

Building Sustainability Quality of English Education Department by Creating English Area

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Abstract

Nowadays English is to be regarded as international languages in the world. In Indonesia, English has two functions as foreign and second language. English area defines as a place which is able to support language learners to be more active in using English. This area is provided for learners to practice their English both of formal and informal. By creating English area provided by representative stuff, learners are able to practice and learn by themselves. Moreover, in the English area, continuity of quality can be maintained. This is because the learners had rides to upgrade and maintain the quality of their English language ability. The ability to maintain the quality of indirectly becomes one of the important points in sustainability studies program. The reflection of a good quality will be seen in the quality of the language learners who can use English well along with comprehensive cross culture understanding knowledge.

Keywords: *sustainability, quality, English, area*

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INTRODUCTION

English has two functions in Indonesia. The first is as International language and the second one is as Foreign Language. McKay (2002) said that English as an international language can be interpreted as the language used by English speakers and bilingual speakers for the purpose of the benefit of cross-cultural communication. English as an international language can be used in the local area between speakers from a variety of cultures and languages in one country, and used globally among speakers from various countries (McKay, 2002). Related to problems in teaching learning process, there are some problems related to the components of the teaching learning process. The problems can be occurred in some aspects in the teaching learning process itself. Brown (2001) states that there is some principles in teaching English as Foreign Language. Brown divided the principles into three parts; there are cognitive principles, affective principles, and linguistics principles. This is called as cognitive principles. Cognitive principles relate mainly to mental and intellectual functions. Cognitive principles, then, divided into five things. They are: a) automaticity; b) meaningful learning; c) reward; d) intrinsic motivation and e) strategic investment.

Although the successful of a teaching learning process based on some aspects, but those aspects can be connected each other. Teacher plays as important roles in the teaching learning process. As a facilitator, they have obligatory to facilitate the students and encourage students to use English in their daily activities. Beside teacher, setting is also plays important roles. Setting here means area to support the process of teaching learning.

LITERATURE REVIEW

English area defines as a place which is able to support language learners to be more active in using English. This area is provided for learners to practice English both of formal and informal. The goals to creating this area will be depending on the levels of the students itself. For example, students in the lowest level/beginning level in the elementary schools; they should be placed in area that should be differentiated to the adult learners. Understanding student's characteristics is the most important point. By knowing the characteristics of the students, teacher as a facilitator in the classroom can create a good English area.

Beside that there are also some problems related to both of teaching in large classes and teaching multiple proficiency levels in the same class. For the large classes, it presents some problems such as: a) proficiency and ability vary widely across students, b) individual teacher-student attention is minimized, c) student opportunities to speak are lessened, and d) teacher's feedback on students' written work is limited. However, there will be some solutions to these problems, for example: a) try to make each student feel important (and not just a 'number') by learning names and using them. Name tags or desk 'plates' serve as reminders in the early days of the course (for elementary level). Another way is by providing a place outside of the classroom for the students in order to make the students learn the subject outside of the classroom by themselves.

Learning Outside the Classroom

English language learning is influenced by several different factors. One of them is a learning setting in which language learners learn. Setting learning can be done in a conventional classroom, in the center of the language which is free access, along with a community in the classroom, and so forth. Some research shows that learning the language outside the classroom on additional learning time will improve the skills of learners. Based on the Ofsted report (2008, 7) learning outside the classroom the most successful is when the learning is integrated with the curriculum for a long term and is connected with the activity in the classroom, so it can be concluded that learning outside the classroom should be based on the curriculum used and still has something to do with the activities conducted in the classroom. Ofsted (2008, 9) also reported that there are some learning activities that can be done outside the classroom, including:

- a. building activities in schools, parks or around the building.
- b. Joining in dramatic productions, concerts, and some important events.
- c. Involving in club, music groups, and supporting activities held during breaks and before or after the study ends.
- d. Visiting academic organized on teaching hours.
- e. Holding during teaching hours, weekends or holidays.

Interest-Area Arrangements

Morrow and Weinstein in (Woolfolk, 1995) states that the design of the classroom where learning conducted, it can affect student learning. For example, some studies found that learning with the teacher in the classroom can help teachers to meet the objectives. However, other studies mention that changes the position and angles in the room for example, can also affect the shape and type of activities in learning. To plan the classroom space, first decide what activities the classroom should accommodate. If it is teaching on high level, it might divide the classroom into several areas, perhaps for audiovisual activities, small-group instruction, quiet study, and projects. Certain activities pose special spatial requirements. In line with this, the placement of chairs seem to increase the participation of students in the classroom, especially for students who are less likely to speak in class, while the seats are arranged tight on the wall would make students more difficult to participate and it is easier to sit back and daydream (Woolfolk and Brooks, 1995). In order to be active in the classroom can be maintained, Weinstein and Mignano (1993) in Wolkfolk (1995) showed that the activity of teachers running around the room, establishing eye contact with students sitting far away, as well as providing a direct response to the students sitting in the distance are some positive things to do.

Autonomous Learner

Harmer (1988) states that a good teacher will never let his students learn all the languages until they find a purpose to learning outside the classroom during the learning takes place. This is because learning is too complex and varied, and will not be enough time for students to learn all these things in the classroom. As compensation of the limited time in the classroom and the problems closely related to passivity, students need to develop their own learning strategies so that they will become autonomous learner. By creating learning outside the classroom, it will trigger the students become autonomous learner.

Self-Access Center

Harmer (1988) states about SAC (Self-Access Centre). SAC is a useful adjunct to classroom learning- or indeed alternative to it. It may also called by open learning centre. In SAC students can work on their own (or in pairs and groups) with a range of material, from grammar referenece and workbook-type tasks to cassette tapes and video ecerpts. SAC may have large collections of learner literature, dictionaries, reading texts, and listening materials. Increasingly, SAC is equipped with computers for reference and language activities, together with access to the internet and the rich possibilities it provides. Where possible, SAC is rooms divided into sections for different kinds of material, though it is also possible to put large amounts of self-access materials on a trolley that can be wheeled from class to class.

Inside the room, learners will decide what work to do, find the right kind of material, and settle down to complete the learning task. Moreover, there are some procedure to work effectively, a number of things have to take place.

a. Classification systems

When students come into a SAC they should find it easy to know where listening material for example is kept, what kind of listening material there is, and what levels are available. Such classification information should be visually prominent, using colour coding and clear labelling.

b. Pathways

Once students have completed an exercise, they can be given suggestions about where to go next. The material they have been using can list other items on the same topic or comment that, for example.

c. Training students

Most students left to their own devices in a self-access centre will not know how to use the facility to its best advantage, however good the classification system is. A self-access centre is likely to look either boring or intimidating. To prevent this situation students need to be trained to use centres appropriately.

d. Making self-access centres appropriate for students

One view of SAC has a group of individual students sitting apart from each other in silence, working profitably and autonomously. Jeremy Jones in Harmer (1988) says that to make autonomy an undiluted educational objective in a culture where it has no traditional place is to be guilty at least of cultural insensitivity.

e. Keeping interest going

SAC really comes into their own when students take the decision to go and study there by themselves-and continue to do so over a period time. For this reason administrators and teachers

have to devise methods to keep users involved and interested. One way of doing this is to give students a feedback sheet to fill in after every activity. Though such forms are ostensibly for the centre's use the process of reflecting on an activity helps to maintain the user's engagement and prepares them for the next task. Another means of maintaining student involvement is through a SAC user's committee which students can apply to become members of. With monthly meetings which bring about change and improvement, they have genuine part to play in directing the centre's present and future course.

The Work Undertaken

Lee in Harmer (1988) pointed out that the more enthusiastic of learners spent the time learning 'on their own', and felt more positive about themselves and about learning had been actively promoted by their teacher. They were confident that they would continue learning on their own after course. The less enthusiastic learners, however, suffered from low self-esteem, had an ambivalent attitude to learner autonomy and spent less time in self study than their peers. They were unlikely to continue studying on their own after the course had finished. Despite such variation, however, there are various ways that can help students to become autonomous learners, both during ; language courses and then for continuing learning when such courses have finished. One of the ways is by creating english area.

Jones in Harmer (1988), repost about his research when he was working at pnohm penh university in cambodia, he states that to make SAC use appropriate to the styles of learning which his students found comfortable. Clear evidence suggested that students enjoyed working collaboratively and so, instead of the usual individual seating spaces in many SACs, students could choose more 'coffee-table' places, designed specifically to have groups woring together.

There was a higher tolerance of noise than might be expected in some other places, and tasks were designed which specifically encouraged pair and group interaction. Anyone setting up a SAC or designing material and tasks for see in it should think carefully about who is likely to use it and what patterns of use will be most culturally appropriate. One way of doing this is to set up a student advisory panel who take part in planning and evaluating the centre. Apart from guaranteeing the involvement of those particular students, this has the potential for a SAC design which really mets the needs for its users.

METHOD

The goals or the aim of creating this area is to support the teaching learning process in order to make the sustainability of English language education can be improved form day to day. Adapted from Hutchinson and Waters (1987), the procedure of this research as follows:

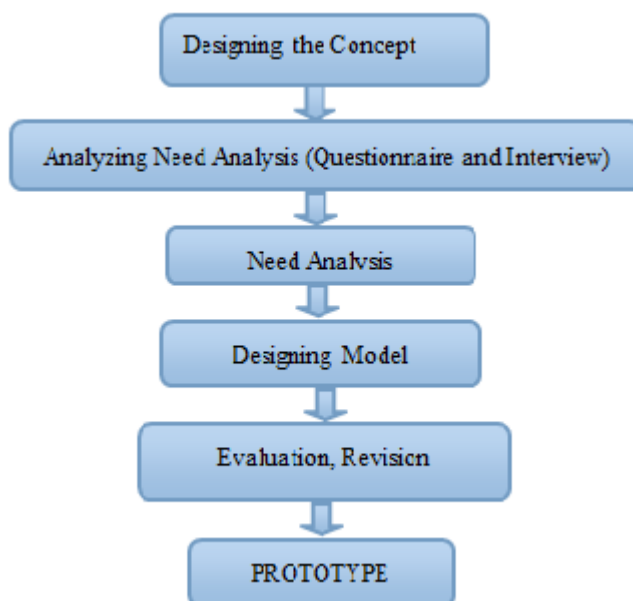


Figure 1. Procedure of R and D research

RESULT AND FINDINGS

Regarding to the literature review and the result both of questionnaire and interview, the prototype of the English area can be illustrated as follows. This area is divided into four big rooms (R1, R2, R3, and R4). Each of the places in the prototype of English area has their own function:

1. R.1. The reading room; bookcase and a collection of books, 3-4 round tables, without seats, full carpeting. The function of this room is as a reading room. Table with a circular shape can be used as a point of discussion. The room is not equipped with a chair, but it is equipped with a carpet that makes the reader comfortable seating without chairs. The reading room is equipped with a collection and reference books in English.
2. R.2. The computer room: (3-5) computers; in one set each with seats, wi-fi access, great television to watch a movie theater, full carpets, soundproofing, headsets, and cassette. The function of this room is to allow visitors to access the internet, listen to the material. Listening by using the headset independently and also watch the mini theater, where in the room is equipped with several collections and reference films are various genres to enrich the students' knowledge, materials learning materials, as well as the media can be an effective practice for interpreter.
3. R.3. A round table for discussion, a set with a seat that can be folded. Bordering the reading room. This space serves as a place for discussion of the visitors. A table with the form of a roundtable that allows visitors can discuss with other visitors in a single table.
4. R.4. A round table, the width extends to discuss with a number of more participants. Collection of wall hangings and slogan in English language, full carpet. In addition to space R3, R4 room is also equipped with the round table, just that the room is different with R.3, where roundtable here is not equipped with seats, guest is able to sit on the carpet. In this room taped some displays whether it is the slogan in English and fitted with carpets.
5. Newspaper Sites.
6. Book shelves contains of book collections. Guest is able to borrow those books.
7. The points officer / guard of SAC, complete with telephone, guest books.
8. Decorative Plants.
9. Trashcan.
10. Place of shoes.
11. Place of umbrella and raincoat.

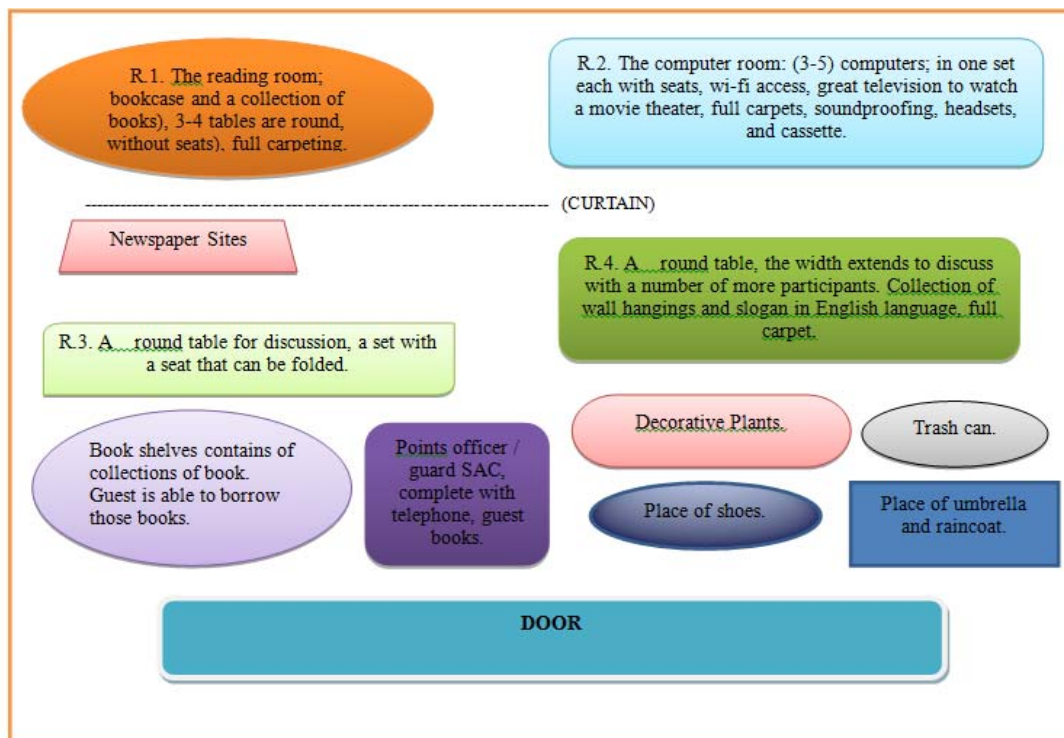


Figure 2. Prototype of The English Area

CONCLUSION

Based on the results obtained above, it can be concluded that creating English area is one way to support the process of building the sustainability of English Education Department in the future. Each room in the English area has its own function, supported by representative tools and equipment. Utilization of English area by visitors, whether it is done by faculty and students make the process automaticity on the learners can be realized. Learning English can take advantage of the location of the area as a means to use the English language as part of the familiarity and also use English in a more controlled and can be fully utilized. Utilization of use English area provides several benefits to second language learners to be able to optimize and use of English as a foreign language and second language learning is done outside the classroom. With the presence of English area, the learning process independently performed by language learners increasingly be realized to the fullest, not only as addition to reducing the burden of teaching by teachers in the classroom, but also to provides the opportunity for students to be able to perform learning and self-development independently outside of learning which is already done in the classroom.

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