INTERNATIONAL SEMINAR

Enrichment of Career by Knowledge of Language and Literature I
(ECKLL I)

PROCEEDING

Readjusting Foreign Language Teaching :
Strategies & Practices

Faculty of Letters-Dr. Soetomo University
in collaboration with
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INTERNATIONAL SEMINAR
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ADDRESS OF THE SEMINAR COMMITTEE

Assalammualaikum Wr. Wb.

Dear Seminar Participants,

It is really a good pleasure for the seminar committee to welcome you to the first ECKLL international seminar on *Readjusting Foreign Language Teaching: Strategies & Practices*. In today's dynamic and continuously evolving world, our profession as educator must address the learning needs of today's learners and the educators. If learners are to develop the 21st century skills needed for success in their career pathways, educators have to be prepared with the tools necessary to deliver instruction that integrates the learning of languages with instructional strategies that motivate learners.

In this seminar about 100 lecturers and students, linguists, researchers and experts from different parts of Indonesia are gathering to share their views on how foreign language teaching can be readjusted to enrich the learners' ability to master a foreign language.

The seminar committee is very grateful to all paper contributors, who have made the publication of this compilation possible.

Wassalammualaikum Wr. Wb.

The Seminar Committee

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TEACHING MATERIAL DEVELOPMENT:
How to develop the communicative activities in *Letera Indonesia, Book I.*

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ABSTRACT

The textbooks of Indonesian as a foreign language available at present are still limited and the one recommended by the MENDIKKBUD and widely used is *Lentera Indonesia,* first published by Pusat Bahasa, Departemen Pendidikan Nasional in 2004. Starting from the point that no textbook is suitable to meet all the needs of the learners in all contexts, this paper aims at identifying the gaps in each unit of the textbook and developing the communicative activities to achieve the fluency and accuracy in speaking. The data were taken from *Lentera Indonesia,* book I, Unit 1 to 10. From the analysis, it was found that there were no communicative activities to develop speaking skills, the sentence patterns were not controlled and the grammar exercises are not sufficient to achieve the accuracy and fluency. Based on the findings, it was recommended that the following communicative activities be developed to fill in the gaps in each unit: 1) identify one or two language functions and develop some communicative activities on a given context, 2) identify all the questions words related to one topic and develop the question-answer activities and 3) transformation drills to achieve the accuracy.

Key words: material development, communicative activities, language skills, fluency.

INTRODUCTION

A textbook is usually designed to fulfill the needs of teachers and students. The teachers need a textbook to help them do their job . The textbook functions as one of the media in teaching. The teachers expect a textbook to provide the learning objectives, the main topics to cover, the visual aids, and exercises or test. In short, the textbook should make the teachers' job easy and fun. Similarly, the students need a textbook to help

them master a subject. The students expect a textbook to provide a clear outline of a subject, the explanation of a concept completed with a some visual aids such as pictures, tables, charts and outline. In addition, the students expect a textbook to provide additional exercises or test for practice and enrichment. But no textbook can fulfill the needs of the teachers and students all the time and all places since the needs of the students change from time to time.

For the language teachers, a textbook designed for mastering a foreign language should contain the following elements at least. The first one is the user: who is the book for? A textbook can be designed for the high school and university students learning a language as a second or foreign language, professionals, or tourists visiting a country. The second one is the level, that is, whether language textbook is designed for elementary, intermediate or advanced level. Each level can be sub-divided again into sub-levels such as elementary 1,2,and 3. The third one is the objectives or language skills (listening, speaking, reading and writing) and language components (vocabulary, grammar, pronunciation) which serve as the target to master. Some textbooks, such as *Breakthrough* and *Interchange* by J.C.Richards cs. cover the four skills with the focus on speaking and listening. Some others focus on reading and grammar only as seen in *Developing Skills* by Alexander and *Understanding and Using English Grammar* by Betty Azhar.

One of the textbooks designed for learning Indonesian as a foreign language is *Lentera Indonesia1,2,3* published by Pusat Bahasa, Departemen Pendidikan dan Kebudayaan (Language Center, Department of Education and Culture). This textbook is recommended to be used in the Indonesian language course for the DARMASISWA students - foreign students learning Indonesian language and culture for six months to one year with the full scholarship from the Indonesian government. Language Center, University of Surabaya has used this book as the main textbook in the last four years for the overseas students (including DARMASISWA students) who want to speak Indonesian language and know more about Indonesian people and culture.

The aim of this paper is to identify gaps or problems in the book as the main source in BIPA class (Bahasa Indonesian untuk Penutur Asing) based on the experience in using the textbook in the classroom and to develop some communicative activities to fill in the gaps in order to make the class more

interactive and fun. For the overseas students, learning a foreign language is learning how to use it in the real communication. The data in this paper were taken from *Lentera Indonesia 1* only in order to make it more specific. To judge the textbook, the writer of this paper referred to the principles recommended by Brian Tomlinson and J.C. Richards.

THE MAIN FEATURES IN *LENTERA 1*

A. User

As explicitly stated in the introduction, this book is designed for foreign speakers learning Indonesian at elementary level.

B. Style

Since the foreign speakers, especially the tourists, want use the language in the authentic communication, the style used in those dialogs are both formal and informal, depending on the context or communication situation. The informal style can be seen from the incomplete sentences in the conversations such as : *Untuk dua orang. Dengan nasi, Pak? (page 48-49)*.

C. The Objectives and the Targetted Language Skills.

The objectives of this book is not explicitly stated in the introduction. But the statement made by the Director of Language Center, Department of Education and Culture at the back cover of the book implies the objectives of this book.

Buku *Lentera I* bukan sekedar bahan ajar bahasa Indonesia

untuk orang asing tingkat pemula, melainkan juga merupakan

sarana untuk mengenal masyarakat dan budaya Indonesia.

Dengan demikian, pembelajar diharapkan mampu erkomunikasi

dalam bahasa Indonesia dan sekaligus memahami masyarakat

dan budaya Indonesia. (Back cover, Lentera 1, 2009)

From the quotation above, it can be concluded that the objective of this book is to help the learners communicate/speak and understand Indonesian people and culture. In other words, the target of this book is speaking. Consequently,

each unit begins a dialog followed by comprehension questions and some explanations on the special expressions and cultural items. There is no reading text.

D. The Syllabus Design

From the contents in each unit, it is clear that this book is designed on the basis of situation and thematic syllabus (Ur, 1991, 177-178)

E. What Each Unit Contains.

Each unit consists of four to five parts. Part one is the dialog based on a communication situation. This dialog is followed by the linguistic notes, comprehension questions and simulations. Part two is the vocabulary and special expression used in the dialog. Part three is the grammar. This includes the sentence patterns, parts of speech and word formation (prefix and suffix). Part four is the notes of Indonesian cultures. Finally the part five is the exercises on grammar and vocabulary to test the learners' understanding of the materials in the book.

THE PROBLEMS IDENTIFIED.

From the main features in the book mentioned above, there are three main problems which can be identified, not only from the teacher's perspective but also from the student's perspectives.

The first problem is that there are no communicative activities to develop the speaking skill. This is not in line with the goals and objectives of this book as stated in the introduction that this book is designed to help the learners to communicate or to speak Indonesian. There are interchange activities such as pair practice, group practice, role play to give the opportunities to individuals to express and share their ideas and to develop their fluency. Ideally, the language functions introduced in the dialog should be developed and expanded in order to achieve communicative competence, the fluency and accuracy (Richards, 2005)
In addition to the lack of communicative activities, the second problem is that the vocabulary and the sentence patterns are not controlled since the syllabus is designed thematically. In this case, all the sentence patterns and words or typical expressions which can be used to express ideas about the topic are put together regardless the degree of complexity. Some of these are simple while

some others are complex. The problem for the teachers is that they do not know what patterns are to be developed and drilled to achieve the fluency and accuracy. Similarly, if the patterns are complicated and mixed in the beginning, they become discouraged.

The last problem is that the grammar exercises are not sufficient to help the learners achieve the accuracy and fluency. For example, one of the grammatical item introduced in Unit 5 is the question word "berapa" with some variations such as " berapa lama", and "berapa banyak" and the exercise is only filling in the blank with " berapa, berapa lama and berapa banyak" as seen below.

A: ------------------- Jane mengunjungi Yogyakarta?
B: Dua hari.   (page 76)

From that exercise, it is hoped that the learners know when to use " berapa, berapa lama and berapa banyak" but there are no more exercises on how to use them in context. For example, the teacher can provide a situation such as daily activities and ask the learners to make a dialog using the question words:

-*berapa lama anda tidur setiap hari,*
- *berapa lama anda belajar bahasa Indonesia di kampus,*
- *berapa lama anda mandi,*
- *berapa lama anda nonton TV, and so on.*

This kind of drill is meaningful and contextual since it deals with learner's own real life. Unfornately, it is provided and developed in the book.

HOW TO DEVELOP THE COMMUNICATIVE ACTITIVIES FOR EACH UNIT.

Based on the three gaps identified above, the writer of this paper developed several communicative activities in order to make the learners active and creative. Being active in a speaking class means that the learners take the initiative to listen and speak to each other, there is an interaction between learners and learners and learners with the teacher. In addition, being creative means that the learners can use the language functional expressions and

grammatical items to express their ideas and feelings appropriately in the right context.

A. Identify one or two language functions in the unit and develop interactive activities based on it.

One of the weaknesses of this book is that there is no further tasks to develop the communicative activities after the dialog is introduced. The inexperienced teachers will get confused with what to do after the dialog while the main goal is to make the learners speak. Therefore, the first thing to do is to identify one or two language functions and develop some activities in order to make the learners use the language. So, the focus is the function of the language to communicate: to introduce someone, to ask for permissions, to make a request, to give directions, to ask for attention and so on as seen in the following examples.

Unit 2   - Boleh saya lihat paspor anda? (asking for permissions)
Unit 4   - Saya mau minum ... (ordering food and drink)
          - Berapa 1 gelas kopi? (asking about the price)
          - Mau pesan minum apa: kopi?(Offering drink – informal)
Unit 5 - Bisa kurang? (bargaining)
Unit 6 – Kapan anda akan ke Bali? (asking about the future plan

The steps
1. Planning – In this step, the teacher provides the context, for example, by saying that " you are in the classroom and you ask the teacher what you may do or may not do because you are a new student. Begin your question with BOLEH SAYA ....?" Since the learner's vocabulary is still limited, the teacher should be provide a list of verbs or expressions related to the rules in the classroom such as duduk, berdiri, datang terlambat, pergi ke toilet, makan dan minum di ruang kelas, menulis, bertanya, keluar sebentar, and many more.
2. Modeling – In this step, the teacher chooses of the learners and demonstrate the dialog to make sure that the learners understand and know what they will do . The role is teacher –student.
   Student: Boleh saya keluar sebentar?

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Teacher: Boleh. Silakan.
Student : Boleh saya makan di urang kelas?
Teacher: Maaf, tidak boleh.

3. Practice. When the learners do the practice (pair or group), the teacher plays the role of a facilitator: observe, makes notes on the learners' performance and give help when necessary. The teacher should avoid interrupting the learners when they make mistakes since it can be counterproductive.

4. Feedback. This is the time for the teacher to give feedback on the learner's performance, including the grammatical mistakes. The teacher may involve the students in correcting the mistakes in order to empower them.

The other language functions can be developed in this way. For example, the use of " Boleh saya...?" in a restaurant, a hotel. The point is to make the learners use the language appropriately to express their ideas in order to achieve the fluency and accuracy.

B. Identify all the alternative questions on one topic and develop a question-answer activity.

This can be done in the following format.

Topic/setting : Wawancara tamu di hotel
Alternative questions: - siapa nama anda?
- Dari mana anda?
- Anda mau menginap berapa hari?
- Boleh lihat kartu pengenal anda?
- Mau kamar dengan 1 atau 2 tempat tidur?
- Apakah anda mau bayar sekarang?
and so on

This activity is effective because those learning Indonesian as a foreign language have limited time and they want something practical. The important

thing for them is what they have to say if they need something or want to do something. Therefore, they need to know how ask and answer questions on a given topic.

Other topic/seetings:

+ Eating a restaurant or "warung".
Alternative questions: Ada tempat untuk empat orang?
　　　　　　　　　　　Ada kopi panas?
　　　　　　　　　　　Berapa harga 1 botol bir bintang?
　　　　　　　　　　　Boleh tambah nasi?
　　　　　　　　　　　Jam berapa warung tutup?
　　　　　　　　　　　Berapa seluruhnya, Bu?
+Dailiy activites
Alternative questions: Jam berapa anda bangun setiap pagi?
　　　　　　　　　　　: Anda buat apa setelah bangun?
　　　　　　　　　　　: Jam berapa anda pergi ke kampus?
　　　　　　　　　　　: Naik apa?
　　　　　　　　　　　: Di mana anda makan pagi dan siang?
　　　　　　　　　　　: Berapa jam anda belajar di kampus?
　　　　　　　　　　　: Apakah anda makan siang di kampus?
　　　　　　　　　　　: and so on.
　　　C. Identify one grammatical item and develop a transformation drill
Based on my experience using this textbook, I found it necessary to develop and use transformation drill for some grammatical items in order to achieve the accuracy because the exercises on the grammatical items introduced in one unit are very limited. This drill can be done orally in pair practice as seen in the following model.

　　　　　Grammatical item : the use of "alangkah" in exclamatory
　　　　　　　　　　　　　sentences (Unit 8)
　　　　　Student A : Pantai itu indah sekali
　　　　　Student B: Alangkah indahnya pantai itu

Again , the focus of this mechanical drill is accuracy only since there is no context provided.But it is effective for the ,mastery of the sentence patterns, or language forms in general.

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But some other grammatical items can be developed in a given context to achieve the accuracy and fluency as seen below.

> Grammatical item : "berapa jam" and "jam berapa"
> Context/setting: Daily activities
> Student A : Jam berapa anda tidur setiap malam?
>   : Berapa jam jam anda tidur setiap hari?
>   : Berapa jam anda belajar di kampus ,etc, etc.
> Student B : Give a response.

After that they change the role. This is usually done in pair practice, followed by class practice where one student stands in front of the class to respond to the questions from his/her friends.

CONCLUSION

To conclude, I would like to say that no textbook is the best and the most complete for all purposes and all the time since the needs of the learners and teachers change from time to time. In *Lentera 1,* although the goal is to help the learners to speak, the communicative activities are limited. Therefore, the language teachers should be creative to develop the teaching materials: identify the language functions and develop communicative activities in a given context in order to achieve the accuracy and fluency. A good teacher can change a bad textbook into a good one but a good textbook cannot change a bad teacher into a good one.

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