

INTEGRATED APPROACH IN TEACHING-LEARNING ENGLISH

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Abstract

In Indonesia people speak vernacular languages as their mother tongues and Bahasa Indonesia as lingua franca however English as foreign language is considered as important language to learn. Therefore, even English is not significant means of communication in Indonesia, national curriculum has positioned English as one of prerequisite subjects in education. Since the learner of additional languages are expected to develop both of linguistic and communicative skill, teaching-learning process requires not only learner motivation but also appropriate and integrative pedagogical approach so that the students will learn English more easier. PPP method is suitable for the students to learn more about grammar which focuses on words, phrases and sentences. Communicative language teaching (CLT) and task-based language teaching are appropriate to enhance speaking skills of learners which encourage them to be more engaged and be active in classroom activities and put the students as the centre of classroom activities. Thus the students will have more opportunity to apply the grammatical rules by practicing them through their speaking and writing. Content-based approach can help the students to discuss particular issue that common happen and associated with their discipline or life context. Classroom activity is very important to enable students to keep speaking and practice their English as much as possible so that the students can apply the use of grammatical functions in their activities in order to improve their productive skill.

Keywords: *second language, teaching-learning, adult learner, classroom activity, lesson plan*

A. INTRODUCTION

English has been learnt by most of people as international lingua franca or as the medium of instruction around the world. According to Kachru (cited in Harmer, 2007), the world of English is divided into inner circle countries which English is primary language such as in Britain, United States of America, and Australia. The outer circle consists of countries which English has become the official language and has been widely used as second language for instance India, Singapore, or Nigeria. The last one is expanding circle that consists of countries which English is learnt and taught as foreign language such as Hungary, Mexico, and Indonesia.

In Indonesia, English language is a prerequisite subject and has been learnt from primary to tertiary level. English is not official or national language however it is considered as an important additional language particularly for the students who

intend to continue their studies both of undergraduate and postgraduate program in Indonesia or outside of Indonesia. In some metropolitan cities or industrial cities such as Jakarta, Bali, and Batam, mastering English becomes important to be able to find a job easier or again the better job. This paper intends to discuss the methodological approaches in teaching English by adopting integrated approach in teaching-learning process. The approach aims to enhance the basic writing and speaking abilities of students by applying grammatical rules through classroom activities. Thus, it is expected that students will enable to converse and write about common things or ordinary events associated with the contexts of their daily basis. In this paper, the approach will be more focused on discussing, content-based approach, PPP, task-based language teaching, and CLT.

Rationale

A Language is used as tools of communication in social interaction. In learning a language, a learner has to be able to understand the grammatical rules of language and then applies them in learner's activities. Norton and Toohey (2002) mention that learning language is not only involves the mental process in our mind but also as a part of socioculturally situated social practice. In Indonesia English is learnt by learner through formal education since young age. Learning English as a foreign language is influenced by learner's motivation as well. The learner can be motivated and demotivated in learning because of some social factors. In second language acquisition, the Social factors can encourage or impede the learners' motivation in learning particularly the definition a "second" language is not necessary the second language but it can also refer to the third or the fourth language. A lot of learners who learn foreign language such as English come from multicultural backgrounds and speak more than two languages (Block, 2003, p. 32). Dornyei (2000) considers that social aspects on "second" language motivation are influenced by two significant factors. The first is sociocultural context (Macrocontext) including intergroup model, acculturation theory, situated language identity and motivational investment. The second one is, the immediate learning situation factor (microcontext) including parents, teachers, the learner's peer group and the school.

Teaching methodologies

There are various types of teaching methodologies that are applied in teaching-learning English. They are grammar-translation method, direct method and audiolingualism, ppp (presentation, practice, and production), four methods (also known as rationalist orientation including community language learning, suggestopedia, total physical response, and silent way, CLT, task based language teaching, lexical methodology, content-based language teaching, and teacher and students in dialogue together methods. All of those methods have disadvantages and advantages in teaching and learning process since the methods are considered integrated to each other. Thus the best way to apply these pedagogical methods is by implementing the integrated approaches based on needs and contexts of the learners.

Therefore the integrated approach of CLT, content-based approach, task-based language teaching, and PPP are postulated to be adopted for teaching-learning process.

The student contexts

The implementation of pedagogical approaches should consider the student contexts including purpose, age, and culture. Harmer (2007) mentions that age of students is a major factor to decide what and how to teach them. Learners of different ages have different need, competences and cognitive skills. For example, we might expect the children of primary age to acquire much of foreign language through play, whereas for adults we can expect a greater use of abstract thought in learning. Furthermore, teachers also have to consider the culture of their students when they are teaching language. Kumaravadivelu (2003) describes that the aim of cultural teaching toward L2 learners is to help them to use the target language based on the culture appropriately. Teaching and learning language involve activity in our daily basis. In cultural context, the learner should learn about how the language is used in general or daily activities as communicative tools such as how to order a ticket of the bus or food in the restaurant. The approach is subjected to adult learners in tertiary level with background of grammatical knowledge, writing, and speaking abilities are low or in average.

B. DISCUSSION

According to Harmer (2007), English language has grown and becomes global lingua franca by the end of the twentieth century because it is spoken by more hundred million people of non- native speaker around the world. Even it is not significant means of communication in Indonesia national curriculum places only English as foreign language as prerequisite subject in all school levels.

Normally teaching activities in schools are dominated by PPP method. The students paid attention to the teacher, kept silent, and took note while listening to their lecturer. Teacher will be the centre of activities and input for the students in classroom which will support the students to understand the use of grammatical rules however it will not help the learners to improve their English abilities and comprehend the tenses in their daily life. By adopting integrated teaching-learning approach, it is assumed that the approach will enable to improve the way of teaching and learning process thus it is expected to help teacher to combine various pedagogical methodologies classroom to motivate the students in learning English and enhance learner ability particularly in productive skill. Of course, receptive and productive skills cannot be separated to each other when we use English as Harmer (2007) mentions that four basic skills of language cannot be isolated to each other by teaching these skills for our student separately since they are integrated each other when we use a language. The ideal teaching and learning activities, teachers and students should involve reading, speaking, listening, and writing on their activities. We always use a language particularly speaking to interact with other but it does not

mean that other three language skills (writing, reading and listening) are not engaged in our conversation. Ur (2000) for instance mentions that teaching writing in foreign language supports the students to meet the students needs in producing different written texts or as a means to engage with aspects of language such as having new vocabulary or write down the written test.

Since every approach has disadvantages and advantages for the learners teaching-learning English, it is suggested that teachers should adopt combine some pedagogical approaches based on the purpose, and need of learner. The implementation of integrated approaches is expected to help the students to learn English easier and create the learning atmosphere itself more interesting. PPP method is suitable to implement for the students who still need to learn more about grammar. Task-based language teaching method emphasizes on task given to students will encourage the learner to communicate through interaction in target language as Nunan (1991) states that task-based language teaching will apply the syllabus and instructional model with reference to communicative tasks that encourage the learners to engage inside and outside classroom. Content-based approach can help the students to discuss particular issue continuously in learning English associated with their daily life. Communicative language teaching (CLT) method is appropriate to enhance the student's communicative ability and also learning skill because they have had adequate prior knowledge of language competences such as vocabulary and lexical features. According to Knight (2000), CLT is the notion of how language can be developed to be used as communicative tool since it is believed that language can be acquired through communication. It is believed CLT will develop learner productive skill by encouraging the learner to be more engaged and active in learning English in order to practice their speaking ability. The method also puts the students as the centre of classroom activities thus they will have more opportunity to practice their speaking. It is believed that teacher needs to adopt CTL method in classroom activities in order to improve students' knowledge of grammatical rules into speaking. CLT perhaps will be challenging to implement in teaching classroom since the students still considered that teachers as the main input in teaching learning process and the class is always teacher centred. Thus in CLT method discussion and presentation or storytelling about the issues of the certain topic relating to students social contexts are considered more affective to stimulate the students during learning session and to be more engaged in teaching-learning process. Play role is also as part of significant communicative teaching approach to keep students being active and become the centre of learning activities hence they can keep practicing their speaking as much as possible. The more learners improve their speaking the more grammatical rules they try to apply in their conversation. In integrated teaching-learning method teachers need to adopt good lesson plan that combine some pedagogical approaches in teaching-learning process.

Lesson plan discussion

The students are suggested to be divided into small groups and every student is labeled by number so that all of them will be engaged in activities and anticipate when they are pointed out to be representative of their group. Brain storming helps the students to build their own vocabularies regarding to topic discussion and support them in discussing their tasks. Brain storming is done within 15 minutes so that the students keep focusing on the activities. Students' peers are expected to support to each other since every student has different capability and knowledge of English.

PPP method will be effective to explain the grammatical function to the students. Brief preview and explanation of grammar about 30 minutes is sufficient for the students to recall their prior knowledge. Teaching material is concentrated on content-based approaches by discussing particular topics which are related to students' environmental contexts. McKay (2003) states that since English becomes international language, it is no longer belong to particular culture of its native speaker. People in outer or expanding circle countries learn it not because of the cultural interest rather because of the need to meet global interest such as being able to access global information, economic, trade, and higher education so it is considered that English should be taught by associating with local cultural context. The topics such as 'Rainy season, Let's go green, and 'Say no to illegal logging' are discussing about environmental context that are very familiar with students. These topics are associated to their actual life and the condition surrounds them so that the students will be easier to elaborate and involved in teaching activities. It is also expected that the student will be more motivated to discuss about the events that usually happen in their life. The topic will help them to understand easily the use and the function of grammatical form of target language in learner actual life. It is assumed that method will helps the learner to speak easily by telling about common topic rather than specific and hard topic such as economics or legal issues such for instance eradicative corruption program or the quality of judge service in Indonesia. Discussing about sophisticate issues is very difficult and can demotivate the students whose English abilities are still low or in average.

The implementation of CLT method through discussion, presentation, storytelling, and role play is believed will motivate and give the student opportunity to practice their speaking and to be more active in learning. Teacher will need to supervise and facilitate them during the activities. Thus, the students can work and study independently with their peers. Discussion is also considered as an important session for the students to discuss the use of grammar when they write their presentation. It also helps the students to memorize the vocabularies regarding to the topic. The time is given about 20 minutes to keep them still on the track of their discussion.

Presentation or storytelling is useful activity for the students to develop their communicative skill and allow the students to interact with their peers. The interaction will help them to use the vocabulary and grammar in sentence form when they communicate among their peers. Every group will be allocated 15 minutes for interactive presentation so that all groups will have the same opportunity to involve

and practice their speaking. The presentation can be done by using power point program, pictures or video recorder and some other things as the media to support their activities. According to Mcpherson and Murray (2003), by using technology such as video recorder or handy cam, it can help the teachers to facilitate and provide their students to engage among their peers. Furthermore, Harmer (2007) also explains that teaching activities are still able to conduct by using simple things as media such as cards or pictures if the classroom has limited technology facilities.

Role play for the topic 'let's go green' for instance is considered appropriate for the students to perform their actions regarding to the replantation program activity to respond deforestation issues in Indonesia. Besides the activities are interesting and more motivated, the activity also supports students in understanding the meaning of conversation. Van Lier (2000) mentions that interactive role such as role play is very important in second language learning. By interaction, the negotiation for meaning (NOM) can be achieved from incomprehensible to comprehensible result toward target language acquisition. Furthermore Ko (2003) also describes that the activity of learning in group such as role play can develop the communicative competence of the students. Role play task can encourage the students to practice their speaking by asking and answering the question in the conversation particularly if the learners have lack interactional skill. The method can help them to be engaged in the activities. This method is benefit to cope the interaction issues that often lead to misunderstanding during the interaction. Thus, the performance of role play activities which is acted by the students will improve their speaking. It will also encourage the students to memorize the vocabularies and grammatical use that is associated with their life contexts directly. It is believed that role play will support the learner to keep practicing speaking with their peers outside classroom since good role play performance demands adequate rehearsal.

After doing discussion, presentation, and role play activities, the students will be suggested by the teacher to ask any question regarding to any issues of the lesson including grammatical use in the sentences. This moment will be effective for the students to have further explanation after they done and practice the lesson directly through the activities. The teacher will be able to direct the learner of what are the correct and appropriate use, the purpose, and the function of the lesson. This session can also be used to give more explanation regarding to feedback of the lesson.

Assessment

The assessment for one semester will be done in four sessions including task, quiz, midtest, and final test. The tasks itself will be marked based on how active the groups are to participate and be involved during teaching activities besides tasks given individually. The Quiz will be done based on engagement of learner individually. Of course it will be tricky since it requires the teacher to pay serious attention to every single of learner during teaching-learning session. It is also considered it will be less appropriate for a big class which consist over 25 students. Midtest will be done in individual presentation or story telling about some common topics such as my family,

my campus, my hobbies, previous holiday, and unforgettable experience about 100 words and the presentation should be done maximum 15 minutes. Every student as the audience will be allowed to ask the questions regarding to presentation. The question must be addressed in English to get bonus mark. The presenter will also get bonus mark if she can answer in English. The mark is gathered during their peers' presentation will help students to improve their Mid-test scores. Every student should do their presentation from week 7 to week 15. The opportunity for presentation or story telling will be allocated for two students every meeting and the students will not be allowed to see the reading text during their performance. However, the students are encouraged to use the media such as pictures or any other things that will help their performance. The test will assess the students' performances in applying the grammatical rules such as simple present or simple past tenses. The final test will be done in final week. Test will be done in some varieties of questions such as multiple choices and filling the gap. The students should also write about their future expectation after graduating from their study in one paragraph (about 100 words) or the students can perform role play. The aim of final test is to assess the student abilities including writing and the knowledge of grammar of the whole materials that have been taught within one semester

Evaluation

Integrated teaching-learning approach will challenge the learner to put their best effort to achieve the best mark. It is also assumed the approach will enable the teacher to identify every student whether they more involved and active or not during classroom activities. The progression of teaching-learning will be reflected through students' performances including presentation or storytelling, role play, and discussion as the reflection of well development of student abilities in productive skills.

C. CONCLUSION

The implementation of each methodology has advantages and disadvantages in teaching learning process. By adopting integrated approach, teacher can teach the students to develop their abilities especially in speaking and writing. PPP is extremely useful when the learning focuses for grammatical explanation. Content-based approach may help the students to enrich their vocabularies in particular issue. Task based method will enhance student in writing and speaking skills particularly when learners write their presentation, storytelling, or during brainstorming session. Furthermore, the communicative and task-based approach will lead the students to be more involved in learning activities and enhance their speaking skill. It will also motivate the students to keep practicing their English in the classroom. The activity is very important to keep learners speaking and practice their English as much as possible without ignoring the use and the function of grammar. Baktin (as cited in Norton & Toohey, 2002) suggests that the process of language learning concerns on the appropriate practice toward the target language. The activities in classroom will

support the student to develop abilities since the English is foreign language and is not used as tools of social interaction both in formal or informal contexts outside of classroom.

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