

Proceedings



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The First International Conference on
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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 TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

This study concerns on the teacher's communicative approach in teaching English as a foreign language which was taken at English department in FKIP UHN Pematangsiantar. The problem of the research is what are teacher's techniques used in teaching English as a foreign language? The writer used some theories related to the Techniques of Teaching English and communicative approach theory as the following: Allen (1965), Abbot (1981), Billow (1961), Byrne (1976), Lado (1979), Larsen (2000), This research is a qualitative research which based on the reality teaching and learning process in English class at FKIP UHN Pematangsiantar. The methodology covers the research design, instrument, technique of collecting data, data analysis and interpretation. The teacher's communicative approach are mostly use direct method, cooperative learning and audio lingual method. To be communicative in teaching English, the teacher also recommended use communicative competence and some variation technique in teaching and learning process. The teacher should try himself best in teaching English as a foreign language so the students understand more easily the materials. The writer gives suggestion to deal with the teacher's techniques in teaching English in the classroom to make them more active in interaction. The good teaching will be done using communicative approach, techniques, preparing lesson before starting the lesson, knowing the background of the students and giving motivation to communication accuracy and fluently directly.

Keywords : Communicative Approach, Teaching, Learning Language

I. INTRODUCTION

In teaching English as foreign language, the teacher use the technique of language teaching as communicative approach. There are many examples of the kind of activities to be found in the classroom following the communicative approach which can be used by the teacher in teaching english. Learner uasually work in pairs or group for role play, games, information sharing, presenting dialogue,etc (peace corps 1989 :27). Communicative approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage.Teaching English as a foreign language has long determined changes in pedagogicalmethods and continues to do so. The most important aspect is that the focus has shifted fromteacher-centred classes to student-centred classes. In the communicative approach, communicative competence is taken into account; in this case, learners should be able to use the language appropriate to agiven social context. In real classroom activities, learners ought to beable to use the language a great deal through communicative activities, such asrole-plays, games, problem solving, andso forth. These activities can be implemented in pairs, triads, small groups, and whole groups. To design the materials using thecommunicative approach, it is crucial toset up a syllabus most suitably calledfunctional . This syllabus focuses heavily on some expressions of target language (*Could I speak to , Could Ihave your , Could you tell , etc.*).

The communicative approach or Communicative language teaching (CLT) is the name of teaching english approach which was given to a set of beliefs which included not only a re- examination of what aspects of language to teach, and which is used the teachers in the classroom to develop the students' communicative competence in english skill. The aspect which want to teach of the communicative approach stressed the significance of language functions (Harmer Jeremy,2003:84). There are some activities of communicative approach or Communicative language teaching which has goal to create learners' communicative competence. The communicative approach focuses on the meaning of the teaching language with a view to develop communication as the primary goal of learning and teaching language. In the communicative approach is teacher will be choosing a particular way to express her argument not only based on upon her intent and his level of emotion, but also on whom she is adressing and what her relationship with that person. Based on the explanation above, the researcher find the problem of this research is:what are teacher's techniques used in teaching English as a foreign language? This study is limited to the effectiveness activities of communicative approach as a strategy whisc is applicated in teaching learning English at English Department at FKIP UHN Pematangsiantar.

2. REVIEW OF RELATED LITERATURE

2.1 Historical Background of Foreign Language Teaching

In teaching language, we have an opportunity to give knowledge to our students and adjustable sample of strangeness. Corps,1989:6-7) that the teacher must know the target language will be enough to be limited by the students in the target language include the four skill : understanding speaking, reading, writing, listening. Although, we understand the four of skill, they are completed by grammar or structure and vocabulary in create a sentence and they have communicative activities.In teaching foreign language, the teacher also must know the aspect of english language when we want to say something, we need to know the words that express our meanings and how to put those words together in grammar so that they make sense (Edge,1993 :27). The grammar of english language is the description of the ways in which words can change their forms and can be combined into sentences in that language. In foreign language has how far the aspect which has function where if we say something in that language in the different situations, it is automatically different meaning too (Harmer, 2003 : 25). In recent years teachers of english as a foreign language (EFL) or English as a second language (ESL) have been paying increasing attention to identifying the needs of their students, to students' attitudes towards english and their reasons for learning it where english is taught as a second language, where english is widely used and is perceived as essential to success.

2.2 Learning and Teaching Processes

The students that we see in the ELT classroom are involved in processes which we want to understand. According to Edge, (1993 :15-16), there are two ways in which the learner learn a foreign language ; (1) Consciously,through formal learning, (2) Subconsciously. Language teaching is a competence of language that used by the teacher with approaches and apply it in order to be fair to the preferences of different learners (Edge,1993: 16).According to Edge, (1993:16-17), in terms of broad approach, there are two ways to teach the learners to use a language :1. Move step by step from to meaning, adding together different bits of the language which have been isolated for learning. Item by item, you; (1). Provide a model; (2) Get the students to copy the model; (3) Get the students to personalise the model by using it to express something they want to say.

2.3 Motivation

Motivation is one important which used by the teachers to builds into an english course to reinforce the students' original desire to learn the language (Lubis, 1988:19). And There are two types of motivation:

1. External motivation or Extrinsic

If the student is externally motivated, his parents and / or teachers are forcing him to learn. Extrinsically motivated behaviors, on the other hand are carried out in anticipation of a reward from outside. Extrinsic motivation can also be driven by threats of punishment or even fear.And the rewards are money, prizes, pass exam, grades and even certain types of positive feedback (Brown,2000:76). The teacher often discovers that primary motivation for students is instrumental. Instrumental refered to acquiring a language as a means goal : furthering career (academic), reading technical material, translation. The teacher see english as means to pass a test, obtain a degree, get a good job or go abroad for university study.

2. Internal or intrinsic motivation

Brown,2000:164-165) that this is the case where the student simply has a desire to learn the language. Internal motivation is much more useful in terms of moving students towards fluency in the language they are learning. Intrinsically motivated behaviors are aimed at bringing about certain internally rewading concequences namely : feelings of competence and self determination. Lubis, (1988:18) state that in here the teachers often discovers that primary motivation for students. Internal or intrinsic motivation also called intergrative motivation is based on such factors as general. the teachers have personality to become more intergratively motivated to make the language interest in the students. An integrative motivation is an important for successful language learning.Lubis,(1988:18-19) state that the integrative motivation described to integrate the learners into the culture of the a foreign language group and become involved in social interchange in that group.

Example (4); If the teachers creates a favorable strategy in teaching language and culture to which it relates, the students will be more attracted toward the language and its culture and can also make the language as interesting as possible through the types of exercises which is used.

In here, the teacher have personality to become more intergratively motivated to make the language interest in the students to integrate the students into the culture of the a foreign language group.

2.4 The roles of Learners and teachers

The type of classroom activities proposed in communicative approach or communicative language teaching also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work task, rather than relying on the teacher for a model (Richards, 2006 : 5). Learners are also influenced by their age and by their educational, social and culture backgrounds. In teaching English as a foreign language, the teachers must know about the students who are divided based on age. The students of different age have different needs, competency, and cognitive skills to acquire much of a foreign language. The teacher considers students at different ages namely ; Young children learn differently from older children, adolescents, and adults. And because they love discovering things, they will be involved in puzzle like activities, making things, drawing things, in games and in physical movement or in songs (Harmer, 2003 ; 38).

They may push teacher to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them, and if this done in a supportive and constructive way so that he or she helps rather than shouts. The teacher must give them tasks which they are able to do, rather than risk humiliating them. And adult learners that adult language learners are notable for a number of special characteristics such as : they can engage with abstract thought, they have a whole range of life experiences to draw on, unlike young children and teenagers, they often have a clear understanding of why they are learning and what to get out of it. Good teachers of adults take all of these factors into account. As well as involving their students in more indirect learning through reading, listening and communicative speaking and writing to improve their ability about English language (Harmer, 2003; 40).

In teaching learning English language, the teachers make classroom activities for the students. It is one of the most important roles that the teachers have to perform is that of organising student to do various activities (Harmer, 1974:58). When the communicative approach is concerned, the teachers is seen as a facilitator, a manager of classroom activities, a guide, an advisor, a monitor and a co-communicator for the benefit of his/her learners (Richards 1986;77), Freeman, 2000:127-128). The teachers is seen as an overseer, a consultant, a resource, a co-learner, an informant, a coordinator, a curriculum designer, classroom researcher, an a sharer of responsibility in the classroom (Harmer, 1974;58). The role of the teacher changes from the source of all wisdom to facilitator of learning and guide toward greater autonomy of the learners, which means that the teacher must not dominate all the activities in the classroom as in the traditional way (McDonough, 1999:56).

2.5 ESL Teaching Learning Technique

In English language teaching, the teacher use technique as the way in which the students announce and develop new teaching practice in classroom situation. There are some English teaching learning technique.

2.5.1. Using Games activities in the Classroom

Language learning is a hard task that can sometimes be frustrating. Games are invaluable as the teachers give the students a break and the same time allow students to practice language skills. Games are highly motivated since the teacher are amusing and at the same time challenging. Game also encourage and increase in group. Game can use picture, puzzle, card games, it is used to enjoyment the students (Freeman, 2000:133). Games used as short warm-up activities or when it is sometimes at the end of the lesson (Jin, 2008:82). When teaching of foreign language, this type is especially relevant, relaxation, enjoyment to the learners. Games are also used for individual, pairwork, or small groupwork. Most people agree language games (Lubis, 1988:58-60). This type of approach is especially relax and enjoyment to all learners in groupwork, individual, pairwork (Edge, 1993:102). The small pictures show things they have lost. The object of the game is for each player to find out from the other where these things are, and draw them in on his/her picture. One player should begin the game by asking, where is/are my....? and naming one of the lost objects. The first player to answer gets the next turn and ect..

2.5.2. Role Play and Simulation

Role play and simulation is built into ESL from the earliest stage. When the teachers ask the students to say the lines of the dialogue. The teachers is better use dialogue, so the students can speak the dialogue not read dialogue (Edge, 1993:97). The situation of the dialogue likely in everyday life. In Simulation, the students is not asked to play but imaginary situation about the topic and simulation is an activity in which each participant is given background information and then expected to use his or her own skills and values in order to take part (Byrne, 1976:93). Dialogue and improvisation are in effect forms of role playing which is an engaging device to stimulate students to use newly acquired English. The role playing involving two students only, but of course several people can interact in a role playing situation. The role playing is one simple comedy or family drama. Role play is important in CLT because the teachers give the students opportunity to practice communicating in

different social contexts and in different roles. Students also receive feedback on whether or not they have effectively communicated (Freeman,2000:134).

2.5.3. Dialogue

A dialogue is a short conversation between two people. It can be presented as a language model in the manipulative phase of language learning. There are several ways to turn them into stepping stones to free communication. The teachers can use the following procedures to help the students develop their communicative proficiency (Lubis, 1988:42-43). The dialogue can be used in pair which is practiced in front of the class (McDonough,1990:36).

2.5.4. Group Project

According to Edge (1993:95) and Lubis (1988: 58) that Project involving hobbies, crafts, physical exercise, sports, etc. They are fruitful for English conversation class, provide that only English is spoken during a given activity. The following projects are few projects that the teachers may wish to consider for his conversation class :

- a. Playing scrabble, card game or board game
- b. Exchanging recipes and demonstrating the preparation of certain dishes
- c. Playing team sport such as volleyball or basket
- d. Drawing or painting picture to be used as decoration in the classroom.

2.5.5. Speeches

Theoretically, according to Lubis, (1988:55) that there is nothing wrong in having a student make a speech, to speak English for a reasonably long period of time, but it generally brings unsatisfactory results. Anyway, the teacher may try the following assign speeches to advanced students only. After the student has finished his speech, ask class members questions about what he has said. This will give him/her to relax and then the teacher can have the audience direct questions to him/her. We learnt our first language through speech, anyone who learns a second language through speech finds that he has much of the experience and skill, and the same quality of mind, to help him learn a second language in the same way (Billows,1961:20).

2.5.6. Small – Group Discussions

If the class is large group, a good way to give the students opportunity to speak English is to schedule small group discussion from time to time. (Lubis,1988:55).

2.5.7. Debates

Debates may be scheduled when the students have reached the advanced level in English. The teacher give a topic to each team. Here are some suggestions for conducting a debate :

Describe the debate topic. Ask which students would like to be 'pro' and which con. And allow the students sufficient time to prepare their arguments. After everyone of his presentation and the captains have summed up team views, class members in the audience can question people on either team. And at the end the teacher ask direct questions to team members. (Lubis,1988:56-57)

2.5.8. Reading

Reading is one of techniques which is used by the teacher in English class to improve the students' comprehension by using a textbook. The students find information that can be used as a departure point for discussion. From the reading discussion, the students can create questions according to information contained in the reading (Lubis,1988:51-52).

2.6. Communicative Approach

The emphasis is placed on using the target language to accomplish a function such as complaining, advising, or asking for information. Attention is also paid to the social context in which this function takes place. For instance, different language will be used when complaining to a close friend (peace corps,1989: 28). Communicative approach can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom. Communicative approach or CLT set as its goal the teaching of communicative competence. In teaching English language by using communicative approach can master the rules of sentence formation in a language for meaningful communication which has the result to create communicative competence of language knowledge (Richard,2006:2-3).

According to Larsen-Freeman,(2000:121-122) communicative approach or communicative language teaching aims broadly apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The teacher greets the class and distributes a handout. There are many classes in which a form of communicative language teaching is being practiced. Communicative approach is a language teaching that the target language is the ability to use the language as vehicle for classroom communication.

All four language skills taught from the beginning in speaking skill the aim is to be understood, not to speak like a native. In the sequencing of lessons, priority learner interests and needs (Richards,2006:7). This is in contrast

to a grammar driven method which may start with verb tense and work through from the present simple to the conditionals. Exercises using authentic materials are a hallmark of the communicative approach. Authentic materials such as newspaper, or recorder from radio are selected so that learners can practice language in real situations where possible. There are many examples of kinds of activities to be found in a classroom following the communicative approach. Learners usually work in pairs or groups for role play, information sharing or problem solving. In a classroom following the communicative approach (Peace corps, 1989:28).

2.7. Communicative Approach

Richards, (2006 : 69) state that the communicative approach started from a theory of language as communication and its goal has been to develop learners' communicative competence. The communicative approach focuses on the meaning of teaching language with a view to develop communication as primary goal of learning and teaching language. In the communicative approach is teacher will be choosing is particular way to express her argument not only based on upon her intent and his level of emotional, but also on whom she /he addressing and what her relationship with that person. According to Jin, (2008:81) state that the communicative approach is a set of principles about teaching including recommendations about method and not usage. In syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language instead of studying the language. The communicative approach also called communicative language teaching or functional approach, was the British version of the movement in the early 1960s in reaction to the structuralism and behaviorism embodied in the audio linguistics.

According to Jin, (2008:4) state that the syllabus is based primarily on functional development, not structural development. In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. Authentic and meaningful language input becomes more important as well. The class becomes more students centered as students accomplish their tasks with other students, while the teacher plays more of an observer role (Jin, 2008:81). Communicative approach created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials (Richard, 2006:9). Implications of communicative approach for teaching purpose that have most helped to form the kinds of teaching materials we work with and our attitudes to managing our classrooms (McDonough and Shaw, 1990:21). There are seven implications of communicative approach namely: communicative implies meaning potential of language, a complex relationship between language form and language function, form and function operate as part of factors, appropriacy of language use has to be considered alongside accuracy, communicative is relevant to all four language skill, the concept of communicative can refer both to the properties of language and to behavior. The relative importance of these implications depend, for example on the skills being practiced and on the nature and purpose of particular classrooms (McDonough, 1999:21-27).

3. METHODOLOGY

In this research, the writer uses the research method. This research is descriptive a qualitative research. This study is to describe and analysis the teacher activities in teaching English. The design used is attempting to find out the problem. In this study, the problem which is given is applying activities in teaching learning process in the classroom based on application of the communicative approach in order to teach them in master English language knowledge to develop communicative competence. The qualitative approach includes method such as grounded theory and ethnography research (Denzin, 1978). The subject of this study is an English teacher at English Department in FKIP UHN Pematangsiantar. In getting the data, the writer uses the process of this research is aimed to the classroom event which is conducted by using documentary data. The data is collected in qualitative research are using observation, recording data or audio tape and interview in process to get data. The data social activity is observed first, and then tape recorder which is used to record all the activities which is done the teacher in the English classroom to know that the classroom event was communicative or not. After getting the data from the research of the teaching learning activities, the data was analyzed. The data analysis is divided in two categories. They are mass data which is taken from the classroom reality of activities by recording, the data is repeated listening after that the researcher make a transcribe data in order to get the analysis data and the mass data will be identified into primary data then the primary data will be used to show the teaching learning process which is done by the teacher in the classroom is effectively or not by using instructional events. The transcription data is classified the event of the activities and then analyzing the data. In this part the data will be interpreted in term instruction event and instruction modes.

4. RESULT AND DISCUSSION

Based on the analysis of the data from the teaching activities, the writer find out the finding of the first and the second data namely :

1. Teacher uses English language in greeting and the lesson.
2. Teacher uses the English and Bahasa Indonesia as a language of instruction and in explaining the material.
3. The teacher asks the students to read firstly.
4. The teacher gives time to the students to find out the difficult words as vocabulary and practice.
5. Teacher uses the text book but the teacher clarifies by using his example.
6. The teacher asks students to make their example directly to practice the students in speaking.
7. Teacher asks students to read and translate one by one of the students by using repetition.
8. The teacher motivates the students to translate one by one of the students directly.
9. The teacher explains the material, asking the students with giving some question and students give the response to answer the question directly.
10. The teacher gives the exercise to all students.
11. The teacher gives some question as assignment to all students.

It is the techniques which was done by the teacher in teaching learning activities in classroom and the teacher is rare apply the new techniques in teaching especially communicative approach in order to help the students to be active in teaching learning process.

The writer interprets of the data in the teaching English learning process were focused on the teacher activities and students activities. The teacher gives enough time to the students to study about the topic. The data based on the classroom realities, and language acquisition. It can be observes in section instructional modes and language function. So, we are know that the teaching learning English is communicatively or not. Based on the analysis data and the finding teaching learning realities of the event in the classroom focused on teacher – talk, teacher – text, teacher – students. It means in teaching learning process teacher give decision to the students to express their ideas to get the target language, although their respond and answer is not complete in producing a grammatical in the language because there are the significance of mother tongue to translate the language into English or target language in grammatical meaning. But in the teaching learning process the students pay attention, so the students are more effectively in practicing.

5. CONCLUSION

The conclusion what is found analysis of the data and finding, they are ;

- 1) In order to teach the students as good as possible teacher should use communicative approach and techniques in English teaching learning process.
- 2) In teaching classroom realities, the writer finds that interaction between teacher and students has been done effectively and communicatively.
- 3) In explaining the lesson, the teacher has given the example of the expressing in a sentence and ask the students to make their example to practice their speaking.
- 4) The teacher asks the students read the book and the text firstly and then the teacher reads again and using repetition to one by one of the students.
- 5) The teacher uses the simple techniques and teaching success reading, discussion, asking and answer question, memorizing.
- 6) The teacher has use the visual aids in teaching and get the lesson by using simple techniques.
- 7) The teacher is in explaining the lesson using simple words to make the students can comprehend the lesson in the text with find out the difficult words.
- 8) The teacher tries to speak communicative to all the students when the teacher ask them to make example and instruction, so the learners can be motivated to speak spontaneously and actively to get the English language or target language.

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