
EFFECTIVE APPROACH IN TEACHING ENGLISH FOR THE SOCIETY MEMBERS IN BALI

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Abstract

Bali is one of the tourism destinations in Indonesia. The government keeps trying to maintain the natural and human resources for the sustainability of such a non-smoked industry. Some efforts have been done ever since, among others: protecting the tourism art-facts, providing infra-structure and stimulating society members to improve their tourism knowledge and foreign language skills. In order to improve their skills in mastering English- as a means of international communication-the local government, e.g. each regency establishes a group of tourism awareness, in every village called *Kelompok Sadar Wisata* (abbrev. *Pokdarwis*). This article aims at introducing the effective Communicative approach, with RELUS techniques applied in the process of learning English as a Foreign Language. The training was attended by 40 members of *Pokdarwis Mekar Bhuana* in *Petang* village, *Badung Regency*. The materials were delivered in terms of conversational process using the techniques of: RELUS (R=read, LU=look up, S=say). This English-training was intensively given for 4 hours a day twice a week for 24 sessions (3 months). The materials include: **greeting, farewell and special expressions, apologizing, request, invitation, suggestion and English for Tourism**. The steps for each session were: **orientation, drills, feedback and continuation**. The result showed that generally all participants manage to speak actively to welcome the English speaking tourists coming to their respective villages

Keywords: *Pokdarwis, RELUS, Mekar Bhuana*

1. INTRODUCTION

Bali consists of eight regencies and one municipality. They are Badung, Klungkung, Gianyar, Tabanan, Buleleng, Bangli, Karangasem, Jembrana and Denpasar. Since Bali as the international tourist destination, the local government of Badung Regency has established what is called group of Tourism Awareness in every village. Such group is responsible for the development and maintenance the flowing of tourism activity in the respective villages. In order to get thoroughly involved in such activity, the members must take part actively in the human resource development, such as taking orientation in tourism promotion, marketing and English courses. The English course called ESP is basically intended to improve their communication skill to enhance the tourist visit in their village. The government in cooperation with the English Department, Udayana University conduct such an English course every year. The activity has been commenced since 1998 starting at *Plaga* village *Petang* sub-district, the very north part of the regency as the pioneer. Then every year, with the duration of 24 sessions (approx. 3 months) the members of the group learn and practice the language functions of English : **greeting, farewell and special expressions, apologizing, request, invitation, suggestion and English for Tourism** are the core of the course-materials.

The problems to be further discussed in this paper are (1) How the society members manage to learn English; (2) what materials offered to accommodate the participants' needs (3) what approaches used to stimulate their speaking skills and (3)

what is the result of the training.? These are the crucial matters to be shared with the seminar participants.

2. DISCUSSIONS

2.1 Participants an Time allotment

The total number of the pariticipants are 40 person coming from each subvillage. Petang village consisting of ten subvillages must choose 4 members respectively. Their age and educational background are mostly 30 up to 45 years graduated from senior high school. The class is divided into 4 groups therefore they can learn very intensively, one instructor trains 10 persons. The training is designed two sessions a day, one session lasts 120 minutes. The 24 total sessions might last within approximately 3 months since they must attend the training twice a week.

2.2 Teaching Materials

Since the participants are concerned with the speaking ability in terms of tourism sector, the materials deal with English language functions and English for Tourism

2.2.1 Greetings, Farewell and Special expressions

How do you do, How 're you

Nice to meet you, see you later, Bye, see you soon

Happy birthday/Happy New Year/Merry Christmast, Congratulation!

2.2.2 Apologizing

I'm sorry

I'm terribly/very) sorry

I beg your pardon!

I'm sorry to disturb you

I'm sorry, I am late

I'm sorry to keep you waiting

2.2.3 Requests, Invitations, and Suggestion

A :Could you pass the salt

B: Yeah, sure

A : Could you possibly borrow

B : Yes, help yourself

A : Do you think you could ...

B : Yes, sure or No, I'm afraid I can't

A : I was wondering if I could (possibly)

B : Yes, No problem!

2.2.4 English Vocabulary and expressions for Tourism

- hotel

-guide

- souvenir

- terrace

- expensive

- beautiful landscape

- cheap price

-comfortable car

- natural view

- guide fee

-surfing

- snorkling

- diving

- canoeing

- hiking
- climbing

2.3 Training Approaches and Evaluation

The approaches applied during the training is Communicative Approach, under the subtitle of Communication Language Teaching (Richards, 2001). The systematical ways operated in order to success are subdivided into : (1) Methods and (2) Techniques.

2.3.1 Methods

The method of conducting such crash English program based upon the principles developed by O'Galperin (1979). He is a Switzerland education expert writing his famous book entitled *Teaching with Success* conveys the following steps:

(a) Orientation.

The appointed materials were briefly introduced with the daily English sentences. The key-words or patterns were given to accelerate their knowledge with the expected training goal. This step is also intended to make the participants feel **in** from the beginning of the training

(b) Drills.

In order to give more access for the participants to exercise themselves, whether with group work, dialogue and individual practice. The trainer was very concerned with the application of the rule and pattern of the English sentences.

(c) Feedback.

Susan M. Gass (2016:336) states that when learners engage in interaction with another individual , there is often feedback on that learner's language as a result of a communication breakdown or even a pedagogical intervention This is good time for the trainer to give reinforcement : (a) positive reinforcement when the drill runs well, usually by giving appreciation, however (b) negative reinforcement when the participants turned out having obstacles in terms of pronunciation, lexical choices or arranging well-formed sentences. If this case happens, usually the trainer would repeat the orientation step simply by giving feedback for the only obstacles they participants may face.

(d) Continuation.

This step is usually done when everything in the feedback process runs smoothly and the progress of the training must go forward. This is one indication that the training is successful.

2.3.2 Techniques

RELUS is an acronym of RE (read) L U (look up) and S (say). Some experts in teaching conversation and speaking would prefer using this technique. The advantage is, of course giving the participant not only reading the dialogue, however they try to memorize the simple pattern. The speaking class participants would try to read and memorize certain pattern of expression, and without looking at the text again, they can practice while looking at the person spoken with. This is very effective in obtaining the speaking skill.

(a) Read

This technique is usually done for the beginner to start the conversation. In this technique, however the participants are not **reading** loudly after looking at the dialogue text, they merely memorize and then quickly look at his/her partner.

(b) Look Up

This technique is commonly not applied in the English-class, even in the conversation. The participants are usually busy looking at the dialogue text. **Look-up** technique in this case is very useful because both the speaking participants could make eye contact. While making such contact, they would recount their memory about the language pattern.

(c) Say

This last technique is **say** done automatically after both participants look up each other. This is very important for the participant to measure their skill in memorizing such English pattern they just read.

From this valuable technique, the conversation is called successful when the participants can converse without looking at the dialogue text and basically it happens without reading, losing eye-contact. Conversation is naturally done simultaneously without reading the text.

2.3.3 Evaluation

In order to obtain the expected result and to meet the training goals, a series of evaluations steps to be done, namely :

(a) Individual Drill, every participant is given opportunity to be evaluated. The trainer call one by one and ask each participant respectively. The participant individually answer, practice the intended materials under the supervision of each trainer. When the participant has problem, each trainer directly gives feedback and solution dealing with such a problem. This system turns out very stimulating each participant.

(b) Pair Practice, the ten participants for each group is subdivided into pair with the role-play practice. The trainer is prepared to feedback them whenever they have difficulties. This system brings benefit in terms of motivating each pair to speak more confidentially.

(c) Group Practice is usually carried out when the materials are general. The trainer expects all participants to repeat together the new words or phrases, then give correction whenever the mispronunciation occurs.

3. CONCLUSION

The training is considered success because some of the participants rely on the principal steps of mastering English as a Foreign Language, such as :

- (1) **Concrete Goal**, the participants have already had the goal to be local guides
- (2) **Propensity**, nearly every time, some of them feel an 'urge' to use English
- (3) **Desire**, some of them start having certain *wish* for knowing more English
- (4) **Motivation**, they have instrumental motivation rather than integrative one (cf. Gardner, and Lambert, 1972:3)
- (5) **Action**, there is no other choice than taking actions, such as attending English training.

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The Opening Ceremony information of POKDARWIS



Local Newspaper BALIPOST put the