

Proceedings



INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

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The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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COMMUNICATIVE APPROACH IN LANGUAGE TEACHING: A METHOD TO IMPROVE STUDENTS' INTERPERSONAL SKILLS

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Abstract

Communicative approach has become a popular method used in teaching and learning a language. This method has also been widely used in Indonesia for teaching and learning English. The basic assumption used by this method is that language is a means of communication, so that when learning a language the learners also need to engage in meaningful communicative activity. Thus, typical classroom activities involved many interactions among the language learners and the teachers, for example, role playing, information gap activities, and games. Consequently, for the success of the classroom activity, the students not only need to be taught the language skills needed but also the interpersonal skills. Interpersonal skills defines as the ability to interact effectively with someone and teamwork. Furthermore, interpersonal skills such as leveraging diversity, empathy, leadership, influence, communication, conflict management, and synergy are soft skills that students need to master, especially since Indonesia Education system decided to include soft skills in the curriculum. It means that teacher needs to use teaching methods that can develop students' hard skills and soft skills.

This presentation aims at reporting a research result that investigated the use of communicative approach to teach both language skills and interpersonal skills of the students. A literature review on the communicative approach teaching method and the importance of interpersonal skills for successful communication will be reviewed. Finally, the presentation will discuss about the practical recommendations on how to use the approach, so that it can develop both the language skills and the interpersonal skills of the students.

1. INTRODUCTION

Communicative approach is the method coming after dissatisfying of language user toward the audio-lingual and grammar-translation methods of foreign language instruction. This method comes with several benefits to language user in mastering foreign language. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Reminding that Language teaching is based on the idea that the goal of language acquisition is Communicative competence, the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does. This is the real goal of communicative approach. Communicative approach is very appropriate for foreign language teaching in Indonesia, because the necessities will be completed by soft skill.

Actually, to complete the goal of successful language teaching must be completed by soft skill. And here we are why it is important to combine? Language is a tool to communicate which it is need a practice. To maximize the capability of communication in foreign language need a soft skill. In this case Communication Approach plays a big role. According to (Risjawan, 2009) teaching process must be integrated between enthusiastic of students, Individual wants, and interaction. Learning process must be enjoyed and students must be involved in learning process. This kind of activities will enlighten students' brain, and motivating to use both brain. Those things we call it by soft skill, although there are some articles against this concept. Indonesia is one of country that it's not adopting English as daily language, but seeing the importance of English Indonesia since 2001 compulsory English from elementary school.

Statements of the problem

When audio-lingual and grammar translation method used in language learning, there are a lot of teachers do not feel the effects of them significantly. It is shown by the result of students in mastering the language. Dissatisfying occurs because both audio-lingual method and grammar translation do not give the primary attention to the communicative competence. In fact, when someone learns the target language, English, the main purpose is how to communicate and transfer the meaning.

By doing this research, researchers try to include another learning approach, which is communicative approach that will be discussed to be implemented in Indonesia as a method of foreign language learning to improve students' interpersonal skill. Besides that, this paper will focus on teaching methodology toward English teaching in Indonesia. What should teachers do while teaching English in the class room? Does the previous method effective enough for acquiring English? Which one will play a big positive role for ELT, Teacher or method while teaching process? These entire problems will be answered and explored through this paper.

Purposes of the research

Here, there some problems that will be answered:

1. How is important communicative approach to improve students' intrapersonal?
2. What are the appropriate strategies used?
3. To analyze teaching methodology toward English in Indonesia.
4. To explore the effectiveness of teaching methodology in Indonesia toward English.

Significance of the Problem

English is the international language, which is become compulsory material in Indonesia. But somehow, English still one of ghost in many students of Indonesia; therefore this paper will try to analyze the great influence of students' passion to English. It will very helpful for teacher to give effective instruction toward English lesson in the class room. Also, this paper will give some keys to make quantum teaching in ELT in Indonesia.

Delimitation of the research

Study literature will be undergone as the way to analyze in each part of questions. Both methodologies of teaching audio-lingual and grammar translation method will be included as the comparison substances with communicative approach.

2. LITERATURE RIVIEW

A brief history of communicative language approach

Communicative language approach appeared because there was the traditional changing in England in 1960. The appearing of this method also cleared of dissatisfying of using audio-lingual method where did not produce the competent students in target language (English Language).

Communicative approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability, that is the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentence used (Richard, 1997).

Communicative method focused on language as a medium of communication. It recognizes that communication has a social purpose – learner which has something to say or find out. Communication embraces of whole spectrum of functions and notions (Richard, Jack C & Rogers, Theodore S., 1997).

A brief history of audio-lingual method

The term of audio-lingual method has been widely known. This method was firstly claimed by Prof. Nelson Brooks in 1964 as English Language Learning. This method is adopted form Behaviorists approach that states learning language is a shape of drilling. Drilling is a kind of repetition and memorizing that have became the main aim is to obtain the target language (English Language).

Audio-lingual method defines as a method that needs students to be able to use the target language communicatively. Students achieve this by performing new habit in the target language and overcoming the old habits of their native language. Common characteristics of Audio-Lingual Method are giving new vocabularies and structural patterns are presented through dialogs. The dialog is learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation and question-and-answer) are conducted based upon the patterns present in the dialog.

A brief history of grammar translation method

Grammar translation method is not new. It has had the different name which is well-known as classical method since it was firstly used in teaching of the classical languages, Latin and Greek. This method had been being the familiar one of teaching methodology until now. It was also hoped that through this method students would become more familiar with the grammar or their native language (Diane: 2000). It is commonly used for the purpose in helping students in writing and reading.

Grammar translation method defines as a fundamental purpose of learning foreign language is to be able to read literature written in the target language. Students need to learn about grammar rules and vocabulary of the target language. Common characteristics of grammar translation method are the interaction in class is mostly from the teacher to the students, vocabulary and grammar are emphasized, reading and writing are the primary skills that the students work on, and there is much less attention given to reading and writing (Diane:2000).

Quantum teaching is a term of teaching approach created by Dr. Georgi Lozanov, the educator from Bulgaria. One of his students, Bobbi DePorter, had made this teaching approach become much advance as the creator of best seller book, *Quantum Learning and Quantum Teaching*. The most valuable thing related to learning offered by Bobby DePorter is that “the good condition for learning when we are feeling pleasant and happy.”

Soft skill defines as human behavior personally and interpersonally that can enhance and maximize human activities through training, team work developing, initiative, making decision. These abilities are a field of basic standard for students to grow up maximally in each individual (Berthall in Diknas, 2008).

Interpersonal skills defines as the ability to interact effectively with someone and teamwork. The components of interpersonal skills such as leveraging diversity, empathy, leadership, influence, communication, conflict management, and synergy are soft skills that students need to master.

(Swan, 1985) more time, better qualified teachers, better course books, a more serious attitude to language learning. Those thing are kind of good education, and the important part is, serious attitude to language learning. It means that full English use while learning will very helpful. Some students I asked about language learning using full English is more benefit to acquire a second language. They got more vocabulary while learning.

Learning will be happy, if the teacher knows students' need. This we call by Quantum teaching. One of the ways is using communicative approach. Using communicative approach will enhance students' ability, especially in 2 language acquisition. The main purpose of language learning is to achieve language capability.

Communication skill is one of the important ability to have, According to (Musbikin, 2010) the way to enhance communication skill; Strong desire to communicate, everyone must know that communication is important to indicate the success of everything. The important one is the environment. This why, we have to get communicative approach toward student. Having a good communication is the one of factors to be successful.

After applying Communicative Approach, teachers in communicative classrooms will find themselves talking less and listening more, and becoming active facilitators of their students' learning. The teacher sets up the exercise, because the students' performance is the goal, the teacher must step back to observe and evaluate, sometimes acting as referee or monitor. A classroom during a communicative activity will far from quiet. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task (Larsen-Freeman, 1986").

3. FINDING AND DISCUSSION

Communicative Approach, Audio-Lingual Method, Grammar Translation method

Three teaching methodologies are Communicative Approach, Audio-lingual Method, and Grammar Translation methods actually have their own priority when they are using in English language learning. Communicative approach offers its concerned of how to communicate, that is the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentence used. When the purpose of the language has delivered, it is quite enough to be accepted. Its friend, Audio-lingual method offers its concerned of how to give vocabularies and structural patterns are presented through dialogs in order to students will produce the target language by using the context. This method has clearly proved us that this method is not quite enough to be implemented, because it emphasizes of how drilling and repetitions being more important while we know that to use the language not only both of them become necessary but also the meaningful communication that can be understandable is the most necessary. And grammar translation method even it has been the most popular methodology, it still has inappropriate way in implementing the target language. Because, when students learn the main purpose is not how to translate the grammar one by one or how to read and write.

So, communicative approach becomes more valuable to be implemented in English teaching and learning in Indonesia. Because, what Indonesian students need actually, is how to transfer their communication purposes, then, the process to the other ability of subject language such as reading, writing will be followed and taught by doing this approach firstly.

Communicative Approach to improve students' interpersonal skill

This paper offers the best strategies to be used in improving students' interpersonal skill, which is Quantum teaching. Quantum teaching offers the most suitable way related to language learning. Learning the language should be suit with students' interest and talent. And the condition when students learning must be in pleasant and happy. These factors become the basic one for stimulating the students to communicate.

Teacher' rule will be needed then. When teacher has already known student' interest and talent he/she may begin how to use the appropriate strategies. Visual, Auditorial, Kinesthetic are some characteristics of student learning styles. Visualists tend to interest in something obviously, describing the pictures and watching the movie can become some good alternatives. Auditorialists tend to interest in hearing, giving the story telling and listening the tape can be undergone here. Kinestheticists tend to interest in doing body movement, these students like to be the aggressive one, they cannot take a seat for a long time, providing some interest sports activity outdoor can become the good one to stimulate them in communicating.

Hence, those ways are possible to be used by teacher toward children. By knowing students' interest teacher can begin to provide exact material for every single of student, then the material will stimulate them to communicate one each other. And at the same time, teacher can analyze and show how to respect leverage diversity, empathy, leadership, influence, communication, conflict management, and synergy when they are doing communication. Here, Teacher can use this chance to improve students' interpersonal skill.

Curriculum used in Indonesia

Curriculum based school commonly used for education methodology in Indonesia. Although curriculum based school is good in some cases, but we still find many weakness in this method. For the example, some isolated place must develop the material by its self. Somehow, isolated place is different and need the different method as well. Communicative approach can be the solution to solve this problem. The problem of isolated place must be the hard communication. They are not having a good communication to teach, therefore sometimes, isolated place need the better teacher to have a best communication to reach the success. Honestly, we disagree with the national examination because of this. Communicative approach is the way to have good communication between students and teacher. Having good communication can be the factor of being successful learning.

4. CONCLUSION AND RECOMMENDATION

In conclusion, communicative approach is the solution to overcome the problem in language learning to improve student's interpersonal skill. To have interpersonal skill we can combine our teaching methodology with soft skill. Soft skill will enhance the good character of the student. The students need is, being comfortable while learning, communicative approach is very suitable to have comfort sense while learning. This is the key of successful learning. That's why we strongly believe that Communicative approach is the solution, as what we have explained in our paper.

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