

---

## LANGUAGE AND LANGUAGE TEACHING EVALUATION

---

**Damatius Wagiman Adisutrisno**

Widya Mandala Catholic University Surabaya

Kalijudan Street, No. 37 Surabaya – Indonesia

Email: [adisutrisno@ukwms.ac.id](mailto:adisutrisno@ukwms.ac.id) / [wagiman100548@gmail.com](mailto:wagiman100548@gmail.com)

---

### Abstract

*After reviewing some of the notions of language according to Traditional Grammar, some of the notions and definition of language according to Structural Linguistics, some of the notions and definition of language according to Transformational Generative Grammar by Avram Noam Chomsky, some of the notions and definition of language according to Generative Semantics which is represented by Wallace Chafe (1970), and some of the notions of language according to Finegan (2004), about a year and a half ago I attempted a definition of language that: A language is a universe of unions between referents, sounds, meanings, and contexts, which are organized by semantically – based grammatical rules for language use in the society. On the basis of this new definition of language, language teaching evaluation, not only the evaluation of the teaching of English but also the evaluation of the teaching of all languages throughout the world, must include:*

1. *The testing of as many unions between referents, sounds, meanings, and contexts as possible (words or vocabularies) of the language.*
2. *The testing of as many semantically – based grammatical rules as possible of the language.*
3. *The testing of language use in the society which includes:*
  - 3.1 *The testing of the speaking skills. The foci are the width of the vocabulary mastery and the number of ideas the examinee can express.*
  - 3.2 *The testing of the listening skills.*
  - 3.3 *The testing of the writing skills. Again, the foci are the width of the vocabulary mastery and the number of ideas the writer can express in his compositions.*
  - 3.4 *The testing of the reading skills.*

**Key words:** Language, unions, and semantically – based grammatical rules.

---

### 1. INTRODUCTION

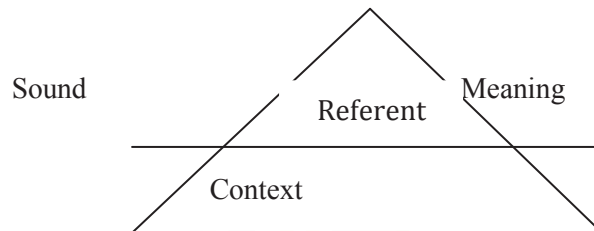
The approach to language teaching evaluation follows the approach to language teaching. The approach to language teaching is based on the notions of language or the notions and definition of language which are selected. It follows that the approach to language teaching evaluation must be based on the notions or the notions and definition of language which are selected for the overall plans for the orderly presentation of language materials. Dissatisfied with the existing notions of language and the notions and definition of language, some years ago I proposed new notions of language and proposed a new definition of language. What is the new definition of language?

### 2. DISCUSSION

An approach is a set of assumptions about what language is and how language learning takes place. After reviewing some of the notions of language according to traditional grammar, some of the notions of language and the definition of language according to structural linguistics, some of the notions of language and the definition of language according to Transformational Generative Grammar by Avram Noam Chomsky, some of the notions of language and the definition of language according to Wallace Chafe in 1970 in his book entitled “Meaning and the Structure of Language”, some of the notions of language according to Finegan in 2004 in his book entitled “Language Its Structure and Use, Fourth Edition, about a year and a half ago I attempted a definition of language. My definition of

language is.” A language is a universe of unions between referents, sounds, meanings, and contexts, which are organized by semantically – based grammatical rules for language use in the society.” (Adisutrisno, 2015). Unions are words or vocabularies. Every word or every vocabulary is a union between a referent, a sound, or a group of sounds (popularly referred to as symbols), a meaning, and a context. The referent is at the center of the union. This concept of word can be represented as:

Figure 1: The concept of a word.



For example:

(1) Referent:



(2) Sounds or symbol:

Prof. Dr. Drs. Damatius Wagiman Adisutrisno, B.A., M.A.

(3) Meaning

The meaning of a word consists of contrasting features or contrastive features. The contrasting features of the referent above are grouped into defining and non-defining contrasting features. The defining contrasting features are: + animate; + human; + male; + now adult; + short; + stout; + dark complexioned; + plump cheeks; + potent; + unique. Some of the non-defining contrasting features are: + somewhat bald forehead; + grey hair; short fingered; wearing glasses; + a somewhat bulging stomach.

(4) Context

I was born to a Javanese family, of a low level of societal class. The parents were quite probably farmers. They were poor. According to many people my family were sad or unhappy, but in fact my family were very, very happy. I was born in a Javanese village, quite probably not in a large valley but a mountainous area. My family (parents) were Catholicism embraces. I am a Catholic. I was christened by a Catholic priest. My staple foods when I was a child were quite probably steamed cassava flour cone with boiled vegetables and coconut shreds, rice with vegetables, and corn rice with vegetables. The fruits were probably jackfruit, papayas, and bananas. My jobs when I was a child were cutting grass for cows, leaves for goats, and digging the soil to grow cassava, corn and a bit rice. I finished the Elementary School, Junior High School, Senior High School (in fact I finished a Normal School) and University studies that consisted of a B.A. Program quite probably in English, and old doctoral program that led to the attainment of a Drs. degree, an M.A. equivalent. I once studied in a foreign country to obtain a Master's degree and a doctoral program in Indonesia to obtain a Doctor degree. People probably guess that I was industrious as a student and I am industrious too as an English teacher for I can achieve the highest academic degree that entitles me to hold a professor degree. People may also guess that I am intelligent enough because I am able to formulate a definition of language, which I claim, to be the last definition of language on earth, and now I introduce the concept of linguistic approach, which according to my claim, will be the last approach to language teaching throughout the world. I am very sorry for being very snobbish and pompous to hope that someday I may become a popular linguist and a language teaching specialist.



(11) The box is open  
Argument Predicate

(12) The church is open  
Argument Predicate

(13) The zoo is open  
Argument Predicate

(14) The museum is open  
Argument Predicate

(15) The supermarket is open  
Argument Predicate

Other examples of semantically – based grammatical rules concern the kinds of predicates. According to Chafe (1970) in Adisutrisno (2008: 45 – 49), the kinds of predicates are:

(1) Predicates that show states. Predicates showing states include:

(a) Adjectives as verbs. e.g.:

The house is large  
Argument verb  
Predicate

The river is wide  
Argument verb  
Predicate

(b) Nouns as verbs

Albert is a doctor  
Argument verb  
Predicate

Robert and Allan are students  
Argument verb  
Predicate

(c) Locatives as verbs

The coat is in the cupboard  
Argument verb Locative noun  
Predicate

The dictionary is on the table  
Argument verb Locative noun  
Predicate

(2) Predicates that show actions. Some examples are:

Mr. Hubert Winston teaches history  
Argument Verb Argument  
Action Objective



An action

Ambient

It

is

hailing

Verb

Predicate

An action

Ambient

This analysis may not be conclusive yet for there are predicates that show a psychological experience like know, remember, understand, grasp, and notice, or a benefit like get, acquire, win, and profit, but they have not been included in the analysis.

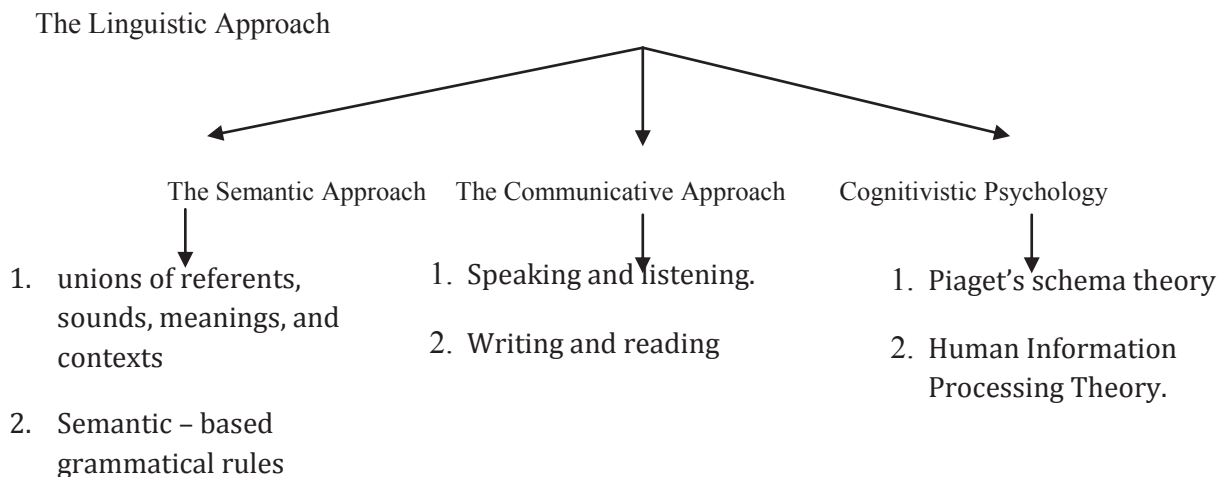
There are three important concepts that have to be clarified: the linguistic approach, the semantic approach, and the communicative approach.

The Linguistic approach

As has been explained earlier, an approach is a set of assumptions about what language is and how language is. The linguistic approach in this paper is an approach to language teaching and language teaching material writing which is based on the notion and nature of language proposed by the writer that: A language is a universe of unions between referents, sounds, meanings, and contexts which are organized by grammatical rules for language use in the society for communication. The unions of referents, sounds, meanings, and contexts and grammatical rules belong to semantics, the study of word meaning and sentence meaning. Language teaching approach which is based on the universe of unions between referents, sounds, meanings, and contexts and grammatical rules to organize or combine the universe of unions into sentences is called the semantic approach.

Language teaching approach which is based on language use in the society for communication is the communicative approach. It includes the teaching of speaking and listening and writing and reading. It may also be called the pragmatic approach. As for how language learning takes place, there are many learning theories that illuminate it. The fruitful learning theories are Piaget's Schema theory and human information processing theory. Both belong to the cognitive school of psychology or cognitivism. The overall concept of linguistic approach to language teaching, including language teaching material writing may be represented as follows:

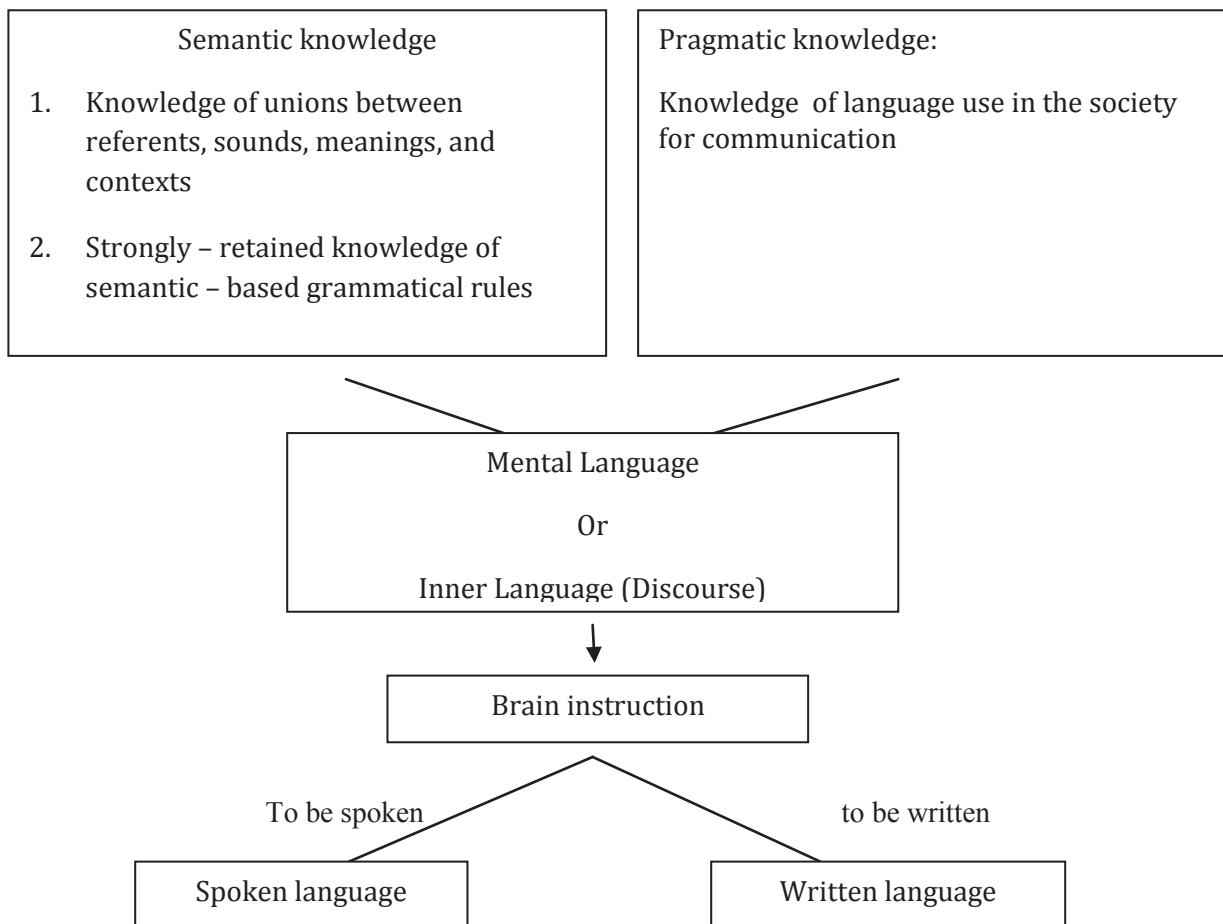
Figure 2: The concept of linguistic approach



Language operation can be represented as follows:

Figure 3: Language operation

**Language operation**



Although semantic knowledge and pragmatic knowledge look separate in the representation in figure 3, the two kinds of knowledge are not totally separate. They are united by context. Vocabularies are context sensitive. Semantic – based grammatical rules are context – sensitive. Language use in the society is context – sensitive. Context permeates from vocabularies (unions of referents, sounds, meanings, and contexts) to semantic – based grammatical rules, and finally to language use in the society.

**The Methods**

If the proposed linguistic approach to language teaching and language teaching material writing throughout the world is accepted, the term semantic approach and the term communicative approach are not appropriate anymore. They have to be lowered down to become semantic method and communicative method. Accordingly, the linguistic approach has two methods: the semantic method and the communicative method.

The semantic method dictates language teaching material writers and language teachers like Javanese, Indonesian, and English in Indonesia or other languages in other parts of the world to teach:

- (1) As many words or vocabularies as possible around a particular topic in a particular context. The spreading activation model can be used as a guide to select as many words as possible around a particular topic in a particular context. The vocabulary teaching will result in the vocabulary knowledge which will be stored in the long – term memory of the language learners.



(2) Semantic – based grammatical rules around the selected topic and context. This teaching will result in the knowledge of semantic – based grammatical rules around the selected topic and context.

The communicative method dictates language teaching material writers and language teachers to use the vocabularies and semantic – based grammatical rules which are already presented earlier to teach language use in the society which includes speaking and listening and writing and reading.

Of paramount importance is the teaching of the elements of a context which includes the participants, the setting of place and time, the channel, the topic of the discourse, the language function, the choice of vocabularies and semantically – based grammatical rules, social norms, the mood or attitude that affects language use. However, it is important to note that only value – laden discourses are very context – sensitive. Non value – laden discourses, like scientific discourses, are not very context sensitive.

#### The Linguistic Approach to Language Teaching Evaluation

The linguistic approach to language teaching evaluation dictates that language teaching evaluation, not only the evaluation of the teaching of English, but also the evaluation of the teaching of all languages in the world, must include:

1. The testing of as many unions between referents, sounds, meanings, and contexts as possible (words or vocabularies) of the language.
2. The testing of as many semantically – based grammatical rules as possible of the language.
3. The testing of language use in the society which includes:
  - 3.1 The testing of the speaking skills. The foci are the width of the vocabulary mastery, the accuracy of the semantically – based grammatical rules, and the number of ideas the examinee can express.
  - 3.2 The testing of the listening skills. The focus is the listener’s ability to reconstruct the meaning presented by the speaker.
  - 3.3 The testing of the writing skills. Again, the foci are the width of the vocabulary mastery, the accuracy of the semantically – based grammatical rules, the number of ideas the writer can express in his compositions and the attainment of a sense of completeness.
  - 3.4 The testing of the reading skills. The focus is the reader’s ability to reconstruct the meaning which is presented by the writer in his written text.

### 3. CONCLUSION

The whole paper already explains the relationship between language and language teaching evaluation. In addition to the pre – scientific approach to language testing, the psychometric – structuralist approach to language testing, the integrative approach to language testing, the psycholinguistic – sociolinguistic approach to language testing, and the communicative approach to language testing, a new approach to language testing is introduced and added. It is called the linguistic approach to language testing. It is expected that the linguistic approach to language testing will be the last approach to language teaching evaluation in the world.

### REFERENCES

- Adisutrisno, D. Wagiman. 2008. *Semantics*. Yogyakarta: C.V. Andi Offset.
- Adisutrisno, D. Wagiman. 2015. *In Defence of Context – Sensitive Semantics and Context – Sensitive Linguistics in Pragmatics in Magister Scientiae*, Edition No. 37, March 2015.
- . 2015. What is Language? In *Proceeding Konferensi Kedwibahasaan International 2015*, pp. 90 – 98.
- Anthony, Edward M. 1972. *Approach, Method and Technique in Teaching English as a Second Language*. Harold B. Allen and Russell N. Campbell. 2<sup>nd</sup> Edition. Philippine Copyright 1975 by McGraw – Hill Inc. Rizal: Cacho Hermanos, Inc.



## Curriculum Vitae

### Personal Details:

Name : Prof. Dr. Damatius Wagiman Adisutrisno, M.A  
 Place and Date of Birth : Kulon Progo, Yogyakarta, 10 Mei 1948  
 Age : 68 Years old  
 Sex of Gender : Male  
 Religion : Catholic  
 Marital Status : Married  
 Address : Bungurasih Utara Street 1/8 Waru, Sidoarjo  
 Pabean Asri Block K No.25 Sedati Sidoarjo  
 Email : [adisotrisno@ukwms.ac.id](mailto:adisotrisno@ukwms.ac.id)  
 Working Institution : Widya Mandala Catholic University Surabaya  
 Kalijudan Street, No. 37 Surabaya – Indonesia

### Scientific Works

**Researches** : 1. Educational Systems Analysis A Case for Indonesia (2003)  
 2. Case Grammar (2003)  
 3. Semantics an introduction to the basic concepts (2008)  
 4. Novel: “The Greatest for the Weakest”  
 5. Discourse  
 6. Pendekatan Cinta Kasih Pada Pendidikan  
 7. Language and English Language Teaching in Indonesia  
 8. Reading Comprehension Exercises for Character Building  
 9. 25 Lagu Untuk Pembangunan Watak dan Kepribadian diterbitkan di CD

**Accredited National Journals** : 1. A Comparison Between Indonesian and English  
 Predicates Based on Structural Linguistics and  
 Generative Semantics (2004)  
 2. The Nature of Semantics (2007)  
 3. Multiple Choice English Grammar Test Items That  
 Aid English Grammar Learning for Students of  
 English as a foreign Language (2008)

**Non - Accredited National Journals** : 1. The Limitation of The Short – Term Memory in Reading  
 (2002)  
 2. Pragmatik dan Metode Pengajaran Bahasa Inggris di Indonesia (2002)  
 3. The Root of the Human Information Processing Theory  
 (2003)  
 4. A Comparative Study Between the Use of a Word  
 Translation Test and a Sentence Based Multiple Choice Test as A Means of Measuring Students’  
 Knowledge of English Language Vocabulary (2003)  
 5. The Use of Bahasa Indonesia Knowledge Structures and  
 Non Use of Bahasa Indonesia Knowledge Structures in Writing Materials for the Teaching of English as  
 a Foreign Language to Beginners in Indonesia (2004)

**National Seminar** : The Nature of Foreign Language Learning

---

**International Seminar** : “What is Language?” in International Conference and Workshop on Bilingualism 2015 (MLI – Surabaya Branch)

**Paper** : Kebenaran Mutlak Ilmu Hukum 2015, sent to:

1. Bapak Presiden Republik Indonesia.
2. Bapak Menteri Hukum dan HAM RI.
3. Ibu Menteri Koordinator Pembangunan Manusia dan Kebudayaan RI.
4. Bapak Menpora RI.
5. Bapak Karni Ilyas.
6. Bapak Beny K. Harman (DPR).
7. Bapak Ruhut Sitompul (DPR).