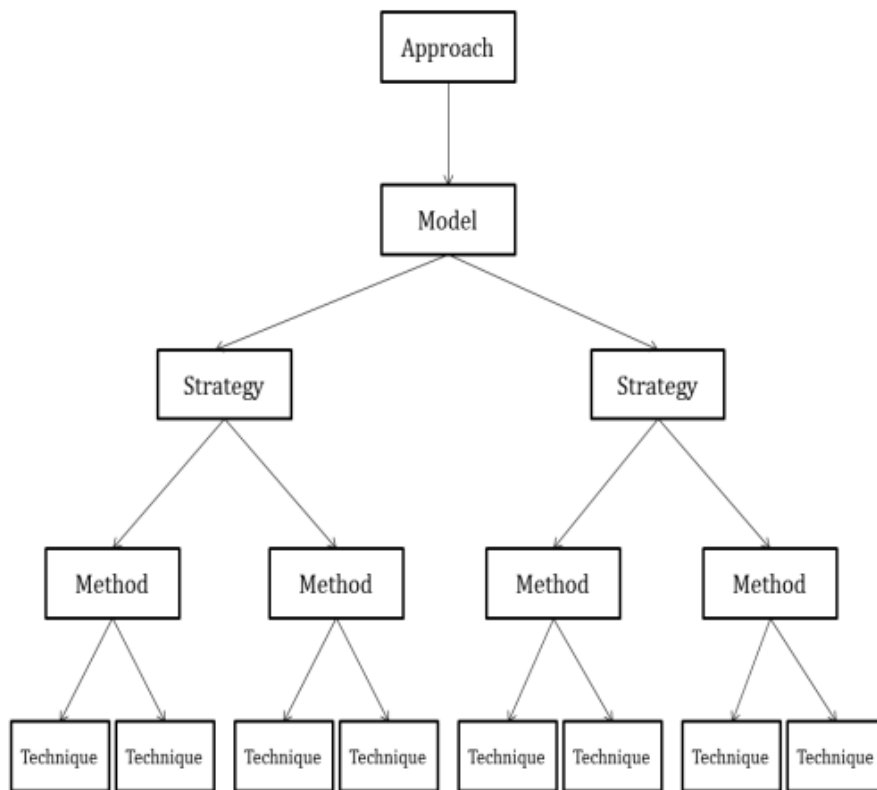


Figure 3.1: The relation of approach, strategy, method and technique

Approach is the way of thinking or basic view or dealing with something (doing). Besides that, model is a philosophy of learning orientation. There are number of approaches and models of strategies that can be used. While strategy is a general pattern of conduct teacher-learners in the realization of learning activities.

This strategy includes several methods. Methods and techniques have been explained above.

As a guide in choosing the right method, there are four general principles in determining the method of learning as follows;

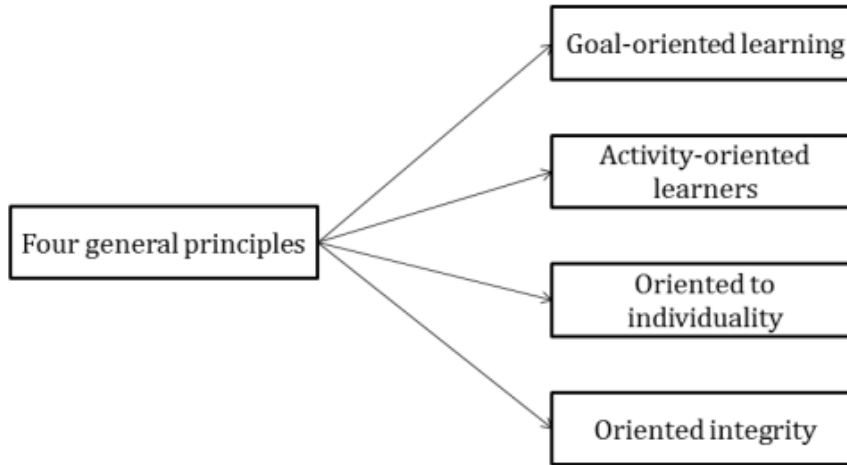
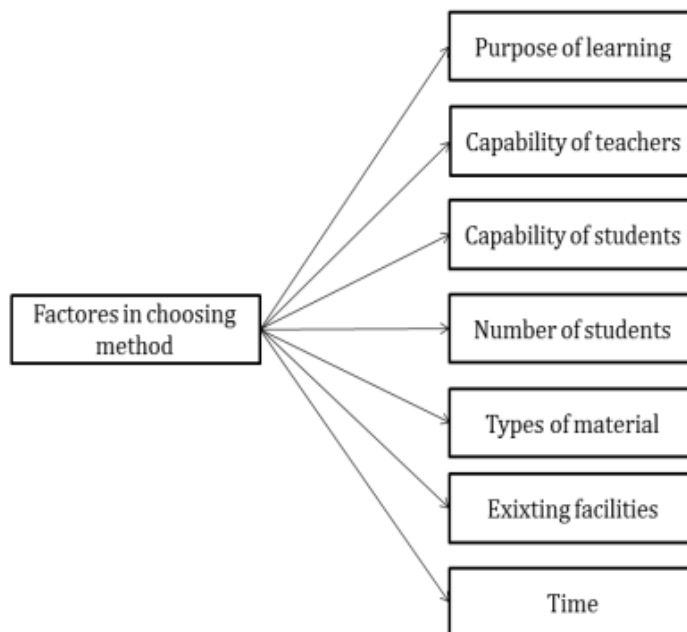
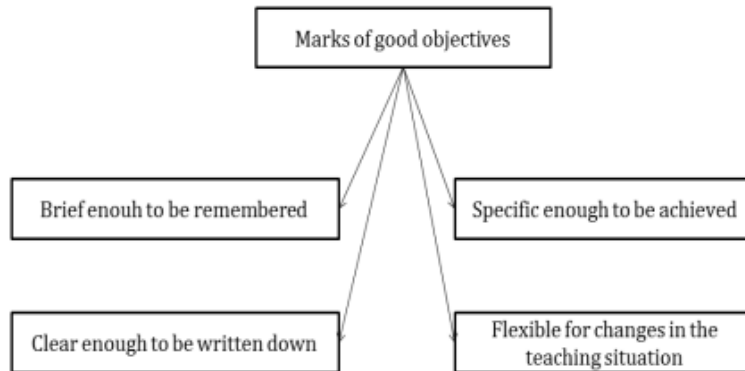


Figure 3.2: Four general principles in determining method

Besides that, as a teacher we have to know about the condition of the class. We should make the class inspirative, interactive, active, motivative, and fun. So, before we choose a right method. We have to know about the factors that must be noticed.



Based on the explanation, a teacher should have objectives in teaching. Good objectives in teaching will enable us to “hit our target.” If we don’t make definite plans about what we intend to accomplish, we will accomplish little or nothing for all our efforts and time.



After we get the point of that explanation. We are already to choose the best method for our material.

Activity 3

Answer the following questions.

1. What are the differences among method, technique, strategy and approach?
2. In deciding appropriate method before teaching, there are several factors that must be noticed by teachers. Please explain them!
3. In a certain class, there are 30 students. They have different level of proficiency, low, intermediate and high. The time allocation is 90 minutes. Based on the illustration, please tell us the kind of method is possible to be applied by the teacher in that condition!
4. What method are you going to use in teaching speaking?
5. What technique, strategy and approach are you going to apply in teaching it?

Chapter 4

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Classroom Observation

A. Definition

According to Oxford Advanced Learner's Dictionary, *class* is a group of students or pupils who are taught together. Then, *room* is a part of a building that has its own walls, floor, and ceiling and is usually used for a particular purpose. So, *classroom* is room where a class of children or students is taught (classroom activities). A room, especially in a school or college, where classes are held.

Meanwhile, *Observation* is the act of watching somebody or something carefully for a period of time, especially to learn something or to comment, especially based on something you have seen, heard, or read¹.

Based on the definition above, it can be concluded that classroom observation is a process by which a teacher sits in on one or more class sessions, records the instructor's teaching practices and student actions, and then meets with the instructor to discuss the observations. Moreover, classroom observation measures a teacher's teaching ability by observing and recording in their class performance. This is a necessary part of determining class behavior. The observations are usually direct observation where an individual is watching the class while in the classroom. There are a variety of reasons for observations, such as psychological

¹ Hornby, Albert Sydney. (2003). *Oxford Advanced Learner's Dictionary*. Oxford, England : Oxford University Press

studies, checking up on new teachers, student teachers or scientific studies.

Classroom Observations are an increasingly common method for teaching. The observation by a supervisor or a teacher may be a component of your school. Faculty may find colleague “peer reviews” a valuable addition to your tenure files. Whatever your situation, there are strategies you can employ in preparing for, conducting, and following up on your observation that can increase its usefulness to you. Classroom observation is a process by which someone who wants to observe students’ actions, teacher or teacher’s method during the learning process in the classroom observation.

B. Kinds of Classroom Observation

1. Scientific Observations

Among the types of observation in classroom is scientific observation. This observation records information according to observable actions. This form of observation would go into the class expecting a particular outcome, such as expecting poor behavior. The observer would enter the classroom and sit in an out of the way location and then watch the class, recording students and teacher behaviors. The end of the observation would draw up conclusions based on the observed behavior. Usually, scientific observation would require several days before any conclusions are made.

2. Teacher Observations

Teacher observation is a formal or informal observation of teaching while it’s taking place in a classroom or other learning environment. Besides that, Teacher observation describes the practice of sitting in on another teacher’s class to observe, learn and reflect. Teachers are constantly observing their students actions, expressions, behavior and reactions to material taught in class. Teachers can tell when students are bored, motivated or having difficulties with the lessons based on the student’s expressions, posture or actions. The teacher is able to make adjustments to the

lesson based on the cues received from the student's behaviors. This is a form of active observation on the teacher's part.

3. Observing the Teacher

Principals, school officials or older teachers might observe a new or student teacher in the first year or two of teaching. This is observation of the teacher rather than the students and results in feedback of how can teacher improve their pedagogical knowledge such as, new techniques, methods, approach, strategies, ideas and resources in order that, teacher is doing well in the future. Meanwhile, in this form of classroom observation, the observer is looking at how the teacher handles disruptive behaviors, the lessons, and potential problems that might arise. It can be said that, observing the teacher can help expose to new methods of teaching that might not have occurred to them beforehand, help create a professional learning community with the best interests of the students in mind, help to see the class through someone else's eyes, and so many benefits there are. However, when it's done, observation can be beneficial for both the observing the teacher and the teacher being observed.

4. Misbehavior Observations

Misbehavior are the actions someone who is behaving wrong. Misbehavior happens when a child makes mistaken assumptions about how to find a place in their social world. Student misbehaviors such as disruptive talking, the act of cheating on a test, harassing classmates, clowning, talking and laughing inappropriately, shouting out during the instruction, hostility, rudeness to teacher, verbal insults, and interfering with teacher activities. Classes which have misbehaving, disruptive or unruly students can set up observations to watch the students. This type of observation would examine the students behavior over the course of a few days and look for patterns to the unruly or inappropriate behavior. Usually, observations designed for disruptive students try to find the causes of the misbehavior without altering the student's normal routine. Misbehavior observations might be appropriate for single student

or whole class observations. Therefore, that's why should we do more misbehavior observation to know how are important it.

C. Steps of Classroom Observation

The steps of classroom observation are as follows:

1. The planned and scheduled period-length general observation, prepared for by a pre-conference and evaluated at a post-conference
2. The planned and scheduled period-length object-based observation, prepared for by a pre-conference and evaluated at a post-conference where specific items will be observed and noted during the course of the observation
3. The announced but unscheduled surprise period-length observation that may or may not be specifically prepared for by a pre-conference, but is followed up with a post-conference evaluation.
4. The announced but unscheduled surprise 10 to 15 minute classroom drop-in.

These observations are true observations. It means that the administrator is a silent observer and activities present and occur in the classroom. It is always appropriate for the teacher or administrator to announce to the students at a time prior to the observation (generally a day or two ahead of time) that once the administrator is situated in the classroom, the students may otherwise carry on as though he/she is not there. It is always a professional courtesy to announce to faculty that they will be observed, even when the intent is to pop in to a class unannounced.

Another form of visitation is the interruptive or scheduled drop-in where the administrator addresses or otherwise interacts with the class for five or ten minutes. Again, it is always a professional courtesy to announce to your faculty that these interruptive drop-

ins are going to occur, either at a specific time or within the next week or so.

The best practice for carrying out a formal observation is to follow this five-step process.

The First, the administrator holds a pre-conference with the teacher, and explains his purpose and objective for making the formal observation. If this is the teacher's first observation, it should be explained to him how the observer will silently conduct himself during the class period. Also, schedule during this meeting a post-conference to discuss the observation and subsequent evaluation that will be prepared.

The Second, for the actual observation, the administrator should arrive before the class begins and remain until it is finished (assuming this is a period-length observation). If necessary, have someone scheduled to cover office duties while the administrator is conducting the observation. He should be prepared with an observation notebook or form and pen. Record in this notebook or form all activities observed chronologically as they occur and when they occur. Note actual times in the margin. When able, note in a separate area of the form or page of the notebook, static environmental observation, such as bookshelf conditions, bulletin board and blackboard order, desk arrangements, and general classroom clutter and cleanliness. Above all, keep observation notes limited to the objective facts on hand. Refrain from comments which evaluate or make judgment. Instead, simply state behaviors, movements, actions, directions, etc., as they happen. In the classroom the observer is only concerned with data gathering. The administrator is constantly using his eyes, ears and pen.

The Third, type up a summary chronological observation of this data.

The Fourth, prepare a written evaluation of the class period based directly upon the observations noted above. The evaluation should compare the observation data with some set of

officially adopted pedagogical criteria authorized by the school. This could be the NAPC*IS Standards of Excellence for Teachers, or the school's articulation of pedagogical methodology. If the observation was designed to track particular objectives, then the evaluation should focus on those objectives and compare the restricted data to normative school policy or other best-practices criteria.

The Fifth, share both the typed summary chronological observation data and the evaluation with the teacher in a post-conference. The administrator may wish to consider the written evaluation a draft copy to be finalized after consultation with the teacher. He may also allow the teacher to submit a written response to the observation and evaluation, which will accompany these documents in the teacher's professional file. Be sure both the teacher and administrator sign the final copy of the evaluation.

D. The purposes of classroom observation

The purposes of classroom observation are as the following:

1. To improve student outcomes by improving the instructional competence of teachers in the classroom.
2. To develop a plan of action that best fits each students needs.
3. To determine the level of implementation of curriculum materials and guidelines along with further support and professional development needed to implement the curriculum with fidelity.
4. To determine the extent to which new learning(s) resulting from specific professional development offerings are being applied in actual practice.
5. To determine additional supports and professional development needed to implement learning(s).
6. To establish the school instructional improvement goals.

7. To determine school wide patterns across grade levels and subject areas to inform professional development.
8. To determine individual goals and supports for teachers.
9. To monitor student progress.
10. To help identify a problem of leadership practice.

E. The advantages of classroom observation

The benefit of a classroom observation is to see how your child is functioning in their school environment and to answer the referral questions that parents might have for the clinician. Some questions might be: *“Why does my child difficulty paying attention?”* or *“Does my child have some academic difficulties preventing he/she from keeping up with her/his class?”* or *“Why does my child have difficulty following and understanding directions?”* The classroom visit can span an hour to three hours depending on the extent of the questions from the parent. In addition, the class visit gives the clinician or educational therapist time to talk with your child’s teacher.

The primary goal of the peer observation project is to rethink the way we do things and adapt to changing times, students, and circumstances. The benefits of observing went both ways. Not only did observed teachers get specific feedback but those doing the observing were exposed to an increased number of children of varying ages, learning styles, and academic, developmental, and emotional levels. All of us have benefited from seeing a variety of teaching methods and all have enhanced our “bag of tricks,” so to speak.

F. The disadvantages of classroom observation

The observation has many advantages for evaluating teaching and learning process. Unfortunately, it also brings disadvantages for the result of evaluation. The observation result can be bias. All workplaces have some degree of bias and schools are no exception. Bias has the potential to invalidate the results.

This condition depends on the teacher as evaluator personal beliefs. An evaluator may impose his own beliefs about teaching observed. He may not personally like the teacher about something, but if an evaluator is friend with the teacher, it can be reflected in the evaluation as well. So, it can cause different result when the observation is done by different teacher. In other words, the observation depends on teachers' subjectivity.

In addition, the classroom observation may produce unreliable result. Many teachers can be nervous when they realize that they are observed, and their performance to suffer from it. It may cause different style and way in their teaching process. This condition derives unnatural learning and teaching process.

The last disadvantage of observation method is cost. Observational data are more expensive than other survey data. If the observer doing nothing, so the unproductive time is an increased cost.

G. Gathering information during classroom observation

The steps to gather information during observation are as follows:

1. Selective Verbatim:

When the selective verbatim technique is used, the observer makes a written record of exactly what is said within a predetermined category in the classroom. Meanwhile, selective verbatim is word-for-word record of what individual learners and/or the teacher say about a particular issue or some other are of focus (e.g., the observer records the exact wording of how the teacher asks questions and how a particular learner responds, keeps note of the questions that learners ask, student question, teacher responses, records the exact conversation between specific learners, etc.).

2. Anecdotal Record:

Anecdotal records inform teachers as they plan learning experiences, give insights into identifying possible development delays. It can be said that an anecdotal record about description of events or episodes that occur during the class (e.g., the observer records the story of what happens among learners when the teacher leaves the classroom, or records the behaviors and conversation between learners as they negotiate how to work in small groups, skills and attitudes in the classroom and it relates to the outcomes in the program studies.).

3. Verbal Flow:

Verbal flow is a data (a written or visual description) gathering strategy that provides information about who talks with whom (e.g., the observer maps who initiates the conversation, who responds, who follows, who is silent, who is addressed, who is left out, which students the teacher calls on and how often, which students talk to which other students, etc.).

4. Class Traffic:

In this strategy, the observer tracks the movement of the teacher around the classroom and identifies which students or groups the teacher interacts with. Besides that, class traffic is a written record of who moves inside the room at what times (e.g., who enters and exits, movement from large group to small groups, who goes where). This description can include the rationale for the traffic (if provided) and how learners and the teacher respond to the traffic.

5. Event Count:

Event count is a process for documenting the number of times a behavior occur or something in particular occurs during a given time period.(e.g., the number of times the

teacher interrupts a learner, the number of times learners interrupt one another, the number of times learners initiate a discussion, the number of times there are periods of silence, etc.). This strategy is the easiest and most accurate method of data collection. **Duration:**

Duration recording measures how long a particular behavior lasts or a record of how much time is spent on a particular event or activity (e.g., the amount of time learners talk informally versus “on task,” the amount of time the teacher speaks versus learners, the amount of time learners have to quietly reflect, the amount of time learners have to work with one another, etc.).

6. Time Sample:

Time sample is a type of interval recording to estimate the duration of a behavior. Besides that, time sample is a record of what occurs at specific intervals of time (e.g., a record of what learners are doing every five minutes, or what is happening in the classroom every five minutes). Divide the observation time (generally between 10 minutes and 1 hour) into equal intervals (perhaps 2 minutes or another consistent interval), and then record whether or not the behavior occurs at the very end of each interval. Interval recording is not an exact count of the number of times a behavior occurs, since it might happen twice during the interval, but you are only tallying whether (or not) it happened at the end of the interval. If you use interval recording, you can see the approximate number of times the behavior occurred, and the approximate length of time the behavior lasted. Be aware that when you look down to record, you may miss something.

7. Physical Map:

A drawing or map of where tables and chairs are located and the activities that happen there.

ACTIVITY

Answer the following questions.

1. What should English teacher do before teaching?
2. What do you understand about classroom observation?
3. Why classroom observation is necessary for learning process?
4. Please explain the advantages of classroom observation!
5. In a certain school, the official wants to examine their new teacher in learning and teaching activities. Please describe the steps that the official can do to observe the teacher!
6. What are things that teachers can produce to collect information while observing activities in the classroom?

Chapter 5

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Natural Approach

A. Definition

The Natural Approach (NA) is proposed by Stephen Krashen, an applied linguist at the University of Southern California and Tracy Terrell, a teacher of Spanish in California. Krashen's work on second language acquisition and Terrell's teaching experiences form the bases of the Natural Approach.

The principles and practices of this new approach have been published in "The Natural Approach" (Krashen and Terrell, 1983). In the Natural Approach, there is an emphasis on exposure, or input, rather than practice; optimizing emotional to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a sources of comprehensible input.

The emphasis on the central role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching. Krashen and Terrel (1983:18) in Setiadi, Bambang (2006:162) state that language learning is different from acquisition. language learning is 'knowing about the rules. It can be said that, we learn a language using rules like a grammar rule. Grammar is the backbone of a language and without it any single thing you know may be flux, in a sort of jelly without much consistency. Grammar provides you with the structure you need in order to organize and put your messages and ideas across, it is the railway through which your messages will

be transported. Thus, through your messages will be transported. Without it, cannot move and you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language.

B. Language Views

There are three theories on language, those are:

1. The first Structural *view*, understanding (meaning) in target language is the main objective of language learning (coding of meaning). Focus: phonological unit, grammatical unit, grammatical operation and lexical item (function words and structure words). Method: Audio lingual method, TPR, the Silent Way.
2. The second is *Functional view*; language is a vehicle for the expression of functional meaning. Language takes as its role to communicate (transfer and receive information). Communicative elements. Focus: semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than elements of structure and grammar. Method: Communicative Language Learning
3. The third is Language can be called the interactional view. It sees language as vehicle for the realization of interpersonal relation and for the performance of social transaction between individuals. Language It seen as a tool for creation and maintenance of social relation. Areas of inquiries being drawn on in the development of interactional approach to language teaching include in traction analysis, conversational analysis and ethno methodology.

“Interaction” has been central to, theories of second language learning and pedagogy since the 1980s. Rivers (1987) defined the

interactive perspective in language education: “students achieve facility in using language when their attention is focused in conveying and receiving authentic message (that is messages that contain information of interest to both speaker and listener in a situation of importance to both).

C. Language Learning

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the natural approach as an example of a communicative approach. The natural approach is similar to other communicative approaches being developed today. They reject earlier methods of language teaching, such as the audiolingual method, which viewed grammar as the central component of language.

According to Krashen and Terrell, the major problem with these methods was that they were built not around “actual theories of language acquisition, but theories of something else, for example the structure of language”. Unlike proponents of communicative language teaching, however, Krashen and Terrell gave little attention to theory of language. Indeed, a critic of Krashen suggested that he has no theory of language at all. What Krashen and Terrell do describe about the nature of language emphasizes the primacy of meaning. The importance of vocabulary is stressed, for example, suggesting the view that a language is essentially its lexicon is exploited to produce messages.

Language is viewed as a vehicle for communicating meanings and message. Hence Krashen and Terrell stated that “acquisition can take place only when people understand message in the target language”. Yet despite their avowed communicative approach to language, they view language, as do audiolinguists, as mastery of structures by stages.” The input hypothesis states that in order for understand input language that includes a structure that is part of the next stage”. We assume that Krashen means by structures

something at least in the tradition of what such linguists as Leonard Bloomfield and Charles Fries meant by structures.

Then with a view of language that consists of lexical items, structures, and message. Obviously, there is no particular novelty in this view as such, except that message are considered of primary importance in the natural approach. The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in message are necessarily grammatically structured, and more complex messages involve more complex grammatical structure although they acknowledge such grammatical structuring, Krashen and Terrell felt that grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner or in language teaching materials.

The natural approach has some basic assumption about language learning. The five hypotheses of Krashen form the core of the second language learning theory that underlies the natural approach. The following are the explanation of the five hypotheses¹.

1. The acquisition learning hypotheses

The acquisition learning hypotheses claims that there are two distinctive way of developing competence in a second or foreign language. Acquisition is the “natural” way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It result in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for “learning” to occur, and correction of errors helps with the

¹ 2. Richards, J. and Rodgers, T. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press.

development of learned rules. Learning, according to the theory, can not lead to acquisition.

2. The monitor hypothesis

The acquired linguistic system is said to initiate utterances when we have communication in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The monitor hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, but that conscious learning has only this function. Three conditions limit the successful use of the monitor:

- a. Time. There must be sufficient time for a learner to choose and apply a learned rule.
- b. Focus on form. The language user must be focused on the accuracy or on the form of the output.
- c. Knowledge of rules. The performer must know the rules. The monitor does best with rules that are simple in two ways. They must be simple to describe and they must not require complex movement and re-arrangement.

3. The natural order hypothesis

According to the natural order hypothesis, the acquisition of grammatical structures proceeds in a predictable order, research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar developmental process, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their native language.

4. The input hypothesis

Two of a language (the input) and language acquisition, it involves four main issues.

First, the hypothesis relates to acquisition, and not to learning.

Second, people acquire language best by understanding input that is slightly beyond their current level of competence. Clues based on the situation and the context, extra linguistic information, and knowledge of the world make comprehension possible.

Third, the ability to speak fluently cannot be taught directly; rather, it “emerges” independently in time, after the acquirer has built up linguistic competence by understanding input.

The fourth if there is a sufficient quantity of comprehensible input, $i+1$ will usually be provided automatically. Comprehensible input refers to utterances that the learner understand based on the context in which they are used as well as the language in which they are phrased.

5. The affective filter hypothesis

Krashe perceives the learner’s emotional state or attitudes as an adaptable filter that freely passes, obstructs, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition:

- a. Motivation. Learner with high motivation generally do better.
- b. Self confidence. Learner with self confidence and a good self image tend to be more successful.
- c. Anxiety. Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

These five hypotheses have obvious implications for language teaching. In sum, these are:

- a. As much comprehensible input as possible must be presented.
- b. Whatever helps comprehension is important
- c. The focus in the classroom should be on the listening and reading
- d. In order to lower the effective filter, students work should center meaningful communication rather than on form, should be interesting and so contribute to relaxed classroom atmosphere.

ACTIVITY

Answer the following questions.

1. After reading the material in this part, please describe natural approach in your own words!
2. What do you understand about learning and acquisition?
3. Explain five hypotheses of Krashen about Monitor Theory!
4. What are affective variables that influence students' learning?
5. How will you apply Krashen theory in teaching and learning process?

Chapter 6

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The Grammar Translation Method

A. Definition

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth century's. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek

Based on oxford advanced learner's dictionary give definition:

1. Grammar: the rules in a language for changing the form of words and joining them into sentences.
2. Translation: a text or work that has been changed from one language into another.
3. Method: a particular way of doing something.

So it can be concluded that *The Grammar Translation Method* is a particular way of process changing text or work from one language into another based on the rules of languages.

In Douglas's book entitled "*Teaching by Principles An Interactive Approach to Language Pedagogy*" writes that *The Grammar translation method* is a particular way of teaching that focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of text, doing written exercises.

In line with the definition above, *The Grammar translation method* is method of teaching that purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would have them speak and write their native language better.

We can say that the definition of *The Grammar Translation Method* is a special way of teaching that help students to read and appreciate foreign language based on grammatical rule.

B. Principles

The principles of GTM are as follows:

1. A fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, student need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which help develop their minds.
2. The rules are very traditional the teacher is the authority in the classroom. The students do as he says so they can learn what he knows.
3. Students are thought to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and they are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugation. They memorize native language equivalents for foreign language vocabulary words.

4. Most of the interactions in the classroom is from the teacher to the students. There is little students initiation and little students-students interactions.
5. There are no principles of the method which relate to this area.
6. Literary language is considered superior to spoken language and is there for the language students study. Culture is viewed as consisting of literature and the fine arts.
7. Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attentions.
8. The meaning of the target language is made clear by translating it into the student's native language. The language that is used in class is mostly the student's native language.
9. Written test in which student's asked to translate from their native language to the target language or vice versa are often used. Questions about the foreign culture or questions that ask student's to apply grammar rules are also common.
10. Having the student's get the correct answer is considered very important. If student's make errors or don't know an answer, the teacher supplies them with the correct answer.

C. Technique

The grammar translation method has nine **techniques**, those are as the following:

1. Translation of a Literary Passage (*Translating target language to native language*)
2. Reading Comprehension Questions (*Finding information in a passage, making inferences and relating to personal experience*)

3. Antonyms/Synonyms (*Finding antonyms and synonyms for words or sets of words*).
4. Cognates (*Learning spelling/sound patterns that correspond between L1 and the target language*)
5. Deductive Application of Rule (*Understanding grammar rules and their exceptions, then applying them to new examples*)
6. Fill-in-the-blanks (*Filling in gaps in sentences with new words or items of a particular grammar type*).
7. Memorization (*Memorizing vocabulary lists, grammatical rules and grammatical paradigms*)
8. Use Words in Sentences (*Students create sentences to illustrate they know the meaning and use of new words*)
9. Composition (*Students write about a topic using the target language*).

D. Characteristic

Prator and Celce-Murcia listed the major characteristics of grammar translation method are:

1. Classes are taught in the mother tongue with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.

7. Often the only drills are exercises in translating these connected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.
9. The principle characteristics of the grammar translation method were these:
 - 1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and tasks into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. The first language is maintained as the reference system in the acquisition of the second language.
 - 2) Reading and writing and the major focus, little or no systematic attention is paid to speaking or listening.
 - 3) Vocabulary selection is based solely on the reading suits used, and works are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.
 - 4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature

of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier.

- 5) Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century”.
- 6) Grammar is taught deductively-that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar-Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.
- 7) The student’s native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language.

E. Advantages

The grammar translation method has two main advantages.

1. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second

language. Further, learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.

2. Teacher's labor is saved. Since the textbooks are taught through the medium of the first language, the teacher may ask comprehension questions on the text taught in the first language. Pupils will not have much difficulty in responding to questions in the first language. So, the teacher can easily assess whether the students have learned what he has taught them. Communication between the teacher and the learner does not cause linguistic problems. Even teachers who are not fluent in the target language can teach it using this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

F. Disadvantages

Along with its advantages, the grammar translation method comes with many disadvantages.

1. It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way a child learns his first language in natural surroundings; but, in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.
2. Speech is neglected. The Grammar Translation Method places emphasis on reading and writing. It neglects speech. Thus, the students who are taught through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating using English. It has been observed that in a class, which is taught English through this method, learners listen to the first language more than that to the second/foreign

language. Since language learning involves habit formation such students fail to acquire a habit of speaking English. Therefore, they have to pay a heavy price for being taught through this method.

3. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For example, the meaning of the English word 'table' does not fit in such expressions as 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', and 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.
4. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign, entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learned through practice and not by just memorizing rules. The

persons who have learned a foreign or second language through this method find it difficult to give up the habit of first thinking in their first language and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.

Activity

Answer the following questions.

1. What is GTM?
2. What are the benefits and weaknesses of GTM?
3. What are the techniques of GTM?
4. In what condition that method is appropriate to be applied?
5. How will you apply this method in your teaching?

Chapter 7

Direct Method

A. Definition

The “naturalistic”- simulating the “natural” way in which children learn first languages-approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics finally established the credibility of such approaches. Thus it was that at the turn of the century, the **Direct Method (DM)** became quite widely known and practiced.

The basic premise of the direct method was similiar to that of Gouin’s series method, namely, that second language learning should be more like first language learning-lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. Richard and Rodgers (1986:9-10).

The direct method was an answer to the dissatisfaction with the older grammar translation method, which teaches students grammar and vocabulary through direct translations and thus focuses on the written language.

There was an attempt to set up conditions that imitate mother tongue acquisition, which is why the beginnings of these attempts were called the natural method. At the turn of the 18th and 19th centuries, Sauveur and Franke proposed that language teaching should be undertaken within the target-language system, which was the first stimulus for the rise of the direct method.

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule : No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected *directly* with the target language, without going through the process of translating into the students' native language.

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between forms and meaning in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching.

According to Franke, a language could be best taught by using it actively in a classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

These natural language learning principles provided the foundation for what came to be known of the Natural Methods. Enthusiastic supporters of the Direct Method introduced it in France and Germany (it was officially approved in both countries

at the turn of the century), and it became widely known in United States through its use by Sauveur and Maxmilian Berlitz in successful commercial language schools. (Berlitz, in fact, never used the term; he referred to the method used in his schools as the Berlitz Method).

In practice it stood for the following principles and procedures :

1. Classroom instructions are conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehensions are taught.
8. Correct pronunciation and grammar are emphasized.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools :

1. Never translate : demonstrate
2. Never explain : act
3. Never make a speech : ask questions
4. Never imitate mistakes : correct
5. Never speak with a single words : use sentences

6. Never speak too much : make students speak much
7. 7. Never use the book : use your lesson plan
8. Never go to fast : keep the pace of the student
9. Never speak too slowly : speak normally
10. Never speak to quickly : speak naturally
11. Never be impatient : take it easy

The Dircet Method was quite successful in private language schools, such as those of the Berlitz chain, when paying clients had high motivation and the use of native-speaking teachers was the norm. But despite pressure from proponents of the method it was difficult to implement in public secondary school education. It overemphasized and distorted the similiarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practice of realities of the classroom. In addition, it lacked a rigorous basis in applied linguistic theory, and for this reason it was criticized by the more accademically based proponents of the Reform Movement.

The Direct Method represented the product of enlightened amateurism. It was perceived to have several drawbacks. It required teachers who where native speakers or who hadnativelike fluency in the foreign language. It was large dependent on the teacher's skill, rather than on a textbook, not all teachers were proficient enough in the foreign language to adhere to the principles of the method. Critics pointed out that strict adherence to Direct Method principles was often counterproductive, since teacher were required to go to great lenghts to avoid using the native language, when sometimes a simple, brief explanation in the student's native language would have been a more efficient route to comprehension.

The Harvard psychologist Roger Brown has documented similiar problems with strict Direct Method techniques. He discribed his frustration in observing a teacher performing

verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique (Brown 1973: 5).

By the 1920s, use of the Direct Method in noncommercial schools in Europe had consequently declined. In France and Germany it was gradually modified into versions that combined some Direct Method techniques with more controlled grammar-based activities. The European popularity of the Direct Method in the early part of twentieth century caused foreign language specialists in the United States to attempt to have implemented in American schools and colleges, although they decided to move with caution. A study begun in 1923 on the state of foreign language teaching concluded that no single method could guarantee successful results. The goal of trying to teach conversation skills was considered impractical in view of restricted time available for foreign language teaching in schools, the limited skills of teachers, and perceived of irrelevance of conversation skills in a foreign language for the average American college student.

The study-published as the Coleman report-argued that more reasonable goal for foreign language course would be reading knowledge of a foreign language, achieved through the gradual introduction of words and grammatical structures in simple reading texts. The main result of this recommendation was that the reading became the goal of most foreign language programs in United States (Coleman 1929). The emphasis on reading continued to characterize foreign language teaching in United States until World War II.

The Direct Method enjoyed considerable popularity at the beginning of the twentieth century. It was most widely accepted in private language schools when students were highly motivated and where native-speaking teachers could be employed. One of the best known of its popularizers was Charles Berlitz (who never used the term Direct Method and chose instead to call his method the Berlitz method). To this day "Berlitz" is a household

word; Berlitz language schools are thriving in every country of the world.

But almost any “method” can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. Moreover, the Direct Method was criticized for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

By the end of the first quarter of the twentieth century, the use of the Direct Method had declined both in Europe and in US. Most language curricula returned to the Grammar Translation Method or to a “reading approach” that emphasized reading skills in foreign languages. But it is interesting that by the middle of the twentieth century, the Direct Method was revived and redirected into what was probably the most Visible of all language teaching “revolutions” in the modern era, the Audiolingual Method (see below). So even this somewhat short-lived movement in language teaching would reappear in the changing winds and shifting sands of history.

B. Principles

The teacher is calling the class to order as we find seats toward the back of the room. He has placed a big map of the United States in front of the classroom. He asks the students to open their books to a certain page number. The lesson is entitled “Looking at a map”. As the students are called on one by one, they read a sentence from the reading passage at the beginning of the lesson. The teacher points to the part of the map the sentence describes after each student has read his sentence. The passage begins :

We are looking at a map of the United States. Canada is the country to the north of the United States, and Mexico is the Country to the south of the United States. On the East Coast is the

Atlantic Ocean, and on the West Coast is the Pacific Ocean. On the north there are five lakes. They are Superior, Huron, Erie, Ontario, and Michigan.

After the students finish reading the passage, they are asked if they have any questions. Another student asks what “ocean” means. The teacher replies, “In the earth there are Atlantic ocean, Pacific ocean, Indian ocean, Arctic ocean, and Antarctic ocean. Now do you understand the meaning of ‘ocean’?” The student answers, “Yes, I understand.”

After all of the questions have been answered, the teacher asks some of his own. “Class, are we looking at a map of Italy?”

The class replies in chorus, “No!”

The teacher reminds the class to answer in full sentence.

“No, we aren’t looking at a map of Italy,” they respond.

The teacher asks, “Are we looking at a map of the United States?”

“Yes. We are looking at a map of the United States.”

“Is Canada a state in the United States?”

“No. Canada isn’t a state. It is a country.”

“Are the Atlantic Ocean in the east of the United States?”

“Is the Superior a river or a lake?”

“The Superior is a lake.”

C. Procedures

There are four techniques in direct method, as follows:

1. Reading aloud: Students read aloud a passage, dialog or text, then the teacher teaches the meaning of the text by using pictures, gestures, realia and other means.
2. Question and answer exercise: Teacher asks students and they have to answer the questions in the target language.
3. Getting students to self-correct: teacher helps students to find out the error and correct it by themselves.

4. Dictation: Teacher read a text several times, students write as they listen to it, then they check their writings. (Larsen-Freeman 2000:30-31)

The techniques and principles above can be seen in the following observation result. The principles of the Direct Method that can be inferred from our observations will be listed in the column on the right.

Observations	Principles
1. The students read aloud a passage about United States geography.	Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g., in this lesson we observed the students studying geography and cultural values).
2. The teacher points to a part of the map after each sentence is read.	Objects (e.g., realia or pictures present in the immediate classroom environment should be used to help students understand the meaning.
3. The teacher uses the target language to ask the students if they have a question. The students use the target language to ask their questions	The native language should not be used in the classroom

D. The Advantages and Disadvantages of Direct Method

Advantages

1. It is good method to teach vocabulary
2. It improves students' pronunciation because it focuses on oral practice

3. It provides teacher to help students in producing good commands
4. It provides teacher to lead students from concrete to abstract things, and from particular to general.
5. It provides pictures or illustration so the teaching and learning process become easier and fun

Disadvantages

1. It ignores reading and writing skills
2. It is quite expensive method because teachers have to prepare some aids for teaching.
3. It needs competent teacher to be implemented successfully.
4. It is difficult for average and below average students.

Activity

Discuss with your partner and answer the following questions.

1. Describe about direct method!
2. Tell about weaknesses and benefits of direct method!
3. Explain about the techniques which can be applied in DM!
4. Make an illustration of practicing direct method in the classroom!
5. Why should you direct to the target language in your teaching and it avoid the translation?

Chapter 8

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The Audiolingual Method

A. Definition

The Audiolingual Method (ALM) of foreign language teaching is a method which was introduced in the United States of America (USA) in 1940s. The method was much influenced by a method called Army Specialized Training Program (ATSP). The method was finally developed from the combination of the principles of structural linguistic theory, contrastive analysis, audio-oral procedures, and behaviorist psychology.

Based on oxford advanced learner's dictionary give definition:

1. Audio: combining form relating to hearing or sound, especially when recorded, transmitted, or reproduced: audio-visual
2. Lingual: relating or near the tongue (of a sound) formed by the tongue
3. Method: a particular way of doing something.

So it can be concluded that The Audiolingual Method is a particular way to study about combining form relating to hear or sound formed by the tongue. The Audiolingual Method is a technique of foreign-language instruction that emphasizes audio-lingual skills over reading and writing and is characterized by extensive use of pattern practice.

B. Characteristic

The Audiolingual Method has twelve characteristics as follows:

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in the context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

C. Procedures

The Audiolingual Method has five techniques, those as follows:

1. The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.
2. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.

3. Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.
4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.
5. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.

D. Advantages

The advantages of ALM are as follows:

1. Accessible for large group of learners.
2. The audiolingual theory is probably the first language teaching theory that openly claims to be derived from linguistics and psychology.
3. The Audiolingual Method attempts to make language learning accessible to large group of ordinary learners. With large classes, drills are of particular use in that they maximize student participation.
4. While previous methods tended to be preoccupied with vocabulary and morphology, the Audiolingual Method stresses syntactical progression and uses pattern drills to help the students gain control over grammatical structures, which is a much more interesting way of learning grammar than working through written exercises. What's more, drilling can be positively beneficial in helping a student to develop his oral ability.

5. The Audiolingual Method leads to the development of simple techniques of varied, graded, and intensive practice of specific features of the language, and more scientifically selected and systematically arranged materials and structural patterns to go with. Moreover, the teaching techniques with tape recording and language lab drills offer practice in speaking and listening which are considered of primary importance in language learning. The technique of mim-mem and pattern drills gives students more thorough practice in using grammar pattern.
6. The Audiolingual Method develops the separation of the language skills into a pedagogical device, that is listening, speaking, reading and writing. The Audiolingual Method introduces specifically designed techniques of auditory and oral practice. It lays emphasis on listening and speaking which did not gain so much importance from Grammar-Translation Method. It achieves noticeable success in developing aural comprehension and oral fluency.

E. Disadvantages

The disadvantages of ALM are as follows:

1. The theoretical basis of the Audiolingual Method was found to be weak. The behaviourist theory could not possibly serve as a model of how humans learn language, since much of human language is not imitated behaviour, but is created a new from underlying knowledge of abstract rules.
2. Techniques such as pattern practice, drilling, memorization, etc. might lead to language like behaviour, but they are not resulting in competence. Teachers complain about the lack of effectiveness of the techniques in the long run, and students complain about the boredom caused by endless pattern drills.

3. Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace or style of learning. They are not encouraged to initiate interaction, because this may lead to mistakes.
4. The teacher's role is central and active in the Audiolingual Method. It is the teacher who always dominates the class. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learner's performance.
5. Materials in the Audiolingual Method are primarily teacher-oriented. The teacher's book contains the structured sequence of lessons to be followed, a dialogue, drills, and other practice activities. The audiolingual here ignores the fact that learning can be facilitated if all the channels are open to students.

ACTIVITY

Answer the following questions.

1. What is Audiolingual Method?
2. Explain in briefly Audolingual Method!
3. What are the drawbacks of Audiolingual Method?
4. When will you use ALM in you teaching?
5. Design classroom activities in ALM!

Chapter 9

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Community Language Learning

A. Definition

Community language learning is the name of a method introduced and developed by Charles A. Curran and associates. Curran was a specialist in counseling and a professor of psychology in Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning.

Oxford Advanced Learner's Dictionary defines following terms :

1. Community is a group of people who share the same a religion, race, profession, or other characteristic in common.
2. Language is the system in communication in speech and writing that is used by people of particular country.
3. Learning is knowledge that you get from reading and studying.¹

So it can be concluded that *Community language learning* is a group of people who share or study about language that is used people in the particular country.

In Jackc and Theodore's book entitled "Approaches and methods in Language Teaching" that CLL represents the use of Counseling - Learning theory to teach languages. As the

¹ Oxford Advanced Learner's Dictionary, Oxford University. 2003.

name indicates, CLL drives its primary insights, and indeed its organizing rationale, from Rogerian counseling (Rogers 1951). In lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community language learning draws on the counseling metaphor to redefine the roles of the teacher (counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship. CLL techniques also belong to a larger set of foreign language teaching practices sometimes described as humanistic techniques. In sum, humanistic techniques engage the whole person, including the emotions and feeling (the affective realm) as well as linguistic knowledge and behavioral skills.

So we can draw the conclusion that community language learning is one of the methods that represents the use of counseling – learning theory to teach foreign languages.

B. The Principle

According to Bambang's book entitled "Teaching English As a Foreign Language" writes that the basic principles of CLL can be described in processes by which language learners acquire a foreign language. The processes can be considered as stages in language learning. There are five stages of CLL:²

Stage 1

The client is completely dependent on the language counselor.

1. First, he expresses only to the counselor and in his mother tongue what he or she wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.

² Setiadi, Bambang. 2006. Teaching English as foreign language. Yogyakarta : Graha Ilmu.

2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrase of five or six words.
3. The client turns to the group and present his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase.
4. This is the client's maximum security stage.

Stage 2

1. Same as above
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

Stage 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now aquired the ability to understand his simple phrase.
2. Same as (3) above.
This presumes the client's greater confidence, independence proportionate insight into the relationship of phrase, grammar and ideas. Translation is given only when a group member desires.

Stage 4

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed. The client is sufficiently secure to take correction.

Stage 5

1. Same as the fourth stage.
2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
3. At this stage, the client can become counselor to the group in Stage I,II, and III.

The five stages show how language learner to be independent and leave their dependency. The stages are the processes in which the knower and the learners interrelate. The relationship may involve either the teacher-knower as the understanding, sensitive counselor and the learners or with the other learners as cognitive counselor.

The teacher as the knower may provide the conditions for the learners to acquire a foreign language and at the same time to be involved in learning to communicate with other people. These processes seem to be the response to a problem that language learner may get a high grade in learning a foreign language but are inadequate in communication (Curran, 1977).

C. The Procedure Of CII

Based on Bambang's book the procedure of community language learning include of :

1. The class begins with saying a greeting.
2. A volunteer student initiates conversations with other students by giving a message in their mother tongue.
3. The knower goes and stand behind the student, whispers an equivalent translation of the message in the target language (English).
4. All of the students repeat the message that has been translated into the target language and record his expressions in the tape recorder.
5. The tape recorder is rewound and replayed at intervals.

6. Each student repeats his message in the target language.
7. The knower chooses difficult sentences to write on the blackboard that highlight some elements of language, such as grammar, vocabulary (translation) pronunciation.
8. The students may ask questions about any of the elements discussed.

The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The copy becomes their textbook for home study

D. The Roles Of Learners, Teachers, And Materials In CLL

In Richards and Rodgers' book entitled "Approaches and Methods in Language Teaching" that the learner roles in CLL are well defined. Learners become members of community-their fellow learners and the teacher – and learn through interacting with the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation to support fellow members of the community to report deep inner feelings and frustrations as well as joy and pleasure and to become counselor of other learner with the number of knowers varying from one per group to one per student.³

Learner roles are keyed to the five stages of language learning outlined earlier. The view of the learner is an organic one, with each new role growing developmentally out of the one preceding. These role changes are not easily or automatically achieved. They are in fact seen as outcomes of affective crises :

When faced with a new cognitive task, the learner must solve an affective crisis. With the solution of the five of the affective

³ Richards, J. and Rodgers, T. 1986. Approaches and Methods in Language Teaching. Cambridge University Press.

crises one for each CLL stage, the student progresses from a lower to a higher stage of development.

The teacher's role derives from the functions of the counselor in Rogerian psychological counseling. The counselor's role is to respond calmly and nonjudgmentally in a supportive manner and help the client try to understand his or her problems better by applying order and analysis to them.

More specific teacher roles are like those of the students keyed to the five developmental stages. In the early stages of learning, the teacher operates in a supportive role providing target – language translations and model for imitation on request of the clients. Later, interaction may be initiated by the students, and the teacher monitors learner utterances providing assistance when requested. As learning progresses, students become increasingly capable of accepting criticism, and the teacher may intervene directly to correct deviant utterances, supply idioms and advise on usage and fine points of grammar.

Since CLL course develops out of the interactions of the community a textbook is not considered a necessary component. A textbook would impose a particular body of language content on the learners, thereby impeding their growth and interaction. Materials may be developed by the teacher as the course develops, although these generally consist of little more than summarise on the blackboard or overhead projector of some of the linguistics features of conversations generated by students. Conversations may also be transcribed and distributed for study and analysis and learners may work in groups to produce their own materials, such as scripts for dialogues and mini-dramas.

E. Advantage And Disadvantage Of CII

In Brown's book entitled "Teaching by Principles In Interactive Approach In Language Pedagogy" writes that the affective advantage of CLL is evident. CLL was an attempt to put Rogers's Philosophy into action and to overcome some of

the threatening affective factors in second language learning. The threat of the all-knowing teacher of making blunders in the foreign language in front of classmate or competing against peers all-threats that can lead to a feeling of alienation and inadequacy were presumably removed. The counselor allowed the learner to determine the type of conversation and to analyze the foreign language inductively.

In situation in which explanation or translation seemed to be impossible, it was often the client-learner who stepped in and became a counselor to aid the motivation and capitalize on intrinsic motivation.

There were some practical and theoretical problems with CLL. The counselor-teacher could become too nondirective. The student often needed direction especially in the first stage in which there was such seemingly endless struggle within the foreign language. Supportive but assertive direction from the counselor could strengthen the method. Another problem with CLL was its reliance on an inductive strategy of learning. It is well accepted that deductive learning is both a viable and efficient strategy of learning and that adults particularly can benefit from deductive as well as induction.

While some intense inductive struggle is a necessary component of second language learning the initial grueling days and weeks of floundering. In ignorance in CLL could be alleviated by more directed, deductive learning, by being told. Perhaps only in the second and third stage when the learner has moved to more independence is an inductive strategy really successful. Finally, the success of CLL developed largely on the translation expertise of the counselor.

ACTIVITY

Answer the following question to measure your comprehension.

1. What is CLL? Describe teacher's and students' relation?
2. Is this method appropriate for big classes? Explain your reason!
3. Describe CLL procedure, teacher's and students' role!
4. Describe the advantages and disadvantages of CLL!
5. When will you use this in your teaching?

Chapter 10

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Suggestopedia

A. Definition

Suggestopedia is the name of a method developed by a Bulgarian scientist, Georgi Lozanov¹. Lozanov, a physician and psychotherapist, developed his method in Bulgaria and the method was introduced in the Union Soviet, Hungary and East Germany. His original method cannot be separated from the use of yoga, role play, hypnotizing, and music.

Suggestopedia is derived from the word “suggest” that has the following meaning²:

1. To put forward an idea or a plan for other people to think about.
2. To put an idea into somebody’s mind; to make somebody think that something is true.
3. Suggestopedia is a method in language teaching which the teacher puts an idea into the student’s mind and also the teacher makes the learning environment comfortable and relaxing. So that, students will be easy in memorizing vocabulary or unfamiliar words of a foreign language.

Lozanov claims that memorization in learning by the suggestopedia method will be accelerated 25 times over that in

¹ Setiadi, Bambang. 2006. *Teaching English as foreign language*. Yogyakarta : Graha Ilmu.

² Hornby, Albert Sydney. 2003. *Oxford Advanced Learner’s Dictionary*. Oxford, England :Oxford University Press

learning by conventional methods. His experiment with adults and children shows that in five weeks they achieved a basic conversational ease in either French, English, German, Spanish or Russian, had a working vocabulary of 2000 words with 90 % accuracy in recognition recall.

In Jack C. Richard and Theodore S. Rodger's book were also explained that suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science.... Concerned with the systematic study of the non rational and/or unconscious influences" that human beings are constantly responding to (Stevick 1976:42).

Based on the statement above, we can understand about suggestopedia that is a method developed by a Bulgarian psychiatrist-educator Georgi Lozanov which in this method a teacher use suggestions to make students unconscious influences and students can respond to constantly what the teacher has done.

We can say that the definition of Suggestopedia is a special way of language teaching which teacher makes learning environment that more comfortable and relax. Moreover, teacher uses unconscious technique in foreign language teaching that will help students to memorize vocabularies or unfamiliar words and its translation.

B. Principles Of Suggestopedia

The Principles of Suggestopedia are as follow:

1. The goals are to learn at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.

2. Teacher has authority, commands trust and respect of students. Teacher desuggests negative feelings and limits to learning.
3. Students learn in a relaxing environment. They choose a new identity in the target language and culture. They use texts of dialogues accompanied by translation and notes in their native language. Each dialogue is presented during two musical concerts, once with the teacher matching his voice to the rhythm and pitch of the music while students follow along. The second time, the teacher reads normally and students relax and listen.
4. At first, teacher initiates all interaction and students respond only nonverbally or with a few words in target language that they have practiced. Eventually, students initiate interaction.
5. Great importance is placed on students' feelings, in making them feel confident and relaxed, in desuggesting their psychological barriers.
6. Language is one plane, nonverbal parts of messages are another. Culture includes everyday life and fine arts.
7. Vocabulary is emphasized in some explicit grammar. Students focus on communicative use rather than form. Reading and writing also have place.
8. Translation clarifies dialogues' meaning. Teacher uses native language more at fist than later when necessary.
9. Students' normal in class performance is evaluated. There are no
10. tests, which would threaten relaxed environment.
11. Errors are not immediately corrected. Teacher models correct forms later during class.³

³ Larsen- Freeman, Diane. *Techniques and Principles in Language Teaching*. London . Oxford University Press. 1986. Page 80-83.

To teach a foreign language through the suggestopedia, language teacher is also expected to have sense of drama and the theatrical and knowledge of visual art. This sense is needed to create the learning environment conducive to learning success since through this knowledge the teacher may provide the language learners with suggestion.

C. Procedures Of Suggestopedia

Even though the suggestopedia is a method in general teaching, Lozanov suggests three principles of suggestopedia lesson in foreign language: the pre-session phase, the session phase, and the post-session phase.

The pre-session phase takes about 15 to 20 minutes. In this phase the students are made familiar with they key topics of the new materials for the first time. A great part of the material is memorized during the phase. The teacher explains the new material very briefly. In doing this, he must suggest through his behavior that assimilation has begun and all is pleasant and easy.

The session phase comprises the session itself, which has already been described above. It lasts for 45 minutes, and with it the day's lesson always come to an end.

The post session phase is devoted to various elaborations of the materials to activate its assimilation. The elaborations comprise reading and translation of the text, song, an extra text (monologue), retelling, and conversation given themes. The activation must be spontaneous. Thus the teaching and learning acquires sense and meaning.⁴

So, it can be concluded that procedures of suggestopedia contain three session phases. The first session phase is introduction of the lesson, the second session phase is understanding of the lesson, and the last session phase is elaboration of the lesson such as reading and translation of the text, song, an extra text (monologue), retelling, role playing and conversation given themes.

⁴ Setiadi, Ag Bambang. TEFL. Yogyakarta. Graha Ilmu. 2006. Page 119.

The following is a procedure of Suggestopedia in teaching a foreign language introduced by Larsen- Freeman and supported by the writer's experience when Dorothy taught a foreign language to show how the method works at the School for International Training, Brattleboro, Vermont, USA, in 1987.

The students are seated in cushioned armchairs that are arranged in a semicircle facing the front of the room. The lighting is dim. There is soft music playing. There are several posters on the walls. Most of them are travel posters. Some posters contain grammatical information.

The teacher greets the students in the target language (German) tells them in English in that they are about to begin a new exciting experience in language learning.

With the music playing the teacher invites the students to close eyes and to become aware of their breathing. She says almost in whisper "in, out, in, out". She then invites the students to take an imaginary trip with her. She tells them that they are going to Germany. She will be their guide. She describes the air plane flight, what they will see when they first land and how they will feel in the airport. She tells them to listen to the German all around them and to feel themselves replying fluently in German to questions posed to them by customs and immigration officials. "Now", she says slowly bring your awareness back to this room, its sound and its smells. When you are ready, open your eyes. Welcome to German" (Larsen-Freeman, 1986: 72-77 and 2001).

The introduction process in teaching a foreign language mentioned above seems to refer to the non conscious and non rational plane. The teacher attempts to suggest psychological barriers the learners bring in their mind by providing relaxed and comfortable environment. This technique will make students successful and easy in foreign language learning because they will be comfortable and relax in learning. This technique is meant to suggest childlike interaction. This state is called infantilisation.

This method uses a wide of means to help the students to achieve the childlike openness, plasticity and creativity.

Next, the teacher tells that during the course the students will create an imaginary biography about the life of their new identity. But for now, she says, they should just choose a profession to go with the new name. Using pantomime to help the students understand, the teacher acts out various occupations, such as pilot, singer, carpenter, and artist. The students choose what they want to be.

The teacher greets each student using his new name and ask him a few questions in German about his new occupation. Through her actions the students understand the meaning and reply yes or no in German. She then teaches them a short German dialog in which two people greet each other and inquire what each other does for a living. After practicing the dialogue with the group and with individual students, the teacher tells the class to pretend that they are each at a party where they don't know anyone. The students stand up and walk around the room, greeting one another (Larsen-Freeman,1986:74 and 2000).

By having new identity, the learners feel more secure because they can hide their real life. They can be open in expressing whatever they want since they have no secret in communication; they are pretending so that whatever they say is not their real life. So, with this technique the students feel more confident because they are not real life.

Next, she distributes a handout that contains a lengthy dialog. She has the students turn the page. In the left is the German dialog and in the right is the English translation. The handout also contains vocabulary items and explanation about grammar that the students will encounter in the dialog. The teacher reads the dialog and the learners listen to the reading. The students are allowed to read the translation on the left of the page. The class continues with practice of communicating in the target language by singing German songs or other games.

Based on Larsen-Freeman's explanation about procedure of Suggestopedia above, we can understand that procedure of Suggestopedia is learning that make students comfortable and relax with music playing in language learning. In this technique, the students are more confident in language learning. In Suggestopedia learning, the students are expected more active in class. Teacher does a technique which the students can be easier to understand foreign language, such as using pantomime, imagination, infantilisation, role play and an instruction that is given by teacher.

Lozanov also describes the main part of a Suggestopedia language class. This is the last part of the three distinct parts in language class (cited in Richards and Rodgers, 1986: 151).

At the beginning of the session, all conversation stops for a minute or two, and the teacher listens to the music coming from a tape-recorder. He waits and listens to several passages in order to enter into the mood of the music and then begins to read or recite the new text, his voice modulated in harmony with the musical phrases.

The students follow the text in their textbooks where each lesson is translated into the mother tongue. Between the first and the second part of the concert, there are several minutes of solemn silence. In some cases, even longer pauses can be given to permit the students to stir a little. Before the beginning of the second part of concert, there are again several minutes of silence, and some phrases of the music are heard before the teacher begins to read the text.

Now the students close their textbooks and listen to the teachers' reading. At the end, the students silently leave the room. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning.

From all of explanations above, Procedure of suggestopedia is language learning which aid students more easy in language learning because the learning environment is more comfortable, teacher combines with a music which will make students relax and the students should be active and confident in learning. In Suggestopedia, teacher uses three session phases. They are introduction of the lesson, understanding of the lesson, and elaboration of the lesson or applying of the lesson. Moreover, teacher may give explanation and translation into mother tongue in order to it makes the meaning clear. So, the students will be easy to memorize vocabulary pairs a target language item and also its native translation.

D. Advantages Of Suggestopedia

Advantages of suggestopedia are as follow:

1. Optimal learning environment, such as classroom set-up.
2. Peripheral learning let learners learn unconsciously.
3. Teacher make direct (positive) suggestion appeal to student conscious learning, and indirect suggestion (such as don't correct students' minor mistakes, give new identities to learners etc.) appeal to students' feeling to be secured. Facilitate student learning.
4. Build up good relationship between teacher and students, and among participants.
5. Four skills: Listening, Speaking communicatively, Reading dramatically, Writing imaginatively.
6. Without native language translation.
7. Students are more willingly to speak as teachers will not try to correct errors.

E. Disadvantages Of Suggestopedia

Disadvantages of suggestopedia are as follow:

1. Environment limitation

1

Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class (Adamson, 1997).

2. The use of hypnosis.

Some people say that suggestopedia uses a hypnosis, so it has bad deep effects for human beings. Lazanov strongly denied about it.

3. Infantilization learning

Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that they are mature.

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ACTIVITY 8

Answer the following questions.

1. 'comfortable' and 'relax' are the key of suggestopedia. Please explain about that.
2. Before deciding method that we will use in teaching, we should understand about our learner's characteristics, age, level and many others. It deals with the benefits and weaknesses of method we use. What are benefits and weaknesses of Suggestopedia?
3. What are phases which can be implemented in Suggestopedia?

A. Description

Gattegno takes an openly skeptical view of the role of linguistic theory in language teaching methodology. He feels that linguistic studies “may be a specialization,[that] carry with them a narrow opening of one’s sensitivity and perhaps serve very little towards the broad end in mind”. Considerable discussion is devoted to the importance of grasping the “spirit” of the language Gattegno is referring to the way each language is composed of phonological and suprasegmental elements that combine to give the language its unique sound system and melody. The learner must gain a “feel” for this aspect of the target language as soon as possible.

By looking at the material chosen and the sequence in which it is presented in a silent way classroom, it is clear that the Silent Way takes a structural approach to the organization of language to be taught. The sentence is the basic unit of teaching, and the teacher focuses on propositional meaning, rather than communicative value. Students are presented with the structural patterns of the target language and learn the grammar rules of the language through largely inductive processes.

Gattegno sees vocabulary as central dimension of language learning and the choice of vocabulary as crucial. The most important vocabulary for the learner deals with the most functional and versatile word of the language, many of which may not have

1 direct equivalents in the learner's native language. This "functional vocabulary" provides a key, says Gettegno, to comprehending the "spirit" of the language.

In elaborating a learning theory to support the principles of Silent Way, like many other method proponents Gattegno makes extensive use of his understanding of first language learning. He recommends, for example, that the learners need to "return to the state of mind that characterize a baby's learning-surrender".

13 Having reverred to these processes, however, Gattegno states that the processes of learning a second language are "radically different" from those involved in learning a first language. The second language learner is unlike the first language learner and "cannot learn another language learner and" cannot learn another language in the same way because of what he now knows". The "natural" or "direct" approaches to a acquiring a second language are thus misguided, says Gattegno, and a successful second language approach will "replace a 'natural' approach by one that is very artificial and for some purposes, strictly controlled".

The "artificial approach" that Gattegno proposes is based on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and the active trial. Gattegno's repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the learner's priorities and commitments. The self, we are told, consist of two system is activated only by way of intelligent awareness. "The learner must constantly test his powers to abstract, analyze, synthesis and integrate". Silence is considered the best vehicle for learning, because in silent student concentrate on the task to be accomplished and the potential means to its accomplishment. Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered". Silence, as avoidance of repetition, is thus and aid to alertness, concentration, and mental organization.

Awareness is educable. As one learns “in awareness,” one’s powers of awareness and one’s capacity to learn become greater. The Silent Way thus claims to facilitate what psychologists call “learning to learn”. Again the process chain that develops awareness proceeds from attention production, self-collection, and absorption. Silent Way learners acquire “inner criteria,” which play a central role “in one’s education throughout all of one’s life. These inner criteria allow learners to monitor and self-correction through self awareness that the Silent Way claims to differ most notably from other ways of language learning. It is this capacity for self-awareness that the Silent Way calls upon, a capacity said to be little appreciated or exercised by first language learners.

B. Objective

The general objective of The Silent Way is to give beginning-level students oral and aural facility in basic elements of the target language. The general goal set for language learning in near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized. An immediate objective is to provide the learner with a basic practical knowledge of the grammar.

Gattegno discusses the following kinds of objective appropriate for a language course at an elementary level. Student should be able to correctly and easily answer questions about themselves, their education, their family, travel, and daily events;

Speak with good accent;

Give either a written or an oral description of a picture, “including the existing relationship that concern space, time and numbers;

Answer general question about the culture and the literature of the native speakers of the target language;

Perform adequately in the following areas: spelling, grammar (production rather than explanation), reading comprehension, and writing.

The Silent Way adopts a basically structural syllabus, with lessons planned around grammatical items and related vocabulary. Gattegno does not, however provide detail as to the precise selection and arrangement of grammatical and lexical items to be covered. But language items are introduced according to their grammatical complexity, their relationship to what has been taught previously, and the ease with which items can be presented visually.

The following is a section of a Peace Corp Silent Way Syllabus for the first 10 hours of instruction in Thai. It was used to teach American Peace Corps volunteers being trained to teach in Thailand. At least 15 minutes of every hour of instructions would be spent on pronunciations. A word that is italicized can be substituted for by another word having the same function.

Lesson	Vocabulary
1. Wood color red.	Wood, red, green, yellow, brown, pink, white, orange, black, color.
2. Using the number 1-10.	One, two... Ten.
3. Wood color red two pieces.	
4. Take (pick up) wood color red two pieces.	Take (pick up)
5. Take wood color red two pieces give him.	Give, object pronouns.
6. Wood red where? Wood red on table.	Where, on under, near, far, over, next to, here, there.
7. Wood color red on table, is it? Yes, on. Not on.	Question-forming rules. Yes, No.
8. Wood color red long. Wood color green longer. Wood color orange longest.	Adjectives of comparison.
9. Wood color green taller. Wood color red, is it?	

Learning task and activities in The Silent Way have the function of encouraging and shaping student oral response without

direct oral instruction from unnecessary modeling by the teacher. Basic to the method are simply linguistic task in which the teacher models a word, phrase, or sentence and then elicits learners responses. Learners then go on to create their own utterances by putting together old and new information. Charts, road, and other aids may be used to elicit learner responses. Teacher modeling is minimal, although much of the activity may be teacher-directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities.

Learners are expected to develop independence, autonomy, and responsibility. Independent learners are those who are aware that they must depend on their own resources and realize that they can use “the knowledge of their own language to open up some things in a new language” or that they can “take their knowledge of the first few words in the new language and figure out additional words by using that knowledge”. The absence of correction and repeated modeling from the teachers requires the students to develop “inner criteria” and to correct themselves. The absence of explanation requires learners to make generalizations, come to their own conclusions, and formulate whatever rules they themselves feel they need.

Learners have only themselves as individuals and the group to rely on, and so must learn to work cooperatively rather than competitively. They need to feel comfortable both correcting one another and being corrected by one another.

Teacher silent is, perhaps, the unique and for many traditionally trained language teacher, the most demanding aspect of the Silent Way. Teachers are exhorted to resist their long-standing commitment to model, remodel, assist and direct desired students responses. Stevick defines the Silent Way teacher’s task as: to teach, to test, and to get out of the way. Although this may not seem to constitute a radical alternative to standard teaching practice, the details of the steps the teacher is expected to follow are unique to the Silent Way. By “teaching” is mean the presentation

of an item once, typically using non verbal clues to get across meaning. Testing follows immediately and might better be termed elicitation and shaping of student production, which, again, is done in as silent a way as possible. Finally, the teacher silently monitors learners' interaction with each other and may even leave the room while learners struggle with their new linguistic tools.

The teacher uses gestures, charts and manipulative in order to elicit and shape student responses and so must be both facile and creative as a pantomimist and puppeteer. In sum, the Silent Way teacher like the complete dramatist writes the script, chose the props, set the mood, models the action, designates the players, and is critic for the performance.

Silent Way materials consist mainly of a set of colored rods, color-coded pronunciation and vocabulary wall charts, a pointer, and reading/ writing exercise, all of which are used to illustrate the relationship between sound and meaning in the target language. The materials are designed for manipulation by the students as well as by the teacher, independently and cooperatively, in promoting language learning by direct association.

The pronunciation charts, called "Fidels," have been devised for a number of language and contain symbols in the target language for all of the vowel and consonant sounds of the language. The symbols are color-coded according to pronunciation; thus, if a language possesses two different symbols for the same sound, they will be colored alike.

Just the Fidel charts are used to visually illustrate pronunciation, the colored Cuisenaire rod are used to directly link words and structures with their meaning in the target language, thereby avoiding translation into the native language. The rods vary in length from 1 to 10 cm, and each length has 2 specific colors. The rod may be used for naming colors, for size comparisons, to represent people, build floor plans, constitute a road map and so on. Used of the rods is intended to promote inventiveness, creativity, and interest in forming communicative

utterances on the part of the students, as they move from simple to more complex structures.

C. Procedure

A Silent Way lesson typically follows a standard format. The first part of the lesson focuses on pronunciation. Depending on student level, the class might work on sound, phrases, event sentence designated on the Fidel chart. At the beginning stage, the teacher will model the appreciate sound after pointing to a symbol a on the chart. Later, the teacher will silently point to individual symbols and combinations of utterances, and monitor students utterances. The teacher may say a word and have students guess what sequence of symbol compromised the word.

After practice with the sound of the language, sentence patterns, structure and vocabulary are practiced. The teachers model an utterance while creating a visual realization of it with the colored rods. After modeling the utterance, the teacher will have a student attempt to produce the utterance and will indicate its acceptability. If a response is incorrect, the teacher will attempt to reshape the utterance or have another student present the correct model. After a structure is introduce and understood, the teacher will create a situation in which the students can practice the structure through the manipulation of the rods. Variations on the structural theme will be elicited from the class using the rods and charts.

The sample lesson that follows illustrates a typical lesson format. The language being taught is Thai, for which this is the first lesson.

1. Teacher empties rods into the table.
2. Teacher picks up two or three rods of different colors and after each rod is picked up says.
3. Teachers holds up one rod of any color and indicates to any student that a response in required. If response is incorrect,

1. teacher elicits response from another student, who then models for the first student.
2. Teacher next picks up a red rod and says; [mai sii daeng].
3. Teacher picks up a green rod and says; [mai sii khaiw].
4. Teacher picks up either a red or green and elicits response from student. If response is incorrect, procedure in step 3 is followed (student modeling).
5. Teacher introduces two or three other colors in the same manner.
6. Teacher shows any on the rods whose forms were taught previously and elicits student response. Correction technique is through student modeling, or the teacher may help student isolate error and self-correct.
7. When mastery is achieved, teacher puts one red rod in plain view and says; [mai sii daeng nung an].
8. Teacher then puts two red rods in plain view and says; [mai sii daeng song an].
9. Teacher places two green rods in view and says; [mai sii khiaw song an].
10. Teacher holds up two rods of a different color and elicits student response.
11. Teacher introduces additional numbers, based on what the class can comfortably retain. Other color might also be introduced.
12. Rods are put in a pile. Teacher indicates, through his or her own actions, that rods should be picked up, and the correct utterance made. All the students in the group pick up rods and make utterance. Peer-group correction is encouraged.
13. Teacher then says; [kep mai sii daeng song an]
14. Teachers indicate that a student should give the teacher the rods called for. Teacher asks other students in the class to give him or her rods that he or she ask for. This is all done

in the target language through unambiguous actions on the part of the teacher.

17. Teacher now indicates that the students should give each other command regarding the calling for of rods. Rods are put at the disposal of the class.
18. Experimentation is encouraged. Teacher speaks only to correct an incorrect utterance, if no peer-group correction is forthcoming.

D. In Practice

A beginner level course or a basic course can start by working on the basic elements of the language: sounds, vocabulary, sentence construction. The materials described above are frequently used. In the first classes, teachers create situations in which students will work, but soon the students themselves will invent new situations by using the strips, or things that happen in class, or even their own lives (both personal and professional).

In an advanced course, students can be encouraged to discuss a topic of their choice. The work will then be on correcting their errors. The teacher does not correct errors but will help students to do those themselves, encouraging them to discuss the problem and to look for similar examples.

By giving the students the opportunity to explore their errors and difficulties, they can work on both the language and their own behavior as a learner. In addition, it builds the learner's self-confidence. This is an interesting experience in itself, as evidenced by the intense involvement of students in a course delivered using the Silent Way.

The pleasure that the students derive from the class are then not dependent on activities "imported" into the language, such as songs, role-playing, and other games, but on the discovery of oneself through the deployment of mental ability in learning the language.

For the teacher, it is extremely important to always be “on alert” to ensure that the students always have a linguistic challenge in front of them.

E. Disadvantages And Advantages

Disadvantages

1. The Silent Way is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a Silent Way classroom.
2. With minimum help on the part of the teacher, the Silent Way method may put the learning itself at stake.
3. The material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other materials will have to be introduced.

Advantages

1. Learning through problem solving looks attractive especially because it fosters:
 - a. creativity,
 - b. discovery,
 - c. increase in intelligent potency and
 - d. long term memory.
2. The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible in figuring out and testing the hypotheses about how language works. In other words teaching is subordinated to learning

ACTIVITY

Answer the following questions.

1. What is Silent Way?
2. What is the main objective of Silent Way?
3. In your opinion, is this method appropriate to teach speaking? Explain your answer.
4. What should teacher prepare before teaching?

Chapter 12

.....

Total Physical Response

A. Definition

English is an international language. Students in Indonesia are obligated to know more this language as the foreign language. It needs a good method to teach English accurately, total physical response is one of method which can be applied in learning and teaching process..

Ag. Bambang Setiadi in his book stated that Total Physical Response (TPR) is a method developed by James Asher, a Professor of Psychology at San Jose State University, California. Dr. Asher begins experimenting with Total Physical Response in the 1960.¹

Total Physical Response is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

Total Physical Response trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson. Total Physical Response is used with basic commands. The teacher tells the students to stand up, put their hands in the air, pick up something and give it to another student, sit down, and something else. The teacher should say these naturally to see how students respond. By modeling the action and repeating as many times as

¹ Setiadi, Bambang. 2006. Teaching English as foreign language. Yokyakarta : Graha Ilmu., page 125.

necessary, so the students learn the meaning of the commands easily.

Total Physical Response is a method of teaching language using physical movement (speech and action). Language learners should understand the target language before speaking by observing action and performing from the teacher.

First, teacher utters commands and then model by responding with appropriate action. Each group listens to the commands from the teacher or tape recorder then responds with actions to the spoken commands. By observing action and performing, they will understand the language they learning. The student can guess easily what is the meaning of the word which spoken by the teacher by seeing the teachers actions. Then the students have to give response of the commands by observing the new vocabulary easily.

A fixed number of items are introduced at a time, to facilitate ease of differentiation and assimilation. In an hour, it is possible for students to assimilate 12 to 36 new lexical items depending upon the size of the group and the stage of training.

The teacher plays an active and direct role in Total Physical Response. The instructor is the director of a stage play in which the students are the actors. It is the teachers' job to decide what to teach.

B. Principle Of Total Physical Response

The principle implies that the teaching of speaking is delayed until the comprehension skills are established. At the beginning of language class, the students will spend most of the time to get comprehension the target language, especially to determine verbs, nouns, and other word there. Speaking ability will be introduced later after the students have enough understanding to the target language, especially English.

The teacher has to present an interesting atmosphere in learning foreign language. It aimed that the teaching learning process can run effectively. In addition, Total Physical Response is using physical activities. Physical activities were mean to reduce stress students fell when studying foreign language.

As ag. Bambang Setiadi said in his book, as physical activities are doing at the very beginning of the class, the teacher should be very selective in choosing words to teach.²⁾

It start from imperative verbs up to concrete nouns around them that it is easier for the students to perform and observe the actions. Related to confusion in doing that may cause bored and frustration, so the teacher should be able to repeat his actions not avoid it.

Larser-Freeman stated in his book that, Like other method, total physical response also deals with error correction. Correction is carried out in an unobtrusive manner. When the student makes an error, the teacher just repeats the command while doing the action³⁾. It avoid in misunderstanding among them.

The teacher should have wide tolerance for distortions but she should narrow tolerance for production or grammatical point. The teacher almost dominates the correction. She must give the correction as soon as possible for the error because it may not cause long misunderstanding there. Finally, the teacher gives a turn for them to repeat the commands to check wheatear the student already properly doing it or yet.

Many people believe that Total Physical Response is only appropriate for children since the method relies on imperatives, however this method can be used for teaching adults too. When adult learn the second language in same conditions as children,

² . Setiadi, Bambang. 2006. Teaching English as foreign language. Yokyakarta : Graha Ilmu., page 128.

³ . Larser-Freeman, 1988: 115 and 2000 in Ag. Bambang Setiadi , Teaching English as Foreign Language, page 128.

adults outperform children. It means that the time per session should vary depending on the age of the learners.

The older the learners are the longer time the time to learn effectively. For children needs 30 minutes training will be an effective time. Junior and senior high school students can responds well to 50 minutes sessions and 3 hours for university students.

C. Procedures And Techniques Of Total Physical Response.

A good teacher has to foster an atmosphere of general euphoria in order to ease performing of her commands in front of the class so that the teaching learning process will run effectively.

Total Physical Response method brings many kinds of action so that it needs good seating configurations. This method is suitable and workable with usual setting classroom. The best way is the seating plan in which the class is divided into two sections facing each other. This way makes the class have enough space to move around to perform the commands.

The optimal design is when the classroom has a large area with six to twelve seats and there are spaces among them to move around. Moreover, it has ideal group size is between 20 up to 25 students. If there are more than 40 students, it has to divide into smaller group.

There are several techniques utilized in teaching target language trough Total Physical Response. It were divided into introductory techniques and working techniques. The introductory techniques refer to the way in which a command can be presented for the first time in the class, and working techniques refer to the ways in the commands an supporting vocabulary already presented to the student can be combined and explore the words. After the students internalize certain items through the words, they can switch into short dialog, stories, or pattern drill.

The following introductory techniques of Total Physical Response among other:

1. The teacher utters and models the commands for the students. The students perform the commands by listening to the teacher and by doing what she/he does.
2. The teacher creates situation in which the student can choose the two items by using elimination process.
3. By introduction the new words, the student has to choose the known one then guess it. If he/she guesses the wrong one, another may try. If the guess is right, so the teacher gives him a reward.
4. The teacher introduces a new material by making obvious to the students what to perform, either through gestures or other additional cues.
5. The teacher introduces a new material by performing the commands on a cassette. The instructor records his own voice and then follows each direction as it is uttered, but sometimes makes an incorrect response, which is corrected by the voice on tape.

The introductory techniques above can be continued with the following working techniques:

1. The students have to transfer a concept to another situation in order to present the words well and recombine vocabulary.
2. The teacher should introduce the material effectively and slowly in order that the student can keep memories the new vocabulary given by the teacher.
3. Besides recombining the vocabulary, it is important to expand the meaning of it so the student can change lexical items in more complicated performance.
4. After the student has comprehended the vocabulary, they may continue to develop it with include conjunction in order that the student language is smooth and together.

5. It is very profitable for the student to keep retrieving the original material introduced.
6. The teacher may introduce the equivalent or synonym in order richer their vocabulary.
7. The students can practice the commands by their selves to smooth their memorizing.
8. The teacher should be cautious in introducing a few items at a time.

In practice, it may divide into two levels: listening and comprehension, and writing and reading ability.

1. Practice listening and comprehension ability:

Using hand signals, invite four students come up in front of the class. Then gesture for two students to sit on either side of you facing the class. Other students in the class are seating in a semi-circle so that there is a rather large space for the actions.

Then the teacher says, “stand up”, then the students immediately stand up. Next say “sit down”, and immediately sit down as your command. In that time, teacher is as instructor. The teacher may repeat this commands until the students can appropriate the actions well.

The procedure above is introduction activities in teaching English. The teacher has introduced two vocabulary, those are stand up and sit down, as those are very easy to be understood. Next, the teacher may go to the next vocabulary by introducing some utterance. For instance:

- a. Put your hands in the air
- b. Put it down
- c. Clap your hands three times
- d. Clap your hand ten times
- e. Jump twice
- f. Hold your friends hand
- g. Put it down
- h. Point the door

i. Point the table

Through the commands above, the students get both verbs and nouns. After the student can respond the commands confidently. When the students reach a certain level of understanding of the target language through body movement, the students are ready for role reversal. They have to be an instructor as their teacher did to their fellow.

After the student can comprehend the materials well, the teacher may test the student's speaking English ability by providing scenarios, so their friends can do his commands by listen the spoken scenario by their friends.

2. Practice of reading and writing ability:

So far, the students are learning English by listening and comprehension ability, the teacher may introduce reading and writing in the first day if needed. Reading and writing in TPR may flow the students' comprehension about English in the right way. They have to master and know what is "table" in pronounce, form or writing without hesitation.

Practice:

The instructor (either teacher or student) writes on the chalkboard the new vocabularies and a sentence to illustrate the item. Then he mentions each item and acts out the sentence. The audience listen as he reads the material while copying the information in their own notebooks.

D. Advantage And Disadvantage Of Tpr

Advantage

1. This method is easy, fun and memorable
2. It is good to build students' vocabulary
3. The teacher only needs simple preparation
4. It helps students to understand the target language immediately

5. It works well in a mixed-ability class
6. It facilitate the real context meaning for students

Disadvantage

1. It limits students' opportunity to express their thought in creative way
2. It does not boost teacher's creativity
3. Overuse of TPR will cause students getting boredeasily

ACTIVITY 10

Make an illustration of TPR implementation in the classroom by following the steps:

1. Design your classroom (students' age, level, number of students)
2. Choose the topic (material) which you want to teach
3. Describe the steps you can use in delivering material to students. Imagine that you are in the real classroom activities. You can also put students' reaction.

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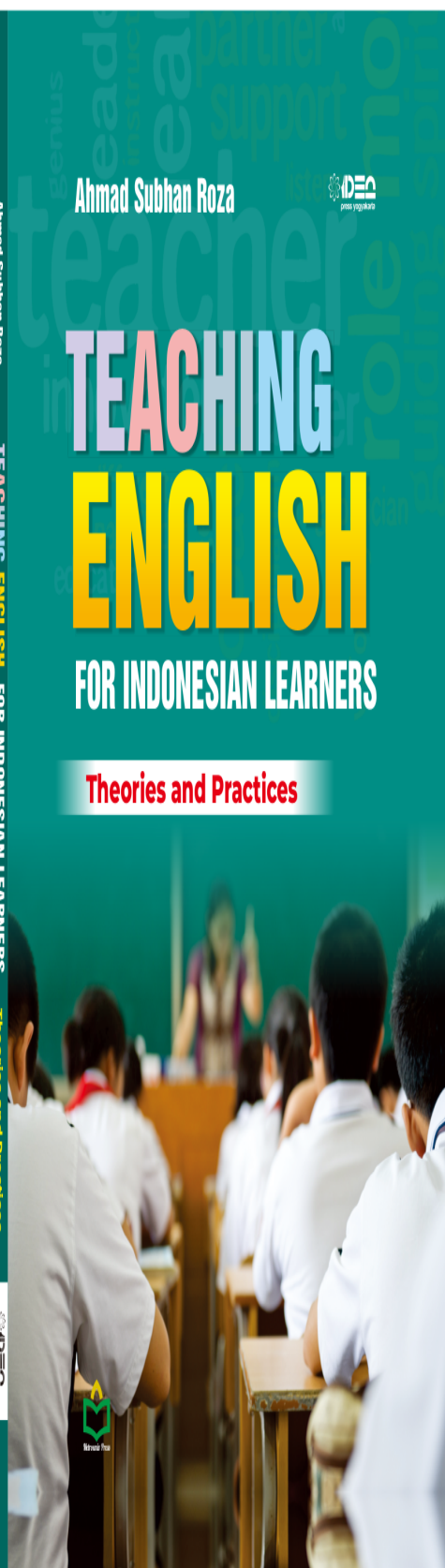


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