TEACHING ENGLISH AS A FOREIGN LANGUAGE

A Handbook For English Department Undergraduate Students Faculty of Letters and Humanities UIN Sunan Ampel Surabaya

By

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FOREWORDS BY THE RECTOR OF UIN SUNAN AMPEL

Based on the decree of Ministry of National Education (MoNE) No. 232/U/ 2000 about curriculum in higher education and evaluation, and No. 045/ U/ 2002 about the core curriculum in higher education, and No. 353 2004 about curriculum design in higher education, State Institute of Islamic Studies Sunan Ampel Surabaya publishes students' handbooks as a part of the effort to improve the profesionalism of the lecturers.

To publish high quality handbooks, Islamic State University (UIN) Sunan Ampel Surabaya in cooperation with the Government of Indonesia (GoI) and Islamic Development Bank (IDB) conducted training on textbook development and wokshop on textbook writing for the lecturers of UIN Sunan Ampel. The output of the training and workshop is that many books are produced by lecturers of 5 faculties in UIN Sunan Ampel.

Teaching English as a Foreign Language (TEFL) is one of the published books intended to be used as optional subject. We expect that after the publication of this book, the teaching and learning process is better, more effective, contextual, joyful and students become more actively involved. Hence, it can increase the quality of the students' competence.

To the Government of Indonesia (GOI) and Islamic Development Bank (IDB) which have given support, the facilitators and the writers who have done to the best of their effort to publish this book, we are very grateful. We hope that this textbook can help the students study Pragmatics more effectively and make UIN Sunan Ampel Surabaya have better academic quality.

Rector of UIN Sunan Ampel Surabaya

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Prakata

Penulisan buku ini didorong oleh adanya keperluan dari mahasiswa yang sedang mengambil mata kuliah Teaching English as a Foreign Language (TEFL) untuk memiliki buku pegangan untuk MK tersebut. Dengan adanya buku pegangan, mahasiswa dapat memfokuskan proses belajarnya pada topik yang telah dipilih dan mendapatkan pengayaan dari sumber-sumber lain yang disarankan oleh dosen. .

Dalam buku ini, berbagai pengertian dan teori dasar dalam TEFL serta teknik pembelajaran disajikan untuk membantu siswa menguasai bahasa asing. Teknik- teknik tersebut antara lain teknik penggunaan permainan, drama, lagu, puisi, cerita, komputer dan internet dalam kelas TEFL. Teknik-teknik ini disajikan sedemikian rupa agar mahasiswa dapat menerapkan proses pembelajaran di kelas dengan menyenangkan. Buku ini ditulis dengan memasukkan langkah-langkah praktis dalam pembelajaran bahasa asing. Mahasiswa calon guru bahasa Inggris dapat membukanya secara cepat dan mengaplikasikannya dalam kegiatan kelas dengan mudah.

Teknik permainan yang ada dalam buku ini meliputi permainan untuk mengajarkan berbagai komponen bahasa seperti alfabet dan pelafalan, kosa kata, dan tata bahasa. Selain itu, teknik permainan untuk membantu meningkatkan ketrampilan berbahasa juga dimasukkan. Hal ini meliputi teknik permainan untuk mengasah ketrampilan menyimak, membaca, berbicara dan menulis dalam bahasa asing. Ada juga teknik permainan yang melibatkan beberapa ketrampilan berbahasa sekaligus.

Akhirnya penulis berharap dengan hadirnya buku ini mahasiswa calon guru bahasa Inggris dapat menyajikan proses pembelajaran bahasa asing yang menyenangkan dan efektif untuk meningkatkan motivasi pembelajaran bahasa asing.

> Malang, 28 September 2013 Penulis

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Satuan Acara Perkuliahan TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

A. Identitas

Nama Mata Kuliah	: Teaching English As A Foreign Language (TEFL)
Jurusan	: Sastra Inggris
Bobot sks	: 2 sks
Waktu	: 32 x 50 menit
Kelompok MK	: Bidang Studi

B. Deskripsi

Mata kuliah ini memberikan bekal pengetahuan dan ketrampilan kepada mahasiswa untuk mengajar bahasa Inggris sebagai bahasa asing. Dalam mata kuliah ini, mahasiswa diperkenalkan dengan istilah-istilah dasar dalam TEFL, berbagai pendekatan, metode, strategi dan teknik dalam proses pembelajaran bahasa Inggris. Mahasiswa juga mempelajari berbagai cara untuk membuat proses pembelajaran menyenangkan.

C. Urgensi

Mata kuliah ini penting untuk diberikan kepada mahasiswa agar mereka mengenal berbagai teori dalam proses pembelajaran bahasa Inggris. Hal ini penting jika mahasiswa nantinya menjadi pengajar bahasa Inggris sebagai alternatif profesi setelah mahasiswa lulus.

D. Standar Kompetensi Mata Kuliah

Memiliki pengetahuan dan ketrampilan dasar untuk mengajarkan bahasa Inggris sebagai bahasa asing.

D. KOMPETENSI DASAR DAN INDIKATOR

No	KOMPETENSI	INDIKATOR	MATERI
	DASAR		
1.	Memahami konsep	- Menjelaskan istilah-istilah dasar dalam	Paket 1: Konsep
	dasar dalam TEFL	TEFL.	Dasar dalam
		- Menjelaskan perbedaan antara pendekatan,	TEFL
		metode, strategi dan teknik dalam	
		pembelajaran EFL.	
2.	Memahami berbagai	- Menyebutkan berbagai metode dalam	Paket2: Berbagai
	metode dalam TEFL	TEFL.	Metode dalam
		- Menyebutkan sejarah munculnya suatu	TEFL
		metode.	
		- Menyebutkan karakteristik utama setiap	
		metode.	
		- Menyebutkan kelebihan dan kekurangan	
		setiap metode.	
3.	Memahami cara	- Menyebutkan berbagai teknik membangun	Paket 3: Seni
	memotivasi	<i>goo<mark>d ra</mark>pport</i> dengan siswa.	Mengajar:
	pembelajar	- Menyebutkan berbagai cara	Membangun
		me <mark>ningkatkan motiv</mark> asi si <mark>sw</mark> a.	Hubungan Baik
			dengan Siswa
4.	Memahami peran	- Me <mark>nyebutkan p</mark> eran guru.	Paket 4:
	guru dan siswa	- Menyebutkan peran siswa.	Memahami Peran
	dalam proses	- Menjelaskan cara memaksimalkan peran	Guru dan Siswa
	pembelajaran	siswa di kelas.	
5.	Memahami	- Menyebutkan berbagai macam learning	Paket 5:
	perbedaan gaya	<i>style</i> siswa.	Perbedaan Gaya
	belajar siswa	- Menyebutkan cara mengakomodasi	Belajar Siswa
		perbedaan learning style siswa.	
		- Menyebutkan aktifitas pembelajaran yang	
		cocok dengan learning style siswa.	
6.	Memahami cara	- Menjelaskan perlunya membuat variasi	Paket 6:
	mangatur kelas	tempat duduk siswa.	Pengaturan Posisi
	melalui pengaturan	- Menyebutkan berbagai jenis seating	Duduk Siswa
	posisi duduk siswa	arrangement (traditional row, pairs,	
		cooperative clusters, a long row,	
		horseshoe, full circle).	
		- Menyebutkan kelebihan dan kekurangan	
		masing-masing posisi duduk.	
7.	Memahami	- Menjelaskan definisi dan contoh <i>authentic</i>	Paket 7: Authentic

5

	penggunaan	materials.	Materials dalam
	authentic materials	- Menyebutkan kelebihan dankekurangan	TEFL
	dalam TEFL	authentic materials.	
		- Menyebutkan kriteria untuk mengevaluasi	
		authentic materials.	
		- menyebutkan berbagai aktifitas dengan	
		menggunakan authentic materials.	
8.	Memahami aplikasi	- Memahami berbagai macam games dalam	Paket 8: Games
	games dalam	TEFL.	dalam
	pembelajaran di	- Mempraktekkan penggunaan games dalam	Pembelajaran di
	kelas.	proses belajar mengajar (pbm).	Kelas
9.	Memahami berbaga	- Menyebutkan berbagai kelebihan	Paket 9: Video
	teknik dalam	penggunaan video dalam pbm.	dalam
	menggunakan video	- Menyebutkan berbagai persiapan yang	Pembelajaran
	dalam TEFL.	diperlukan sebelum menggunakan video	Bahasa Inggris
		di kelas.	
		- Menyebutkan berbagai teknik dalam	
	4	penggunaan video dalam proses	
		pem <mark>bel</mark> ajaran TEFL.	
10.	Memahami berbaga	i - Menyebutkan berbagai kelebihan	Paket 10:
	teknik penggunaan	penggunaan lagu dalam pbm.	Penggunaan Lagu
	lagu dalam TEFL	- Menyebutkan berbagai persiapan yang	dalam
		dip <mark>erlukan sebelum</mark> meng <mark>gu</mark> nakan lagu di	Pembelajaran
		kelas.	Bahasa Inggris
		- Menyebutkan berbagai teknik dalam	
		penggunaan lagu dalam proses	
		pembelajaran TEFL.	
11.	Menerapkan	- Menyusun materi dengan tepat.	Paket 11: Praktek
	pengetahuan tentang		Mengajar
	TEFL dalam proses	- Menggunakan teknik mengajar dengan	
	peer teaching.	tepat.	
		- Memilih media dengan tepat	
		- Menggunakan media dengan tepat.	
		- Menerapkan classroom management	
		dengan efektif.	

PAKET 1 KONSEP DASAR DALAM TEFL

Pendahuluan

Perkuliahan dalam paket ini dimaksudkan untuk memperkenalkan mata kuliah TEFL dan istilahistilah dasar dalam TEFL serta menjelaskan perbedaan antara pendekatan, metode, strategi dan teknik dalam pembelajaran EFL. Hal ini penting untuk dipahami mahasiswa agar mahasiswa memahami perbedaan antara English as a Foreign Language (EFL) dan English as a Second Language (ESL) berikut metodologi pengajarannya.

Dalam perkuliahan mahasiswa diajak untuk mengingat proses pembelajaran bahasa Inggris yangg selama ini mereka alami. Hal ini penting untuk mengarahkan mereka agar mereka berkeinginan dan berusaha untuk mempelajari teknik pembelajaran yang dapat membantu siswanya kelak untuk mempelajarai bahasa Inggris dengan cara yang menyenangkan. Selanjutnya mahasiswa diperkenalkan tentang perbedaan pendekatan, metode, dan teknik pembelajaran.

Dalam kegiatan pembelajaran, dosen akan lebih banyak fokus menggunakan *mind-map* di papan tulis. Mahasiswa akan lebih banyak melakukan kegiatan berpasangan untuk mendiskusikan pengalaman belajar mereka selama ini dan mendiskusikan materi yang diperkenalkan pada paket ini.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami konsep dasar dalam Teaching English as a Foreign Language (TEFL).

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menjelaskan istilah-istilah dasar dalam TEFL.
- Menjelaskan perbedaan antara pendekatan, metode, strategi dan teknik dalam pembelajaran EFL.

Waktu

2 x 50 menit

Materi Pokok:

- 1. Understanding Basic Terms in TEFL
- 2. The Teaching of Language Skills and Language Components
- 3. Approach, Method and Strategies
- 4. Language-Centered, Learning-Centered, and Learner-Centered Methods

Kegiatan Perkuliahan

Kegiatan Awal

1. Brainstorm pengalaman belajar bahasa Inggris.

Kegiatan Inti

- 1.Meminta mahasiswa berdiskusi berpasangan tentang kegiatan belajar yang mereka sukai dan yang tidak mereka sukai
- 2.Menjelaskan arah secara global tentang kegiatan perkuliahan, yaitu untuk melaksanakan proses pembelajaran bahasa Inggris yang menyenangkan.
- 3. Menjelaskan istilah-istilah dasar dalam TEFL.
- 4. Menjelaskan perbedaan antara pendekatan, metode, strategi dan teknik dalam pembelajaran EFL.

Kegiatan Penutup

1. Meminta mahasiswa menuliskan target yang ingin mereka raih dalam perkulian ini.

Kegiatan Tindak Lanjut

1. Meminta mahasiswa untuk berselancar mencari informasi tentang 8 metode dalam TEFL untuk mempersiapkan mereka memahami 8 metode dalam TEFL yang akan dibahasa dlam pertemuan berikutnya. Masing-masing mahasiswa mencari 1 metode dan membuat ringkasan 1 halaman.

Lembar Kegiatan

Mengidentifikasi kegiatan belajar yang menyenangkan dan yang tidak menyenangkan.

Kegiatan Belajar Yang Menyenang <mark>ka</mark> n	Kegiatan Belajar Yang Tidak Menyenangkan

Bahan dan Alat

Papan tulis, kertas dan spidol warna-warni.

Uraian Materi

INTRODUCTION: TEACHING ENGLISH AS A FOREIGN LANGUAGE

This chapter presents basic terms related to the teaching of English, the discussion of teaching language skills and components, and language-centered, learning-centered, and learner-centered methods.

Understanding Basic Terms

Fachrurrazy (2011) states that it is important for anyone who wants to learn methods in teaching English to know basic terms in the field. Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or in private institutions. TEFL teachers may be native or non-native speakers of English.

TEFL may also refer to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn it for leisure. These students may be adults or children. They may be paying for the courses themselves, or their employers or parents are paying for them. Many of them are highly motivated and literate, and already have an aptitude for languages. However, many others are not really motivated because they do not really like learning English. They learn English because certain situations force them to learn. In this situation, English teachers need to motivate them by engaging them in joyful learning environment.

TEFL methodology is highly developed and the most up-to-date training courses turn out teachers who use a communicative approach and a student-centered style of teaching. In these key respects, TEFL courses are different from the way English is taught in most mainstream compulsory education.

To understand TEFL methodology, we should familiarize ourselves with some basic terms, such as, first, second, and foreign language. First language is a language that is firstly learned by children after they are born. First language is often called mother tongue, native tongue or L1. The term 'mother tongue' is used to refer to the language used by the mother of a child which is often firstly learned by the new-born baby. 'Native tongue' is used to refer to the language used by the baby used by people surrounding by the child. It is assumed that the language that is firstly learned by the baby is the language used by people around the baby. L1 means *first language* that is the language firstly learned by the child.

A child who is born in Java from Javanese parents who speak Javanese in their daily life possibly has Javanese as his/her first language. He/she learns Javanese for the first time. Javanese is her/his mother tongue because his/her mother speaks Javanese. Javanese is also his/her native tongue since people around him/her speak Javanese, too.

Second language is the language learned by a child after the first language. The Javanese child whose first language is Javanese might have Bahasa Indonesia as his/her second language. Second language implies the use of the language in a more formal occasion, such as, as the medium of instruction. In Singapore, Malaysia, India, the Philippines, Kenya, and Nigeria, English is considered as a second language. In those countries, English is used as a national language and used widely in the countries.

Foreign language is a language acquired and spoken by a person after the first and second language. The language is not used in daily life of the society where the person lives. For the Javanese child whose first language is Javanese and who lives in Java, English is a foreign language. In Java and Indonesia, in general, English is not spoken in daily life.

Other terms related to TEFL are ENL, ESL and EFL. ENL is English as a native language. ENL is found in the United Kingdom, the U.S., Australia, and New Zealand. ESL stands for English as a second language. ESL exists in Singapore, Malaysia, India, Brunei, and the Philippines. EFL, which is English as a foreign language, can be found in Indonesia, Thailand, Japan, China, Korea, Argentina and some other countries.

In relation to the teaching of English, we also have other abbreviations, such as, TEFL, TESL, TESOL, TEYL, and TEFLIN. TEFL stands for teaching English as a foreign language. TESL is abbreviation of teaching English as a second language. Another term that may be used in the context of TESL is TEAL (Teaching English as an Additional Language).

TESOL is teaching English to speakers of other languages. TESOL is often used to mean the same thing as TEFL, but it is also used to describe English language teaching to people living in an English speaking country who are not native English speakers – such as refugees and first generation immigrants. In the UK, ESOL courses provide students with a level of English that will allow them to integrate into the country's educational, work and cultural environment. There may be a need to teach basic literacy and other life skills as well.

TEYL is teaching English for young learners. TEFLIN is teaching English as a foreign language in Indonesia. TEFLIN is an association of English teachers in Indonesia. It conducts annual international conference in Indonesia and publishes TEFLIN Journal, an English teaching journal.

The teaching of Language skills and Language Components

Related to the teaching of language, we are familiar with the term 'language skills' and 'language components.' Language skills consist of listening, speaking, reading and writing. Listening and reading are usually grouped into receptive skills, and speaking and writing are seen as productive skills. Language components consist of pronunciation, which includes stress, rhythm, and intonation, grammar or structure, and vocabulary.

In TEFL, teachers may intend to target specifically one skill or one component to teach. However, in reality the teaching of one skill or component can never be isolated from other skills and components. When teaching listening, for example, teachers often ask students to speak to check whether they can listen certain materials, and when speaking, a student needs to apply their ability in pronunciation, vocabulary and grammar. Hence, the teachers and students cannot avoid entirely other skills and components.

Approaches, Methods, and Techniques

The trio of terms which I am attempting to re-locate in the scheme of definitions are *approach*, *method*, and *technique*. According to Anthony (1963), the arrangement is hierarchical. The organizational key is that *techniques* carry out a *method* which is consistent with an *approach*. The definitions are offered with some diffidence - there are many roads to Nirvana - , and this is certainly not the only route.

Not every aspect of language teaching has been referred to this framework. It is quite possible that modifications and refinements are desirable.

First, let us take up the term *approach*. I view an approach, any approach, as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith - something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it.

Let me illustrate by citing the essentials of the aural-oral approach as I see them, not to advocate them particularly at this time, but only to exemplify what is meant by *approach*. First, here is a list of linguistic assumptions:

- 1. Language is human, aural-oral, and symbolically meaningful.
- 2. Any given language is structured uniquely. This can also be stated negatively; no two languages are structured alike.
- 3. The structure of a language can be discovered, and usefully and systematically described, although such descriptions may differ at various levels and for various purposes.

If language is accepted as aural-oral, an obvious corollary to these assumptions is that writing is a secondary manifestation and ultimately speech-based. I must, however, immediately add that this is not necessarily a statement of the relative importance of speech and writing. One can, of course, argue that writing, often more deliberate and thoughtful, and always more permanent than speech, is therefore more important.

The second type of assumption - those that relate to language teaching and learning - take the form of three priority statements, one procedural statement, and a comparison statement, all arising out of the linguistic assumptions.

- 1. Primary manifestations (the aural-oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught more efficiently before oral production, and is indeed a first step toward production.[1]
- 2. The secondary manifestations (the reading and writing aspects) should be taught in the stated order, since graphic symbols must be seen before they are produced, and thus reading, in a sense, is actually a first step in learning to write.
- 3. Other uses of language tertiary in this scheme such as literary and artistic manifestations, pedagogically also follow reception/production order. It is perhaps doubtful if foreign students of English should be instructed in the production of literary English.
- 4. Our procedural assumption states that (a) languages are habits, (b) habits are established by repetition, and (c) languages must be taught through repetition of some sort.
- 5. An assumption that is not always accepted, and about which there is currently much discussion, revolves around the usefulness of bilingual comparison: each language is uniquely structured, as we have said. It is therefore beneficial to compare the learner's language with the target language in order to isolate those features of the target language which can be predicted, with a-fair degree of accuracy, to cause trouble for the learner.

Let us move on to our second definition - of *method*. *Method* is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected *approach*. An *approach* is axiomatic, a *method* is procedural. Within one approach, there can be

many methods. Several factors influence the orderly presentation of language to students. The order will be influenced by the nature of the student's language as compared to English. Teaching English to speakers of Chinese differ methodologically. The age of the student, his cultural background, and his previous experience with English modify the method employed. The experience of the teacher and his level of English mastery are significant. The goal of a course must be considered whether it is aimed at reading, fluency in speech, inculcating translation skill_all these shape methodology. The place of English in the curriculum and the time available during a given course are not unimportant.

As can be seen from the above, textbooks ought to be written within methodological limitations. It may be of value to compare briefly two methods which share an approach. The approach, again, is the aural-oral. The methods are frequently called *mim-mem* (mimic-memorize), and *pattern practice*. Both share the factor of goal - they aim at automatic oral production coupled with skill in understanding the stream of speech. They each function best under intensive course conditions. Each is primarily for adults, and neither *perse* assumes previous language learning experience. The order of presentation differs.

The mim-mem method begins with a situation - greetings perhaps, or food and meals, or getting a room at a hotel. The student must mimic a native speaker, real or recorded, and remember a rather large number of useful sentences within the situation. From the memorized sentences are drawn certain structures, phonological and grammatical, for particular emphasis and drill. The choice of these structures ideally depends on the result of a bilingual analysis and description. There is nothing in the mim-mem method which contradicts the assumptions which make up the aural-oral approach.

On the other hand, the practice pattern method ideally uses bilingual comparison at the very beginning, and starts with grammatical and phonological structures chosen with the results of a bilingual comparison in mind. These structures are drilled and built up into a situation through the addition of lexical items. Again, there is nothing here which contradicts the aural-oral approach. Both methods have been used with success. Both lie within the same approach, yet each has distinctive features.

The last term which will be discussed is *technique*. A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an *approach* as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. For example, in teaching the difference between the pronunciation of English /l/ and /r/ to some Oriental students, teachers sometimes get results by requiring only imitation. If imitation fails, another technique requires the use of a pencil in the mouth to prevent the student's tongue from touching the alveolar ridge, hence inhibiting the pronunciation o /l/. Another teacher or the same teacher at another time might depend upon a drawing or chart of the human vocal apparatus.

When visitors view a class, they see mostly techniques. Teachers often feel uneasy in the presence of visitors, fearing a misinterpretation of their classes. This, in my view, arises largely out of a confusion of techniques with method. The effectiveness of a particular technique must be taken in relation to a method. A particular technique might at one time in the progress of a course be used quite wrongly because it is out of order required by the method. Later on it might be quite correct.

Laboratory tape-recorders and phonographs are techniques. The recently-popular teaching machines are techniques. The closed-circuit television of the English Language Institute at the University of

Michigan is a technique. And even the airplane which slowly circles over the American Midwest transmitting educational TV signals is, under this classification, a four-engined technique.

Machines have enjoyed great favour recently. Great claims have been made for their effectiveness in language teaching. In truth, they have great value. But their value depends on *method* and *approach*. The operative factor in the use of language laboratories is not the number of booths or the modernity of the electronic equipment, but what kind of approach is adopted, and what method the equipment carries out. A teaching machine, however complex, is a *technique*, the principles of step-increment learning factors of approach, the actual programme employed describes *method*.

It is to be hoped that the use of the three terms *technique*, *method* and *approach*, redefined and employed in the telescoping notions outlined above, will serve to lessen a little the terminological confusion in the language-teaching field. The author will welcome comments and criticisms relating to their use.

Language-Centered, Learning-Centered, and Learner-Centered Methods

TEFL methodology is highly developed and the most up-to-date training courses turn out teachers who use a communicative approach and a student-centred style of teaching. In these key respects, TEFL courses are different from the way English is taught in most mainstream compulsory education. As a basic knowledge, however, anyone who wants to learn methods of teaching English needs to familiarize themselves with ELT basic methods. Kumaravadivelu (2006) grouped the methods into three groups, that is, language-centered, learning-centered, and learner-centered methods.

Language-centered methods concentrate on *what to teach*. The examples of these methods are Grammar Translation Methods (GTM), Direct Methods (DM), Reading Methods (RM), and Audiolingual Methods (ALM), which emerged chronologically. These methods try to facilitate learners to practice preselected, presequenced linguistic structures through for-focused exercises. This is based on the assumption that familiarization with form will automatically make the learners acquire the foreign language.

Learning-centered methods focus on *how to teach* L2. These methods aim at providing learners to participate in open-ended meaningful interaction through language learning tasks. This is based on the assumption that familiarization with meaning making will help learners to master L2. The teacher's task is to created situations in which learners are exposed to meaningful problem-solving activities. These methods include Silent Way, Suggestopedia, Total Physical Response, Natural Approach, and Community Language Learning.

Learner-centered methods concentrate on *who is learning* L2. These methods provide opportunities for learners to practice preselected linguistic structures and communicative ideas via function-focused activities. The methods were developed with the assumptions that preoccupation with forms and functions helps students acquire L2. The responsibility of the teachers applying the methods is to introduce forms and functions at the same time and give opportunities for learners to practice them so that they can internalize the L2 system. An example of the methods is communicative language teaching (CLT).

PAKET 2 BERBAGAI METODE DALAM TEFL

Pendahuluan

Pada perkuliahan ini materi difokuskan pada pengenalan terhadap berbagai metode dalam TEFL. Di antara metode yang dikenalkan adalah *The Grammar-Translation Approach, The Reading Approach, The Audiolingual Method, Community Language Learning, The Silent Way, The Communicative Approach, Functional-Notional Approach, Total Physical Response, the Natural Approach.*

Pada awal kegiatan, mahasiswa diminta untuk bekerja secara individu mencari di buku ataupun internet tentang satu metode di atas dan membuat ringkasan maksimal1 halaman. Setelah itu, mahasiswa yang membuat ringkasan tentang metode yang sama berkumpul dalam satu kelompok dan mendiskusikan tentang metode tersebut. Selanjutnya, kegiatan berikutnya adalah diskusi dengan siswa ada dalam posisi 'Carousel' (komidi putar). Setelah semua mahasiswa mengetahui tentang seluruh diskusi, dosen memperagakan beberapa teknik pembelajaran dan meminta mahasiswa untuk menebak metode apa yang sedang dipraktekkan.

Untuk membuat mahasiswa terbiasa menggunakan cara berkomunikasi lewat email, maka dosen meminta mahasiswa untuk mengirimkan hasil ringkasann tentang satu metode tertentu melalui email. Hal ini penting agar mahasiswa tidak ketinggalan jaman dan gagap teknologi.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami berbagai metode dalam TEFL.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan berbagai metode dalam TEFL.
- Menyebutkan sejarah munculnya suatu metode.
- Menyebutkan karakteristik utama setiap metode.
- Menyebutkan kelebihan dan kekurangan setiap metode.

Waktu

2 x 50 menit

Materi Pokok:

- 1. The Grammar-Translation Approach
- 2. The Reading Approach
- 3. The Audiolingual Method
- 4. Community Language Learning
- 5. The Silent Way
- 6. The Communicative Approach
- 7. Functional-Notional Approach
- 8. Total Physical Response
- 9. The Natural Approach

Kegiatan Perkuliahan

Kegiatan Awal

- Brainstorming berbagai metode dalam TEFL

Kegiatan Inti

- 1. Meminta mahasiswa duduk sesuai dengan kelompok metodenya.
- 2. Meminta mahasiswa untuk mempersiapkan untuk presentasi metodenya.
- 3. Meminta mahasiswa untuk tukar informasi tentang metode yang telah dipelajarinya dengan melakukan kegiatan komidi putar (mahasiswa berpindah-pindah kelompok sesuai dengan jumlah metode yang dibahas sehingga di akahir kegiatan semua mahasiswa memahami seluruh metode TEFL).

Kegiatan Penutup

1. Memperagakan berbagai metode dan meminta mahasiswa untukmenebak metode yang sedang diperagakan.

Kegiatan Tindak Lanjut

Lembar Kegiatan

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Ringkasan masing-masing metode

The Grammar-Translation Approach

The Reading Approach

The Audiolingual Method

Community Language Learning

he Communicative Approach	
	A
unctional-Notional Approach	
otal Physical Response	
he Natural Approach	
ahan dan Alat	

Uraian Materi

METHODS IN TEFL

Krashen & Terrel (1983) mention four general orientations among modern second-language methods and approaches:

- STRUCTURAL/LINGUISTIC: Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language.
- 2. **COGNITIVE**: Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected

according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance".

- 3. AFFECTIVE/INTERPERSONAL: Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students' motivation for learning. Based on concepts adapted from counseling and social psychology.
- 4. FUNCTIONAL/COMMUNICATIVE: Based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the "message" of language and student involvement at the students' level of competence.

The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a

great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill.Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audiolingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

Hints for Using Audio-lingual Drills in L2 Teaching

- 1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the AUX verb <u>have</u> should not suddenly switch to have as a main verb.
- 2. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system.
- 3. Ignore all but gross errors of pronunciation when drilling for grammar practice.
- 4. Use of shortcuts to keep the pace o drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
- 5. Use normal English stress, intonation, and juncture patterns conscientiously.
- 6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
- 7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
- 8. Introduce the drill in this way:
 - a. Focus (by writing on the board, for example)
 - b. Exemplify (by speaking model sentences)
 - c. Explain (if a simple grammatical explanation is needed)
 - d. Drill
- 9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
- 10. Use the "backward buildup" technique for long and/or difficult patterns.

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--tomorrow

- --in the cafeteria tomorrow
- --will be eating in the cafeteria tomorrow
- --Those boys will be eating in the cafeteria tomorrow.
- 11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.

Community Language Learning

This methodology created by Charles Curran is not based on the usual methods by which languages are taught (Currant, 1976). Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

The process involves five stages of adaptation:

STAGE 1

The client is completely dependent on the language counselor.

- 1. First, he expresses only to the counselor and in English what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
- 2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.
- 3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

STAGE 2

- 1. Same as above.
- 2. The client turns and begins to speak the foreign language directly to the group.
- 3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

STAGE 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.

2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

STAGE 4

- 1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
- 2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

STAGE 5

- 1. Same as stage 4.
- 2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
- 3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

The Silent Way

This method created by Caleb Gattegno begins by using a set of colored rods and verbal commands in order to achieve the following:

- To avoid the use of the vernacular.
- To create simple linguistic situations that remain under the complete control of the teacher.
- To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.
- To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

Materials

The complete set of materials utilized as the language learning progresses include:

- A set of colored wooden rods.
- A set of wall charts containing words of a "functional" vocabulary and some additional ones.
- A pointer for use with the charts in Visual Dictation.
- A color coded phonic chart(s)

- Tapes or discs, as required;
- Films
- Drawings and pictures, and a set of accompanying worksheets
- Transparencies, three texts, a Book of Stories, worksheets.

The Communicative Approach

- Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose.
- Communicative competence involves the negotiation of meaning between meaning between two or more persons sharing the same symbolic system.
- Communicative competence applies to both spoken and written language.
- Communicative competence is **context specific** based on the situation, the role of the participants and the appropriate choices of register and style. For example: The variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate.
- Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse.
- Communicative competence requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner.

Characteristics of the Communicative Classroom

- The classroom is devoted primarily to activities that foster acquisition of L2. Learning activities involving practice and drill are assigned as homework.
- The instructor does not correct speech errors directly.
- Students are allowed to respond in the target language, their native language, or a mixture of the two.
- The focus of all learning and speaking activities is on the interchange of a message that the acquirer understands and wishes to transmit, i.e. meaningful communication.
- The students receive comprehensible input in a low-anxiety environment and are personally involved in class activities. Comprehensible input has the following major components:
 - a. a context
 - b. gestures and other body language cues
 - c. a message to be comprehended
 - d. a knowledge of the meaning of key lexical items in the utterance

Stages of language acquisition in the communicative approach

- 1. Comprehension or pre-production
 - a. Total physical response
 - b. Answer with names--objects, students, pictures
- 2. Early speech production
 - a. Yes-no questions
 - b. Either-or questions
 - c. Single/two-word answers

- d. Open-ended questions
- e. Open dialogs
- f. Interviews
- 3. Speech emerges
 - a. Games and recreational activities
 - b. Content activities
 - c. Humanistic-affective activities
 - d. Information-problem-solving activities

Functional-Notional Approach

This method is created by *Finocchiaro & Brunfit (1983)*. This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed. A situation may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. Situation includes the following elements:

- A. The persons taking part in the speech act
- B. The place where the conversation occurs
- C. The time the speech act is taking place
- D. The topic or activity that is being discussed

Exponents are the language utterances or statements that stem from the function, the situation and the topic. Code is the shared language of a community of speakers. Code-switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

Functional Categories of Language

Mary Finocchiaro (1983, p. 65-66) has placed the functional categories under five headings as noted below: *personal, interpersonal, directive, referential,* and*imaginative.*

Personal = Clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth

Interpersonal = Enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships:

- greetings and leave takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success
- expressing concern for other people's welfare

- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time
- apologizing
- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement
- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- offering food or drinks and accepting or declining politely
- sharing wishes, hopes, desires, problems
- making promises and committing oneself to some action
- complimenting someone
- making excuses
- expressing and acknowledging gratitude
 - Directive = Attempting to influence the actions of others; accepting or refusing direction:
- making suggestions in which the speaker is included
- making requests; making suggestions
- refusing to accept a suggestion or a request but offering an alternative
- persuading someone to change his point of view
- requesting and granting permission
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions
- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions
- asking for directions or instructions

Referential = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function: = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function:

- identifying items or people in the classroom, the school the home, the community
- asking for a description of someone or something
- defining something or a language item or asking for a definition
- paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
- explaining or asking for explanations of how something works
- comparing or contrasting things
- discussing possibilities, probabilities, or capabilities of doing something
- requesting or reporting facts about events or actions
- evaluating the results of an action or event

Imaginative = Discussions involving elements of creativity and artistic expression

- discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.
- expanding ideas suggested by other or by a piece of literature or reading material
- creating rhymes, poetry, stories or plays
- recombining familiar dialogs or passages creatively
- suggesting original beginnings or endings to dialogs or stories
- solving problems or mysteries

Total Physical Response

James J. Asher (1979) defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

Technique

Step I The teacher says the commands as he himself performs the action.

- Step 2 The teacher says the command as both the teacher and the students then perform the action.
- Step 3 The teacher says the command but only students perform the action

Step 4 The teacher tells one student at a time to do commands

Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.

Step 6 The teacher and student allow for command expansion or produces new sentences.

The Natural Approach

The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses:

1. The acquisition-learning distinction hypothesis

Adults can "get" a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different, and often non-essential process.

2. The natural order of acquisition hypothesis

L2 learners acquire forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language.

3. The *monitor* hypothesis

Fluency in L2 comes from the acquisition process. Learning produces a "monitoring" or editor of performance. The application of the monitor function requires *time*, *focus on form and knowledge of the rule*.

4. The input hypothesis

Language is acquired through comprehensible input. If an L2 learner is at a certain stage in language acquisition and he/she understands something that includes a structure at the next stage, this helps him/her to acquire that structure. Thus, the i+1 concept, where i= the stage of acquisition.

5. The *affective* hypothesis

People with certain personalities and certain motivations perform better in L2 acquisition. Learners with high self-esteem and high levels of self-confidence acquire L2 faster. Also, certain low-anxiety pleasant situations are more conducive to L2 acquisition.

6. The *filter* hypothesis

There exists an affective filter or "mental block" that can prevent input from "getting in." Pedagogically, the more that is done to lower the filter, the more acquisition can take place. A low filter is achieved through low-anxiety, relaxation, non-defensiveness.

7. The aptitude hypothesis

There is such a thing as a language learning aptitude. This aptitude can be measured and is highly correlated with general learning aptitude. However, aptitude relates more to *learning* while attitude relates more to *acquisition*.

8. The first language hypothesis

The L2 learner will naturally substitute competence in L1 for competence in L2. Learners should not be forced to use the L1 to generate L2 performance. A silent period and insertion of L1 into L2 utterances should be expected and tolerated.

9. The textuality hypothesis

The event-structures of experience are textual in nature and will be easier to produce, understand, and recall to the extent that discourse or text is motivated and structured episodically. Consequently, L2 teaching materials are more successful when they incorporate principles of good story writing along with sound linguistic analysis.

10. The *expectancy* hypothesis

Discourse has a type of "cognitive momentum." The activation of correct expectancies will enhance the processing of textual structures. Consequently, L2 learners must be guided to develop the sort of native-speaker "intuitions" that make discourse predictable.

PAKET 3 SENI MENGAJAR: MEMBANGUN HUBUNGAN BAIK DENGAN SISWA

Pendahuluan

Paket ini memfokuskan pembahasan pada cara dan seni mengajar yang antara lain terkait dengan membangun hubungan baik dengan siswa dan cara memotivasi siswa. Bahasan ini sangat penting karena betapapun baik metode dan teknik yang dipakai guru dalam mengajar, jika guru tidak memiliki hubungan yang baik dengan siswa, maka metode dan teknik tersebut tidak akan banyak manfaatnya. Demikian juga dengan motivasi siswa, tanpa motivasi yang tinggi siswa tidak akan dapat melaksanakan aktifitas pembelajaran dengan baik.

Kegiatan ini akan melibatkan siswa untuk melakukan aktifitas 'Think-Pair-Share.' Sebelum mahasiswa diberi kesempatan untuk berdiskusi berpasangan, dosen memberi kesempatan kepada mereka untuk berpikir sejenak. Setelah siswa berdiskusi berpasangan, siswa diminta menyatakan pendapatnya kepada teman sekelas. Hal ini memberi kesempatan mereka untuk berani menyatakan pendapatnya dimulai dengan menyampaikan hanya kepada teman terdekat, lalu kepada teman sekelas.

Topik pembahasan ini berisi cara membangun kedekatan dengan siswa sehingga guru mendapatkan kepercayaan dari siswa. Selain itu, cara meningkatkan motivasi siswa juga dibahas pada bagian akhir. Dalam pembelajaran bahasa Inggris, motivasi sangat diperlukan mengingat di beberaapa tempat bahasa Inggris dipandang sebagai pelajaran yang sulit dan membosankan. Denagn teknik mengajar yang baik dan cara peningkatan motivasi yang benar, siswa diharapkan dapat menikmati proses belajar bahasa Inggris yang menyenangkan.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa mampu memahami cara membangun hungan baik antara guru-siswa dan cara memotivasi pembelajar.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan berbagai teknik membangun good rapport dengan siswa.
- Menyebutkan berbagai cara meningkatkan motivasi siswa.

Waktu

2 x 50 menit

Materi Pokok:

- Teknik membangun good rapport dengan siswa.
- Cara meningkatkan motivasi siswa.

Kegiatan Perkuliahan

Kegiatan Awal

- Menceritakan seorang guru idola dan mengidentifikasi perilakunya yang memotivasi siswa.

Kegiatan Inti

- Meminta siswa menceritakan guru idolanya pada teman (pairwork).
- Meminta siswa mencocokkan langkah dalam memotivasi dan cara rianciannya yang ada dalam potongan kartu (cuts up)
- Menjelaskan perlunya good rapport.
- Meminta siswa berdiskusi dalam kelompok tentang hubungannya dengan guru.
- Menjelaskan teknik membangun good rapport

Kegiatan Penutup

- Memberi pekerjaan rumah *Kegiatan Tindak Lanjut*

Lembar Kegiatan

Bahan dan Alat

- Cuts-up paper

Uraian Materi

T<mark>HE AR</mark>T OF TEACHING

Teaching should not be viewed as pouring down information to students and not getting them emotionally involved in the process. Teachers should not look at themselves as experts who feel they can come down from the mountain of knowledge at anytime and anyway they want, and expect students to receive happily whatever they bring.

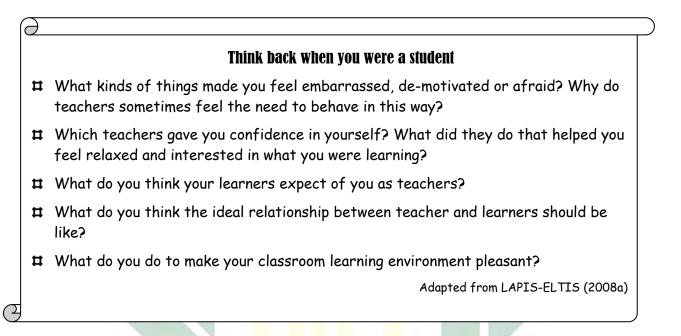
Instead, teaching should be seen as an art that needs love and passion to the profession. Great teachers can make a difference in the students' life. Powerful teachers help students empower themselves to their own path to success. They recognize that it is the students' journey, and they are there to help guide the way. Through a love of teaching, and a passion for exploration, they do not impose their authority, or credentials, or ego. They gently, patiently guide the students' interactions with a brave new world, whether it is the world of listening, reading, speaking, or writing of a new language.

The most important thing is that teaching skills can be learned; there is nothing *natural* about teaching. A good teacher may look natural, but that's the product of endless practice. The classroom is a form of theater, and the teachers must play various roles. The teachers may rehearse themselves before, during and after teaching. It's a good practice for teachers to have a reflection of what they have just taught. This will help them improve their future teaching.

In order to become great, effective teachers, we need to establish a persona in the classroom, to fostering relationships with students, and to balancing teaching load with academic writing and research. One way of doing this is by building rapport and motivating learners.

Building Rapport

Building rapport is very important in teaching-learning processes. Building rapport is essential to build trust and create secure feeling among students during the lesson. If the students feel secure, they can concentrate in the learning and not in thinking about how to get away from it.



You might recall when you were students, your teacher did not care about you and you were demotivated. Your teacher did not seem to know your friends' names, appeared inflexible and took little interest in what you and your friends said. You might also remember one of your teachers carried a stick and beat the desk every time there was an error and asked students who made an error to stand up or stand in the corner. He/she also made comments to the others about a student.

These kinds of teachers are unlikely to have a good relationship with students. One possible reason for behaving in a threatening way is that many teachers believe it can help maintain discipline. To some extent this might be true, but it comes at the cost of the relationships with the students. Also, most research shows that teachers maintain discipline through good classroom management skills and selecting appropriate materials and activities, rather than with threats and put downs.

Therefore, it is important to establish and maintain rapport while applying good classroom management skills through various methods and techniques.



Techniques for Good Rapport Establishment

LAPIS-ELTIS (2008a) suggests ways to build rapport successfully. Among the ways are as follows.

• *Smile at your students*. Greet them when you enter the class to start a lesson. If you look happy and pleased to be in the classroom, you pass on this feeling to your students.

- *Find out student's interests*. You can do this by chatting to students outside the classroom, e.g. when you meet a student, greet and engage in quick conversation about a student's interests. Do not talk about class, behavior, schoolwork, etc. Try to get the student when peers do not surround him.
- *Learn students' names.* This is very important. It can help you maintain discipline and make students feel you have made the effort to get to know them. If you don't seem to know who they are, this can make them feel you undervalue them as individuals.
- Use active learning techniques. Use relevant, interesting topics and assignments that fit the interests of your class learning styles of the students. These techniques tend to minimize the classroom management problems that often bother teachers who rely too heavily on lecturing the learners. If students are interested and feel that you have made the effort to find topics that interest them-they are less likely to be bored and misbehave.
- *Connect on a personal level.* Whether the problem of students are aggressive or introverted, make a point of getting to know them. It's unlikely that students will continue to give you a hard time or remain distant if you've taken an interest in them. Personally greet students each day.
- Use more positives. "You catch more flies with honey than vinegar." Establish a positive classroom environment by increasing the amount of positive statements you make in class. Use positive reinforcement through incentives and rewards appropriate to the developmental level of students including stickers, tokens, displaying work or publishing work in a school magazine, noted from the teacher commenting on good work, a message sent to parents commending the student. Social rewards are often the most effective-smiles, nods and verbal praise.
- *Signal nonverbally.* Make eye contact with students or move closer to them when they hold private conversations, start to fall asleep, or hide from participation. Regularly scan the class and press your fingers together (modestly) to signal wordy student to finish what they are saying. Raise your hand to get students' attention. Teach students the behavioral expectations of your signals and practice using them until they become routine.
- *Listen attentively.* Give students your full attention when they are talking to you. Give them eye contact and positive body language. If students talk too long or argue with you, interrupt with a summary of their views and then ask others to speak. Or you can acknowledge the value of their viewpoints or invite them to discuss their views with you at a later time.
- *Change the method of participation.* Sometimes you can control the damage done by difficult students by inserting new formats such as using pairs or small groups rather than full-class activities. Another way of changing participation is by using craft sticks. Put students' names on each stick and draw out names randomly. Give the whole class the questions and give think time or partner discussion first before drawing a stick to call on a student. This increases their success rate.

- *Use good-natured humor.* One way to deflect difficult behavior is to use humor with students. Be careful, however, not to be sarcastic or insulting. Gently protest the behavior (e.g. "Enough, enough for one day!"). Humorously, put yourself down instead of the students (e.g. "What did I do to deserve this! ").
- *Visibility radar*. Move around the room during group activities, keeping students on task and providing help as needed. Keep your eyes on everyone!
- *Discuss negative behaviors in private.* You must call a stop to behaviors you find harmful to learning. Firmly request, in private, a change in behavior of those students who are disruptive. Let the students know you care about him/her, and to prove it, increase the *positive* attention you give the student. If the entire class is involved, stop the lesson and explain clearly what you need from students to conduct the class effectively. Increase *positive* feedback to the class.

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Motivating Learners

Motivation is very important for students' learning. Without motivation, students hardly enjoy their study. With motivation, students can easily find ways to train themselves and improve their skills. Showing enthusiasm, taking the students' learning seriously, creating a pleasant and supportive atmosphere in the classroom, developing a good relationship with your learners, stress the benefits that knowledge of english can bring, making the curriculum and teaching materials relevant, using goal-setting methods in your classroom, adapting to different situations, and acting like a teacher are among the ways suggested by LAPIS-ELTIS (2008e) that teachers can apply to motivate students.

Showing Enthusiasm

Show your enthusiasm by your actions and manner that you find English is interesting. You can show it by telling them some success stories about people who become more successful because of their mastery in English. You can also use your voice and body language to appear enthusiastic. Your cheerful facial expressions and energetic movement may make them become more enthusiastic. Besides, you need to show learners that English continues to enrich your own life. You may want to show them that you subscribe online English magazines. You can also share them the web address and let them read the appropriate levels of English there.

Taking the Students' Learning Seriously

You can expect students to learn seriously if you also take their learning seriously. On the other way round, if you do not pay attention to their learning, you cannot expect them to do it seriously. That is why you need to show learners that you care about their progress. Praise them when they make a progress, "Great. Now you can make a good sentence." Even when they make a mistake, you still need to find their strengths while showing them their error, "I know that you have tried hard. But, you cannot do it this way. You'd better try this. Do you want to try it now?" You should also have high expectations of what your learners can achieve. You have to be sure that they can do certain tasks, don't undermine them. Show that you monitor their progress and pay attention to it.

Creating a Pleasant and Supportive Atmosphere in the Classroom

You can create good atmosphere for learning by encouraging risk-taking and lack of fear situations in the classroom. Encourage your students to ask questions and to be active in initiating communication. Encourage humor and use it yourself. You can make fun of yourself, but not your students. You may not say, "Hi Gendut, come here," just to make your students laugh at a particular student. Encourage learners to personalize the classroom with pictures. You may want to assign students to make collage about his family and tell it to their friends.

Developing a Good Relationship with Your Learners

You can do this by remembering learners' names, showing learners that you care about them as people and listening to them. To help you remember their name, you ask them to bring a name tag big enough for you to see. With this name tag, you can call them by name and they will feel closer to you.

Stressing the Benefits that Knowledge of English can Bring

Regularly remind learners that English is useful for their future careers. You can tell them through stories or experience of different people. Show learners the role that English plays in the world. It is a global and international language. If they master English, they can go around the world without having trouble communicating with people. Encourage learners to use English with foreigners if they have the chance. It is also a good idea if you can invite foreigners to your classroom.

Making the Curriculum and Teaching Materials Relevant

Relate the course materials to everyday experiences of your learners. You need to personalize your teaching to make it easier for students to understand and to learn. Encourage learners to choose and help design course materials. In the first meeting, you can ask your students about their interests and, whenever possible, incorporate them in the learning process. Using authentic materials from local sources will also be good. If you cannot get the hard paper, you can also browse the online authentic materials.

Making Lessons Memorable, Stimulating and Enjoyable

First of all, make tasks challenging enough for your students. Present a lesson which is one level above the students' level. Do not engage them in a lesson with 2 levels above the students ability because it will make them frustrated. You also need to make your materials attractive by adapting them to the learners interests. Finally, you also need to select tasks that have clear, visible and memorable finished products.

Using Goal-Setting Methods in Your Classroom

Encourage learners to set their own short-term and long-term goals. This will help them focus on their learning. You also need to emphasize goal completion deadlines. Remind them when they appear to lag behind. Monitoring and rewarding the achievement of goals will also increase their motivation. The reward is not always in the form of presents; it can be in the form of praise, "I like that. You finish it on time."

Being Adaptable

Be prepared to change your lesson plan to respond to learners' needs. Some times, your students can proceed to the next chapter very quickly. But, when your students seem to find difficulties on a particular topic and you need to extend the time, feel free to do that. You can use the extra time when lesson goes quickly. You also need to be prepared to change your lesson plan to respond to events. When there is a big sport event in your town and most students are interested in talking about it, you might need to use the topic to discuss. You should also be prepared to change your plan to respond to other interesting things.

Acting Like a Teacher

Dress professionally. When teaching, you need to pay attention to the manner of dress. You also need to be punctual because you are the role model for your students. If you are late, you cannot expect your students to come on time. You should also be fair at all times, and don't favor particular learners. Keep a suitable 'distance' from learners. Don't be too far that makes your students afraid of you and think that you are 'unapproachable.' But, don't be too close, either, that makes them feel spoiled and undisciplined.

By building good rapport with your students and maintaining their high motivation, you have put fundamentals for their fruitful learning. Further learning might be nurtured more easily if these essentials have been put in place.



PAKET 4 MEMAHAMI PERAN GURU DAN SISWA

Pendahuluan

Paket ini membantu mahasiswa untuk memahami peran guru dan siswa dalam kegiatan pembelajaran di kelas. Dengan memahami peran guru dan siswa secara menyeluruh, mahasiswa nantinya dapat mempersiapkan diri dengan lebih baik agar menjadi pengajar bahasa Inggris yang berkualitas.

Pada awal kegiatan guru meminta siswa untuk membuat mind map tentang peran guru dan siswa di dalam kelompok, lalu membahasnya dengan seluruh teman sekelas. Kemudian guru menjelaskan lebih rinci tentang peran-peran tersebut. Setelah itu, guru meminta mahasiswa menjodohkan peran guru dan aktifitas yang cocok dengan menggunakan cuts-up paper. Setelah itu, guru menunjukkan power point tentang peran siswa dan bagaimana cara guru membantu siswa agar dapat memaksimalkan perannya dalam kelas.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami peran guru dan siswa dalam proses pembelajaran di kelas.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan peran guru.
- Menyebutkan peran siswa.
- Menjelaskan cara memaksimalkan peran siswa di kelas.

Waktu

2 X 50 menit

Materi Pokok:

- Peran guru.
- Peran siswa.
- Memaksimalkan peran siswa di kelas.

Kegiatan Perkuliahan

Kegiatan Awal

- Apersepsi tentang peran mereka sebagai siswa.

Kegiatan Inti

- Meminta siswa untuk mendiskusikan dalam kelompok tentang peran guru dan membuat mind map tentang hal tersebut.
- Menjelaskan peran guru.
- Menjelaskan peran siswa.
- Menjelaskan cara memaksimalkan peran siswa di kelas.

Kegiatan Penutup

- Meminta mahasiswa menuliskan cara mereka memaksimalkan peran mereka sendiri sebagai pembelajar. *Kegiatan Tindak Lanjut*

Lembar Kegiatan

Bahan dan Alat

- Power point

Uraian Materi

UNDERSTANDING TEACHERS' AND LEARNERS' ROLES

Understanding teachers' and learners' roles will help teachers create more effective learning environment. Traditional view of teaching might see teachers mainly as source of information, so their roles are mostly as informer. In this constantly changing world, there are different ways of teaching and teachers may play different roles. The development of technology enables teachers to facilitate learning through internet. Teacher can also teach without meeting students. They can have conferences through the internet.

Teachers' Roles

To promote joyful learning, teachers should play their different roles in the proper time. The roles that the teachers might perform are as planner, diagnostician, informer, resource, parent/friend, manager, involver, and also monitor. Watkins (2005) and Spratt, et.al (2005) mention teachers' roles as a planner, a manager, an informer, a monitor, a diagnostician, an assessor, an involver, a parent/friend, a facilitator and a resource person.

Planner	prepares and thinks through the lesson in detail before teaching it so that it has
	variety and there are appropriate activities for the different learners in class.
Diagnostician	recognizes the cause of learners' difficulties.
Informer	gives the learners detailed information about the language or about an activity.
Resource	provides the learners with help and advice.
Parent/Friend	comforts learners when they are upset or unhappy.
Manager	organizes the learning spaces, makes sure everything in the classroom is running
	smoothly and sets up rules and routines for behaviour.
Involver	makes sure all the learners are taking part in the activities
Monitor	goes around the classroom during individual, pair, and group work activities,
	checking learning.

Discuss with your friends.

- Which roles do you think are most important in the classroom? Why?
- Which role is the most difficult? Why?
- Which role do you take on most often? Why?
- Which role would do you think you should take on more often? Why?
- How does thinking about our various roles in the class help us when teaching?



Now, look at the following situations. Decide what role the teacher is performing in each situation:

1. Mr. Wahid gives his learners five different sentences using the word suggest and asks his learners to work out rules for using this verb.

2. *Ms. Tsania gives a short informal vocabulary test at the end of week and makes a note of everyone's scores in her record book.*

3. Mr. Razak realizes one of his students can't do the activity he has set because her eyesight is bad and she can't see the board.

4. Mr. Huda goes around the class and checks all learners are on task. He also helps one or two learners who are having difficulty.

5. Ms. Shofie shows her learners when to use the past continuous.

6. Mrs. Arina organizes her students into groups to discuss answers to the homework. She makes sure disruptive learners are separated from each other.

7. Before the lesson, Mr. Ghazali thinks about the best way to help his students learn vocabulary and phrases related to making arrangements.

Adapted from: LAPIS-ELTIS (2008b)

From the discussion with your friends, you might understand that the roles of the teachers in the above boxes are: 1. Facilitator/Guide, 2. Assessor, 3. Diagnostician, 4. Monitor, 5. Informer, 6. Manager, and 7. Planner

Learners' Roles

In line with the different roles teachers need to perform, students also have different roles during their learning sessions. The roles of the students are as participants, discoverers, questioners, and recorders of information (Watkins, 2005:18).

Participant

By participating fully in the lesson, students gain practice. They can 'test out' how they think the language works in a non-threatening environment and may benefit from feedback from the teacher on their efforts. Practice in using language and exposure to it seem to be important elements in the learning process. However, teachers should be aware that some learners may feel uncomfortable about joining in certain situations, and some people may prefer to remain relatively quiet and observe others. Many people may learn very effectively in this way, and so learners need the opportunity to participate, but not necessarily be forced to.

Discoverer

The students can perform this role by taking the opportunities to work out patterns and rules for themselves, learners can benefit in the way described in that section. The teacher's role in this case is mostly as the guide for the students to find the rules from a set of examples or a context provided by the teacher.

Questioner

By asking questions, learners can take responsibility for their own learning to some extent. They can set the agenda of what gets taught, rather than simply being the passive recipient of the teacher presents. They can also tap into and benefit from the teacher's expertise.

Recorder of Information

Students also need to write down important information so that they can refer back to the information when needed. Learners need to record new words and phrases, new bits of grammar and so on, to help them remember what they learn. They can also make these records outside the classroom when they study independently. Teachers may facilitate the students to perform their roles better.

Helping students to be good participants:

- Set up situations where students are encouraged to give opinions/ suggest answers either to the whole class or in groups.
- Show you value contributions by using praise and commenting positively on the responses.
- Respect learners who chose to remain quiet and think about how you might be able to encourage them to participate another time.

Helping students to be good discoverers:

- Allow learner to work out rules for themselves.
- Resist the temptation to just tell them the answers-even though it can seem that this will save you time.

Helping students to be good questioners:

- Teach questions that encourage learners to ask for help and clarification e.g. How do you spell, Could you please say that again?
- The teacher can train students to acquire questioning skills by, for example, showing a picture and let students ask questions from simple 'what' questions to complicated 'how' questions.
- Create an atmosphere where you promote a spirit of exploration and enquiry.

Helping students to be good recorders of information:

- Teach learners how to keep notes and record information in an organized way.
- Ask learners to refer back to notes during class.
- Encourage learners to read over and/or rewrite notes on what they have learnt in the lesson.



PAKET 5 PERBEDAAN GAYA BELAJAR SISWA

Pendahuluan

Paket ini memfokuskan pembahasan pada gaya belajar siswa yang berbeda-beda. Dengan menyadari perbedaan gaya belajar siswa, guru diharapkan mampu memahami siswa dengan lebih baik dan merancang kegiatan yang lebih sesuai dan bervariasi sesuai dengan perbedaan gaya belajar masing-masing siswa.

Kegiatan belajar mengajar pada paket ini akan meliputi penjelasan tentang berbagai macam *learning style* siswa dan cara mengakomodasi perbedaan *learning style* siswa dalam kegiatan pembelajaran. Agar mahasiswa tidak bosan, dosen meminta mereka untuk memasangkan potongan kartu tentang aktifitas pembelajaran dengan *learning style* yang telah disiapkan. Setelah itu dosen menjelaskan cara mengakomodasi perbedaan *learning style* siswa melalui berbagai aktifitas pembelajaran yang cocok dan bervariasi.

Dalam kegiatan pembelajaran ini, dosen tidak hanya mencontohkan berbagai kegiatan yang menarik melalui penjelasan, tetapi dosen juga mengajak mahasiswa untuk mempraktekkan secara langsung kegiatan tersebut.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami perbedaan gaya belajar (*learning style*) siswa.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan berbagai macam *learning style* siswa.
- Menyebutkan cara mengakomodasi perbedaan learning style siswa.
- Menyebutkan aktifitas pembelajaran yang cocok dengan learning style siswa.

Waktu

2 X 50 menit

Materi Pokok:

- Berbagai macam *learning style* siswa.
- Mengakomodasi perbedaan learning style siswa.
- Aktifitas pembelajaran yang cocok dengan learning style siswa.

Kegiatan Perkuliahan

Kegiatan Awal

- Mengajak mahasiswa melakukan 'Memorization Game'

Kegiatan Inti

- Menjelaskan berbagai macam learning style siswa.
- Menyebutkan cara mengakomodasi perbedaan *learning style* siswa.

- Meminta siswa memasangkan potongan kartu tentang aktifitas pembelajaran dan learning style.

- Menyebutkan cara mengakomodasi perbedaan *learning style* siswa.

- Menjelaskan aktifitas pembelajaran yang cocok dengan learning style siswa.

Kegiatan Penutup

- Memberikan kuiz *Kegiatan Tindak Lanjut*

Lembar Kegiatan

-

Bahan dan Alat Power point, cuts-up paper.

Uraian Materi

ACCOMMODATING STUDENTS' LEARNING STYLES

To understand learners' differences, try to apply 'Memorization Game' as follows:

- Ask your students to work in groups. Give your students an envelope containing different objects. Your students have two minutes to memorize the objects.
- After two minutes, return the objects to the envelope.
- Ask your students to make a list of as many objects as they can remember.
- Ask them to work in groups to compare their lists and collaborate to make a group list

Now, have a reflection of what they have done.

- a) How many of the objects were your students able to remember?
- b) When memorizing the objects, which senses did they use? Did they say the names of the objects aloud? Did they touch them? Did they merely sit and look? Did they work as a team?

You might notify that some of your students prefer to see the objects and read letters in the objects. Some of them prefer to touch the objects, some of them might want to smell the things, some of them ask questions to others. These show that your students have different learning styles.

Learning styles

Different people like to learn in different ways. You can try this by giving the same list of new vocabulary to two learners. Observe how they will learn the vocabulary. Munir may memorize the words by repeating them aloud, while Rizka may prefer to read them silently or write them out. When learning to use a new piece of machinery, one person may prefer to follow written instructions in a manual, while another might like to have a hands-on demonstration.

The following is different learning styles mentioned by Pratt et.al (2005) that you might observe among your students:

Visual learner:	the learner learns best through seeing
Auditory learner:	the learner learns best through hearing
Individual learner:	the learner learns best through working alone.
Group learner:	the learner learns best through working with others.
Impulsive learner:	the learner learns best when able to respond immediately.
Reflective learner:	the learner learns best when given time to consider choices
Kinesthetic learner:	the learner learns best through using the body.

Implications of Learning Styles for Teachers

What are the implications of learning styles for teachers? Many teachers believe that variety of activities and task types are the key to harnessing these different learning preferences. Look at the following table showing certain kinds of activities that are most suitable for students with certain kinds of learning styles.

Activity	Learning style
Singing a song.	auditory
Looking at a diagram/time-line on the whiteboard	visual
Doing a board race.	kinesthetic
Reading grammatical explanations in a book.	Reflective, individual
Doing a role play.	impulsive
Discovering grammatical rules by working in a team.	group
Listening to a lecture.	auditory

Understanding that learners are individuals with different styles of learning is only the first step. More important, from a practical and professional point of view, is what to do about it. To better accommodate and exploit the different preferred learning styles among students, teacher should:

1. Use a variety of activities

When planning lessons, consider many different activity types. Plan activities that suit the variety of learning styles:

- □ Activities in which students move around.
- □ Activities in which students work alone.
- □ Activities that involve group work.
- □ Activities that involve listening and speaking.
- □ Activities that involve reading and drawing/writing.
- □ Activities that involve reflective study.

If you vary the types of activity, you will not only accommodate different learning preferences, you will also avoid teaching boring lessons.

2. Use a variety of materials

When selecting or designing materials, think of the learners, their different styles and the senses they prefer to use. Different materials may appeal to different senses:

- □ Visual (pictures, charts, written texts, power point, ...)
- □ Auditory (tapes and CDs, songs, spoken texts...)
- □ Kinesthetic (matching tasks and cut-ups, running dictation, board slap ...)
- □ Individual (individual exercises)
- Group learner (discussion and group work)

Many textbooks include a variety of materials. However, traditional teaching materials tend to appeal, especially, to visual learners. Teachers should try to produce or adapt as many materials as possible for those students who prefer to process information in auditory or kinesthetic style.

3. Use a variety of interaction patterns

Within a single lesson the teacher and students may interact with each other in many different ways. There are some examples below:

- **T** --- Ss : Teacher communicates with students
- □ Ss --- T : Students communicate with the teacher
- □ S --- S : A student communicates with another student (might be in pairs)
- □ S --- Ss : A student communicates with other students

4. Use personalization

Personalization means making the learning points meaningful to the learners, especially how they relate to their daily lives. When using *materials* for personalization should consider the age, lifestyle, location, needs and interests of the learners. For instance, if your learners are interested in music, you can choose reading texts about music, you can play music in class as a stimulus to discussion, and you can also use music as a basis for a writing project.

Similarly, *activities* you choose should mirror the kind of activities they do in the real world. For example, formal debates are not something that people do in their daily lives; however, decision-making activities are. Ranking activities and sequencing activities are perhaps more appropriate to learners than debates.

Personalization can also be applied when using materials. One factor that may influence motivation in the classroom is the intrinsic interest generated by the material. This may be achieved by *personalization*, adapting the content of the materials to make them more meaningful to the learner.

- □ The materials relate to the world that the students know
- **□** The tasks give students an opportunity to talk about themselves and their daily lives.
- □ The learning points are useful in the students' life.

When you teach students about 'breakfast' using a material about western people's breakfast, for example, you can later on ask students to tell friends or write about their own breakfast. Similarly, when you teach about recreation places and the book you use describes 'The Caribbean Islands,' you may ask your students to write about recreation places in their towns. These are among the ways that you can personalize the materials to make them more familiar to your students.

5. Use a variety of teaching aids

- □ The blackboard/whiteboard is a very useful teaching tool. Don't forget it. Visual learners really appreciate it.
- □ Auditory learners often appreciate TV, movie, CD and audio device.
- □ You can even use your own body or your students' body to help make your teaching more interesting and clarify different items.



PAKET 6 PENGATURAN POSISI DUDUK SISWA

Pendahuluan

Paket ini membahas tentang *classroom seating arrangement*. Pada umumnya siswa duduk berderet dalam kelas, namun posisi seperti ini tidak selalu bagus untuk semua kegiatan kelas. Mahasiswa perlu ikenalkan dengan berbagai posisi duduk siswa dalam kelas agar dapat melaksanakan berbagai kegiatan yang menarik dan efektif dalam kelas.

Kegiatan perkuliahan akan dilaksanakan dengan cara dosen mendemonstrasikan berbagai aktifitas yang dapat dilaksanakan dengan model traditional row, U-shape, pairwork, groupwork. Setelah itu, dosen meminta mahasiswa untuk menganalisis kelebihan dan kekurangan suatu model *seating arrangement*.

Agar kegiatan ini berjalan lancar, dosen perlu menyiapkan power point dan seluruh peralatan yang diperukan untuk mendemonstrasikan kegiatan yang dilaksanakan dalam berbagai model *seating arrangement*.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami cara mangatur kelas melalui pengaturan posisi duduk siswa untuk berbagai kegiatan.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menjelaskan perlunya membuat variasi tempat duduk siswa.
- Menyebutkan berbagai jenis seating arrangement (traditional row, pairs, cooperative clusters, a long row, horseshoe, full circle).
- Menyebutkan kelebihan dan kekurangan masing-masing posisi duduk.

Waktu

2 X 50 menit

Materi Pokok:

- Perlunya variasi tempat duduk siswa.
- Berbagai jenis seating arrangement
- Kelebihan dan kekurangan masing-masing posisi duduk.

Kegiatan Perkuliahan

Kegiatan Awal

- Menanyakan posisi duduk mahasiswa selama ini di alam kelas.

Kegiatan Inti

- Menjelaskan perlunya membuat variasi tempat duduk siswa.

- Menyebutkan berbagai jenis seating arrangement (traditional row, pairs, cooperative clusters, a long row, horseshoe, full circle).
- Meminta siswa diskusi kelompok untuk mengidentifikasi kelebihan dan kekurangan masing-masing posisi duduk.

Kegiatan Penutup

- Melakukan permainan

Kegiatan Tindak Lanjut

- Memberikan pekerjaan rumah untuk mengidentifikasi jenis kegiatan yang dilakukan dengan berbagai model tempat duduk.

A.

Lembar Kegiatan

Seating Arangement:	Name of student:
Name of Activity	Procedures:

Bahan dan Alat

Power-point

Uraian Materi

VARIOUS CLASSROOM ARRANGEMENTS

Setting up a classroom layout is an important step to have successful activities with students (Lewis, 2009; Ramsden, 1999; Sasson, 2007). In organizing your classroom, you need to set up the space in your classroom based on your needs. It depends on what kinds of activities you want to do with your students. The roles as a teacher that you want to perform—as a manager, facilitator, planner, informer, resource, parent/friend, involver, or monitor—will also determine what kinds of seating arrangement that you might want.

The Importance of Seating Arrangement

New teachers usually apply standard—traditional—seating arrangements. It is usually with frontal rows, the teacher in the front and the students sit in rows. The teacher becomes the center of attention. This is probably a good option when the teacher wants to pass information onto all students. What the students need to do is just paying attention to the teacher and listening to the information

However, there will naturally come a time when a teacher will want to choose for group or pair work as one of the primary activities in the lesson plan. If you decide to have pair or group work, this traditional seating arrangement absolutely not the best choice. If you haven't tried it until now, you might need to plan some different activities, for example, a brief 'getting to know you' activity. You need to experiment a bit. Are the pupils familiar with each other? Who haven't they got to know yet? This is a good way to 'test' different classroom arrangements and see how well they appeal to you.

Do you ever think about the layout of the classroom when you're planning your lessons? Sometimes it may be impossible and impractical to move the furniture around at all for many reasons including the fact that in some schools the tables are bolted to the floor! It is true that the classroom furniture ideally would be light and mobile so you could come in and quickly rearrange it to your liking. Unfortunately, in the real world it is often heavy and the rooms themselves are too small to make many changes. However, even if the furniture is immobile, remember that your students aren't, so you can think about how you want to group students and how you can use the space you have to your advantage. You might be able to use spaces at the front, or down the side of the classrooms, letting students stand up or to sit on the floor to do certain activities.

Although it seem like an extra effort and a waste of time, you will find spending the first two minutes of a class moving the furniture so that you can see every single face is time well invested. You can usually get the students to help you and as long as you give the instructions in English it's all good language practice! Budden (2008) suggests some possible classroom lay-outs. Now, let's look at the typical seating arrangements.

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When arranging classroom layout, ask yourself the following questions:

- Can I see the faces of every single student and can they see me?
- Can everyone see the board (if you're planning on using it)?
- Can the students see one another?
- Can I move around the room so that I can monitor effectively?
- Can the layout facilitate the students' activities?
- Is there any student with special needs that I have to facilitate?

Adopted from: <u>http://www.teachingenglish.org.uk/articles/classroom-layout</u>

Types of Seating Arrangement

To accommodate and facilitate different types of learners in your class, you need to enrich your classroom activities with different pattern of activities (see, for example, Budden, 2008; Ramsden, 1999; and Sasson, 2007a & b). The varied activities might necessitate the different seating arrangement. The following types of seating arrangement might give you ideas of how to create more lively atmosphere in your classroom.

1. Traditional rows

This is a traditional classroom seating arrangement of several rows of desks facing the teacher. I would bet that most of us sat in traditional rows during our school years. The students' desks are not touching each other but are lines up in rows and columns. The teacher is usually only able to walk from the front to the back in this set up, not walk from side to side without making students move. The students are in a perfect test taking arrangement if the teacher is monitoring the class. It is easy for the teacher to monitor all the students. This situation is probably more adult-run and direct instructions. The students are all facing the teacher and can see the blackboard, overhead projector, screen and/or other instructional aids. This lay out places students as the audience focusing their attention to teacher. Therefore, this seating arrangement tends to create teacher-centric lesson (Lewis, 2009).

The problem with this arrangement is some students are going to have to sit in the corners and in the back of the room (Lewis, 2009). In these locations in the classroom students participate and interact less and more behavioral problems occur. This arrangement is also not good for group work or projects. Taking the time to have the students get into groups and move their desks is taking away important instructional time during the school day. If students are sitting in twos you have immediate pairs made for pair work but as you will probably want to change the pairs at some point this is only a limited advantage. If you can't get around behind the students to look at their work it can be really difficult to monitor. If you have to work in this layout think about the spaces at the front of the class and the aisles between the rows. For mingle tasks make use of these. Look for alternative spaces for certain group tasks, such as the corridors, playground or halls.

2. Pairs

Having the students sit in pairs seating arrangement is when the two students' desks are together and spaced away from other pairs. Pairs allow the students to work together and independently. The students are all facing the teacher and front of the classroom. It is easy to have the students see the instructional aids that could be used. In this situation children can take tests and the teacher can easily monitor. They can do activities and learn cooperatively. This arrangement allows the teacher to walk around the classroom and monitor all the students. Before you arrange your class using this seating arrangement, you need to decide which students can be paired together and not misbehave or lower their academic stamina.

There are some advantages of using pair work to organize students' activities (Doff, 1988). Students will have more language practice with their friends. Students will be more involved in the activities because they need to practice the language with his/her partners. Besides, the students will also feel more secure. They work independently with their partners, if one of them cannot do the activities, his/her partners will be able to help him/her. You still need to monitor the students' activities and offer assistance when needed. Thus, by assigning pair work activities, you also give opportunities for your students to help one another.

To make the pair work activities more successful, you can do the following activities:

- You need to demonstrate the pair work by asking questions round the class, or by asking one pair of the students to ask and answer questions round the class. Then, students would know exactly how to do the task.
- □ You need to be more active in starting the pair work. Instead of just saying, "Now, work in pair," you can decide who should do the task with whom, check that every one has a partner, especially, if it is the first pair work the students do.
- During the activity, move around the class monitor your students. If they cannot do the task properly, you can help them. If they have finish, you can stop the activities.
- □ After the pair work, you can ask one or two pairs to demonstrate what they said during the activity.

The downfall of pair seating arrangements is again that there are students that will be in the back and the corners of the room. Also, this arrangement doesn't allow for much class discussion because the students are not facing each other and it is hard to hear and see who is talking. To allow the children to work together is necessary for the teacher to make sure the class as a whole can have a partner and work together. It is important that the teacher picks out the pairs so there isn't anyone left out.



3. Cooperative Clusters

Clusters or groups consist of four or five desks pushed together so every desk is facing another one. The fifth desk, if needed, would be put on the end of the group of four. If the class is without desks—the desks are attached to the chairs—the students in group of four or five can sit facing one another. The classroom would have clusters scattered around, so each cluster would be far enough apart that the student's chairs wouldn't hit each other.

However, it can be difficult to start classes when students are already sitting on small tables as some students will have their backs to you. If possible have the students sit so they're side on to you and remember to move around the classroom when you need to give instructions or change activities. Surprise your class by popping up at different places around the class.

In this situation the teacher is free to walk around the room without bumping into students desk or chairs and can work with the groups. The groups of students need to be thought about before setting up. The students need to be able to work together. There will have to be different levels of students at each group so that they can help each other learn and grow. Clusters are very common in situations where there is a lot of group learning and work. The desks together make it easy for all students in the cluster to see each other and to discuss. This situation is best for collaborative learning. This lets the students have hands on activities and learn by practicing. The teacher shares and gives guidance and help to the students. This arrangement also allows students to do individual work at their desk.

The variation for this is that by asking the students to sit in the floor without having desks in front of them. They just sit facing one another in groups of four, five or six. This formation is good, especially, when the students need to work together in groups where no writing activities are involved.

Before grouping the students, you may need to consider some different factors:

- □ The teaching aim. It is easier to choose of how to group students when we know the aim of the lesson and the aim of the activity.
- □ The learning styles of the students. Some students like to work individually, some others prefer to work in groups.

- □ The students' language ability. Most classes consist of mixed ability students. In some activities, we can groups students of the same ability, in others, we need to group students of different abilities so that they can work together.
- □ The personalities of the students. When shy students are grouped with quite dominant students, they often cannot work together positively.
- □ The class size. Classes with 20-30 students can be managed through group work easily. But we need to group classes of 30-40 students more carefully.
- The previous experience of the students. Students who get used to group work can be grouped easily. Those who have never done any group work should be assisted with short activities first. Longer activities can be introduced gradually later on.
- □ Types of activities. There are some activities that are best done in groups, such as, discussions. Some other activities are not good to be done through group work.
- □ The balance interaction patterns. The activities should be balanced in terms of individual work, pair work and group work to make it more successful.
- □ The group dynamics. It refers to the relationships among students and how they behave towards others.



We need to remember, however, that clusters or groups are not very good during test or quizzes because students can easily cheat off each other. Clusters can be a disadvantage to the teacher when giving a direct instruction lesson because students may not be oriented toward them. Students may have their back to the teacher and not be focused to the front of the room (Lewis, 2009).

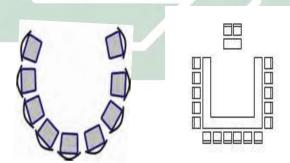
4. A Long Row

The students sit or stand up next and across from each other. This set- up is typically found in science labs and writing workshops. It is a good arrangement for group work and large group projects. The philosophy of the teacher who would set up their classroom with this row is for collaborative learning. They motivate their students by letting them work together, and it helps students learn how to learn. During writing workshops it is easy for students to turn to a person and do a peer editing and to share their work. It is also possible for speaking practice. In science labs it is sensible to have a large table where everyone can observe the item and have discussion about it.



5. Horseshoe or U-shape.

Tables in a horseshoe or three sided square shape. You can also use the space inside the horseshoe shape for many different activities. You can stand up and sit down, depending on the activities you want to do with your students. When standing, students can also do it in U-shape. This is great if you're doing board work and speaking activities. All the students will still be able to see you, the board and each other and you will have a lovely space in the middle of the horse shoe and around the outside to monitor. If you have a very large class you can get a similar effect by having one horseshoe inside another and using double rows.





6. Full Circle

Tables pushed to the walls and just the chairs in a circle. You can sit in the circle with your students. If they need to write at certain times of the lesson they can either go to work at the tables facing the walls around the outside or they can rest a folder on their knees and stay in the circle. The circle formation is great for many games, group discussions, welcoming your students at the beginning of the class, doing the register and really talking to your students.

In each class, there must different types of learners with their own strengths and weaknesses. Applying different types of seating arrangements enable you to facilitate all types of learners almost equally. If you stick to the same seating arrangement, there must be certain learners that get the most benefit in your class while some other learners cannot get the maximum benefit in it. I suggest you try as many classroom layouts as you can to see how you feel most comfortable. Experiment using as many layouts as possible. If you really can't change the seats and desks in your classrooms, then do spend time thinking about how you can vary the students' position and where you put yourself among your students. The classroom dynamics can improve dramatically when you change the layout. It is a matter of experimenting and seeing what works best for you and your students. It is good if you take this into consideration when you write your lesson plan at the lesson planning stage.



PAKET 7 AUTHENTIC MATERIALS DALAM TEFL

Pendahuluan

Pada paket ini, mahsiswa diajak untuk memahami materi otentik yang dapat dipakai dalam proses pembelajaran bahasa Inggris. Dengan memahami dan menyadari betapa banyak materi di sekeliling mereka yang dapat dipakai dalam pembelajaran di kelas, diharapkan mereka dapat mendesain materi pembelajaran yang menarik dan tidak hanya mengandalkan materi dalam buku teks.

Kegiatan dalam paket ini berupa pembahasan tentang perlunya materi otentik dalam kegiatan pembelajaran bahasa Inggris, kekurangan dan kelebihan materi otentik untuk dipergunakan dalam kegiatan pembelajaran dalam kelas. Selanjutnya, dosen akan mendemonstrasikan kegiatan pembelajaran dengan menggunakan materi otentik. Kegiatan diakhiri dengan identifikasi kegiatan yang dapat dilaksanakan dengan menggunakan materi otentik yang dibagikan dosen kepada mahasiswa dalam kerja kelompok.

Dalam kegiatan ini, selain dosen mempersiapkan langkah-langkah kegiatan yang cocok untuk berbagai materi otentik, dosen juga perlu menyiapkan berbagai contoh materi otentik yang meliputi majalah, brosur, kalender, internet, surat kabar, CD, dan lain-lain untuk ditunjukkan kepada mahasiswa dan dipakai dalam kegiatan di kelas.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami penggunaan authentic materials dalam kelas TEFL.

Indikator

- Pada akhir perkuliahan mahasiswa diharapkan dapat:
- Menjelaskan definisi dan contoh authentic materials.
- Menyebutkan kelebihan dankekurangan authentic materials.
- Menyebutkan kriteria untuk mengevaluasi authentic materials.
- menyebutkan berbagai aktifitas dengan menggunakan authentic materials.

Waktu

2 X 50 menit

Materi Pokok:

- Definisi dan contoh authentic materials.
- Kelebihan dankekurangan authentic materials.
- Kriteria dalam evaluasi authentic materials.
- Berbagai aktifitas dengan menggunakan authentic materials.

Kegiatan Perkuliahan

Kegiatan Awal

- Warmer: Mengurutkan lirik lagu
- Apersepsi

Kegiatan Inti

- Menjelaskan authentic materials berikut contoh-contohnya.
- Menjelaskan kelebihan dan kekurangan dalam penggunaan authentic materials.
- Menjelaskan kriteria untuk mengevaluasi authentic materials.
- Meminta siswa untuk diskusi kelompok mengidentifikasi alasan penggunaan lagu, artikel koran, menu dari restoran, film dalam DVD, cerita pendek.
- Menyebutkan berbagai aktifitas dengan menggunakan authentic materials.

- Mendemonstrasikan cara mengajar topik Going Shopping dengan menggunakan brosur dari

supermarket.

Kegiatan Penutup

Memberikan pekerjaan rumah kepada mahasiswa untuk membuat langkah-langkah kegiatan dengan menggunakan materi otentik.

Kegiatan Tindak Lanjut

Mahasiswa mencari materi otentik dan merancang kegiatan yang cocok.

Lembar Kegiatan

Activities	Materials	Aims

Bahan dan Alat

Berbagai contoh materi otentik dan contoh lesson plan pendek.

Uraian Materi

USING AUTHENTIC MATERIALS IN THE CLASSROOMS

Authentic materials are materials used for teaching learning process that do not come from textbooks or language books. Authentic materials are available and used in daily life, originally not intended for teaching learning process. A common example is newspaper. Other examples are 'junk mail', catalogues, novels & short stories, newspapers, magazines, shop fliers, telephone books, calendars, travel brochures, postcards, songs, DVDs, Radio shows and TV shows.



Advantages of Authentic Materials

Authentic materials have a lot of advantages, for example:

- They have positive effect on learner motivation.
- They provide authentic cultural information about the target culture.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

Disadvantages of Authentic Materials

Among the disadvantages of authentic materials are:

- Authentic materials often contain difficult language.
- Using authentic materials might be a burden for teachers.
- Authentic materials do not contain suggestions on how to use them in the classrooms.

Criteria for Evaluating materials

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Since authentic materials are not originally intended for teaching, teachers who want to use them should select the materials so that they can be of maximum benefit for the students' learning. The questions, adapted from LAPIS-ELTIS (2008c), that the teachers need to think before using the materials are:

- Do the materials fit in with the syllabus?
- Do the materials provide opportunity for communicative practice?
- Do the materials facilitate self-assessment?
- Is the purpose of the materials clear?
- Are the materials up to date?
- Are the materials likely to motivate your learners? (Are they inherently interesting?)
- Do the materials have credibility? (Will the learners feel they come from a believable source?)
- Are the materials culturally appropriate, or do they provide an interesting view of another culture?
- Can learners relate to the materials on a personal level?
- Can the materials be used with classes of various levels of ability?
- Are the materials quick, easy and cheap to prepare?
- Do the materials provide a good model of *usable* English?
- Are the materials flexible? (Can they be used in different ways?)

Authentic materials	Criteria
A song	Motivating, fun, 'cool', personalized, provide cultural insightetc.
An article from a	Up-to-date, provide cultural insight, lead to further discussion, easy
recent newspaper	to get (or not, depending where you are)etc
A real menu from a	Easy to get, flexible - many activities, appropriate for all levels,
local restaurant	learners can see the usefulnessetc
A DVD clip from a	Fun, motivating, flexible - can use in many ways, bring moral
popular film	valuesetc
A short story	Lead to many activities, lead to good study habits, challenging,
	motivatingetc

The following is more specific criteria for some authentic materials:

Where Can We Find Authentic Materials?

Authentic materials can be found easily in different places. You can find junk mail of your own or your friends'. Catalogues, novels, short stories, newspapers and magazines can be easily obtained from a library. You can easily assign students to go to the library to find out the intended materials. When you go to supermarkets and malls, you can also get the catalogues for products and prices and sale fliers. Postcards from your friends can also be used to teach English. Songs now can be easily found in cassette counter or downloaded from the internet. You can also record radio and TV shows. YouTube also provides a range of authentic materials.

How to Use Some Authentic Materials?

Some possible ways of using authentic materials to facilitate students' learning adapted from LAPIS-ELTIS 92008c) are as follows.



Newspapers

Newspaper can be used for different purposes.

The following is among the example of how to use it in an English class.

- Use the advice column to work on modals. Have students write answers to the questions asked in the advice column. They also make great discussion points- re values, customs etc.
- Have students use the first paragraphs of a story to complete who, what, where, when (sometimes why) grids. Then give them a headline and have them write their own stories.
- Use graphs and charts
- Read a book or movie review aloud and have students do global listening to determine if the reviewer liked it or not.
- Ask students to choose a job or an ad from a paper- they then interview each other.



Magazines

Magazines are also good resources for students to learn English. Some examples of how to use magazines are as follows:

- Pictures can be used for description, comparison, or for writing mysteries or movie plots
- Use the recipes great for sequencing. Students can then write their own. Can also just use the pictures of well-known food and students write the recipe
- Have students analyze ads for audience, slogan, product being sold, logo and sales technique. Then have them create their own ads and explain them to the class.



Sales fliers from supermarkets, department stores, and electronic stores

These often neglected items can be used in many different ways, such as:

- Great for scan reading prices, products, sizes, dimensions and available colors
- Give students a list with specific qualities of certain items to buy and then have them calculate how much money they have spent. Have other students ask *wh* questions to find out about what they bought and how much it cost.
- Give students a specific sum of money (imaginary) and ask them to 'go shopping'. They tell the class the things they would like to buy and why.



Songs

Songs are often found interesting for students. Students can enjoy the songs while learning English. Songs can be used in teaching English joyfully. The following steps might be ableto be applied:

- Cut up the lyrics and get them to put them in order as they listen
- Make a gap-fill exercise from the lyrics
- Play the song and ask learners to say whether the singer is happy, sad, jealous, angry, etc
- Play the song and ask learners to work in groups to act out a promotional video for it, lipsynching if they want
- Write a review of the song.

Video cassettes / CDs

Many different activities can be administered using video cassettes / CDs:

- Play a video cassette or a CD for about 5 minutes without any sound. Let your students watch it. Ask your students to write possible dialogues in it.
- Play a cassette and pause in any appropriate times. Ask students the following question, "What is he/she doing?" "What are they doing?" to facilitate them produce sentences in Present Continuous Tense.
- Similar to above, ask your students different questions, "What will he/she/they do?" "What will happen?" "What's he/she going to do?" This is to help them predict what will happen by employing Future tenses.
- Similar to above, different questions can be asked, such as, "What did she/he/they do?" "What has happened?" "Where has she/he been/done/watched?" This is to promote students' ability in producing sentences in past simple and present perfect.

Below is an example of a simple lesson plan on asking and giving information in the context of shopping using authentic materials.

	Activit	ies	Materials	Aims
5'	Lead inT elicits ss about proprices.	ducts and	A picture of a mall / shop, sale fliers	 To focus to the topic. To diagnose ss' ability in asking and giving info related to products and prices.
5'	T write down differ asking questions and information on WB	•		 To underlines different ways of asking questions and giving information on products and prices.
3'	 Drills T drills ss on how to information about prices using different 	oducts and	Flash cards on products and prices	To form students' ability and habit in asking and giving info on product and prices
10'	 Role play Assign ss to be buy Ask them to ask proprices. Ask them to reverse after 5 minutes 	oducts and	Sale fliers	To give opportunities for ss to practice asking questions and giving information on products and prices
2'	Feedback and conclusi	on		 To strengthen the ss' understanding on how ask questions and give information on products and prices.

Authentic materials can be very useful resources for students' learning. Authentic materials are often inexpensive but are of great support for students. To get maximum benefits of the authentic materials, teachers need to select appropriate materials for the students and design suitable classroom activities to better facilitate students in their learning in the classrooms.

PAKET 8 GAMES DALAM PEMBELAJARAN DI KELAS

Pendahuluan

Paket ini memperkenalkan penggunaan permainan (games) dalam pembelajaran bahasa Inggris. Dengan permainan proses pembelajaran dapat dilaksanakan dengan menyenangkan dan efektif. Engan permainan, pembelajar dapat menguasai bahasa asing dengan tanpa merasa terpaksa, mereka melakukannya dengan riang gembira.

Dalam kegiatan pembelajaran, dosen mendemonstrasikan beberapa permainan bahasa dan mengajak mahasiswa mengidentifikasi poin kebahasaan apa yang dipelajari siswa melalui permainan tersebut.

Permainan yang diperkenalkan meliputi berbagai permainan untuk kegiatan awal (warmer), kegiatan inti, dan juga kegiatan penutup. Untuk menunjang lancarnya kegiatan ini, dosen mempersiapkan tayangan power point dan berbagai peralatan lain yang diperlukan untuk permainan.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami aplikasi games dalam pembelajaran di kelas

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Memahami berbagai macam games dalam TEFL.

- Bersama dosen mempraktekkan penggunaan games dalam proses belajar mengajar (pbm).

Waktu

2 X 50 menit

Materi Pokok:

- Berbagai macam permainan bahasa

Kegiatan Perkuliahan

Kegiatan Awal

- Melaksanakan Ball-throwing game.

Kegiatan Inti

- Mengajak mahasiswa mengidentifikasi poin bahasa yang dilatihkan dalam permainan *Ball-throwing game*.
- Membagi mahasiswa dibagi dalam 6 kelompok.
- Mahasiswa melaksanakan practice teaching. Masing-masing kelompok diwakili seorang.

Kegiatan Penutup

- Mengajak mahasiswa menyimpulkan kelebihan games dalam aktifitas pembelajaran.

Kegiatan Tindak Lanjut

Lembar Kegiatan

-

Bahan dan Alat Bola, kertas warna-warni. Uraian Materi

TEACHING ENGLISH USING GAMES

Learning a language is often a hard task which can sometimes be frustrating, especially, if the language is not used in daily life by the community. Constant effort is required to understand, produce and manipulate the target language. Well- prepared games are very useful as they give students a break and at the same time allow students to practice language skills in a joyful situation. Well-chosen games are highly motivating since they are amusing and interesting. At the same time, you may put enough challenge to students so that they will learn to practice the language while having fun activities. They also employ valuable and practical language in real contexts. They also encourage and increase cooperation among learners.

In this chapter, I list games that were often practiced during LAPIS-ELTIS training (LAPIS-ELTIS, 2008a, b, c, d & e) with some adaptation and elaboration.

'Getting to Know You' Games

There different kinds of activities to make students know one another and feel at ease with one another as well as with you.

Important Figures

- Introduce yourself very briefly.
- Write down 5 important figures on the board and ask your students to guess. Your figures can include years of important events in your life, number of your kids, siblings, house, friends in facebook, and number of books you have read.
- ♦ Ask your students to guess what the numbers are.
- If your students know all the numbers—either they guessed them correctly or you told them to save time—ask them to write their own important numbers.
- Ask them to go around the class and guess the other three people's numbers.

Choose which one(s) is incorrect

- Introduce yourself very briefly.
- Write down four sentences about yourself. Two of them should be incorrect. Your sentences might look like this.
 - ▶ I went to Australia in 2002.
 - I went to Cambodia in 2008 for a training.
 - ▶ I presented a paper in Asia TEFL Kuala Lumpur in 2010.
 - I have 2 kids.

- Ask your students to guess which sentences are incorrect and ask why they are incorrect.
- Once they know which one(s) is incorrect, ask them to write down four sentences; two should be incorrect.
- Ask them to go around the class and meet at least three other students and guess which ones of their sentences are incorrect. Your instructions might look like this, "Next, go around the room. Show your statements to you friends, at least three, and ask them to guess which ones are incorrect about you."

Asking Yes/No questions

- Remind your students how to make yes/no questions.
- ✤ Give examples of yes/no questions.
- Ask your students to ask yes/no questions to you to know more about you and respond with 'yes' if it is correct and 'no' if it is not correct.

For example: Do you like meatball? → Yes Do you like to play chess? → No Are you interested in painting? → No

- Once, they know more about you, move to the next activities.
- Ask them to work in pairs and ask their friends 'ye/no questions'.
 You can also apply 'yes/no questions' in other occasions.

Handshakes

This activity is extremely simple and aimed at getting students to move and making some sort of contact with everyone else in the class. The physical contact of the handshake is clearly of symbolic importance as a gesture of mutual goodwill. This is a good starting exercise with groups who are meeting for the first time (Ur & Wright, 1992).

Procedures:

- Everyone walks freely about the room. The object is to shake hands with everyone in the room, without speaking, but with an appropriate facial expression.
- Instructions is given by involving a change in facial expressions. For example: "Each person you shake hand is a very good friend," "You're at a very formal reception, you do not know any of the people you meet," "It's the first time you meet the people." "You're tired, but you have to shake hands," etc.).

Chain Words

This is a vocabulary game to help students pronounce words quickly. This is, especially, good for beginners or elementary level students. It is basically mentioning words where the last letter of the first word becomes the first letter of the second word. For example: chair – rose – empty – young – game – egg – goose – ear and so on. This is a simple word game to start or finish a lesson.

Arrange students in a big circle. You can start by mentioning a word, for example, "chair."

* Next, ask students to raise their hands if they know the next word starting with the last letter of the

previous word, for example, "ride," "role," "rose, "ring."

Point at a student and the pointed student mention the next word. Continue to suit the students' need for practice.

Possible variations for this game:

- You can specify the words to mention, for example, nouns only, adjectives only, verbs only or adverbs only. You can also adapt it to any topic you're doing or one you want to revise. You can focus on animals' names only, fruits, furniture, and so on. However, this might be difficult, so you may allow students to open dictionary.
- You can also point at any students you want and if the students cannot mention the correct words, you may ask them to tell the class about, for example, their hobbies.
- You can also make variation by asking students to make two lines facing one another. You hold a small plastic ball, or paper, or whatever you have. After mentioning a word, you throw the ball to one student. The student holding the ball mentions the next word and throws the ball to another students.

Chain Sentences

This is good for students who have learned sentences. You can apply similar procedure as the above game. The difference is that at this game, the students mention sentences. The last word of the first sentence becomes the first word of the second sentence. For example: "I love basket ball." "The basket ball game is in the William Arena." "William Arena is next to TCF Bank stadium." TCF Bank Stadium was build by TCF bank and the Indian Tribes." You can continue the game as long as you and your students like.

To ensure that students get more opportunities to produce sentences, you can assign them to play the game in groups. You just need to practice the first game for the whole class to let the students experience the game for the first time.

Change Places

This is a great activity to get students moving about and practice some vocabulary or sentence structures. Incorporate this activity in the class at an appropriate time. It is a definitely a 'warmer,' it's better to apply it in the start of the lesson.

Procedures:

- Ask students to sit chairs in a circle, or in two lines facing one another. Move spare chairs from the circle or the two lines.
- You can start by saying, "Change places if (for example) you're wearing black shock." All students who are wearing black shock must stand up, and move to another chair.
- The last person to find a chair should give the next command, "Change places if you (for example) have two siblings" and so it goes on until you think it's enough to warm up to provide students enough language practice.

Young learners can get very excited with this game so make it clear from the beginning that pushing other students out of chairs and similar behavior is not going to be tolerated! For higher levels, you adapt the commands with more difficult language items such as, "Change places if you went shopping last weekend", or "Change places if you would like to have less homework."

Whisper Game

It is adapted from Chinese Whisper, which is, a game played around the world, in which one person whispers a message to another. The message is passed through a line of people until the last player announces the message to the entire group. This game is a very good activity to improve the students' ability in listening, speaking, reading and writing. You can apply this game to all levels of students' ability. You just need to adjust the length of the sentences and also the choice of words in the sentences. **Procedure:**

✤ Ask students to stand up in four or five lines.

- ◆ Tell the game and how to play it, "Alright students, We'll play Whisper game. I'll show a sentence to the students in the front. The front students whisper to the students in their back. The second students whisper to the third students. The students in the back run to the front and write down the sentence on the board. After finishing writing on the board, the students stay in the front, and I'll whisper to them. Again, the students in the back will write the sentence on the board."
- * Try out to play the game first before really playing it and give scores to students. You can assign score to all groups who write the sentence correctly or score only the quickest, correct group.
- After trying out the game and clarifying any confusions apparent, you can start the game. During the game, the students might be excited and all move forward to the front of the class. To avoid this, you need to set up the rule that they should stay where they are.

Running Dictation

Since the students are active in understanding the questions and skim the answer in the reading materials, the students improve their skimming skills for reading while having fun running from the questions to the answers in the reading texts.

Procedure:

- Before the game, attach a set of questions on one end of the wall and poster facts or any other reading materials about Football clubs in England on the other end.
- ◆ Divide the class into 4 or five groups. Ask each group to choose a secretary, 2 runners to look at the questions and 2 runners to find the answers.
- ◆ Explain the rules of the game, "Okay, students. Look at the list of questions on that wall and poster facts on this wall. Two people should run to that questions, read one question at a time and run to the secretary to dictate him/her the question. Another runner find the answer of the question on the poster fact over here. Once, you get the answer run back to the secretary and mention the answer. Do it until you finish and find the answers of all questions. The first to answer all questions correctly will be the winner."

Is New castle near Sunderland? When was Manchester United established? What color is Arsenal? What is the home of Aston villa? Is Birmingham near London? What is the capacity of the Birmingham city stadium? What's the nickname of Everton?

Possible variations:

- You can choose any other interesting reading materials that suit to the students level. I choose football theme because it is a universal theme that students might like it.
- Instead of assigning students to work in groups, you can also ask them to work in pairs. When they work in pairs, you might consider reducing the amount of the questions. They can reverse the role as a secretary and a runner in the middle of the game.
- You can also change the questions into gap... to be filled by students. Your gap prompts will might look like the following. The amount of dash (_) represents the number of letters in the gaps.

New castle is ____ Sunderland. Manchester United was established in ____ ___ and ____ are the color of Arsenal. The home base of Aston villa is _____ Birmingham __ ___ London. The capacity of the Birmingham city stadium is _____ ___ is the nickname of Everton.

Who am I?

This is a variation of 'yes/no question' because the students need to ask their friends 'yes/no questions before they can guess what they are correctly.

Procedures:

- ✤ Before the game, prepare about 20 30 words to guess, for example, a mango, an apartment, a car, a bus, Maradona, Indonesia, Bali, and so on. Write down each word in a sticky paper (or post-it paper).
- Tell your learners the rule of the game, "Alright, students. We will play 'Who am I?. I will stick a paper with a word on it on your back. Like this (stick to one of your students' back, choose the strong student. Let's say, Ali). Ali, now you have to guess the word in your back. In order to guess correctly, you have to ask 'yes/no questions."
- Give Ali opportunities to try asking 'ye/no questions' and guess the word. If he fails, you need to guide him. This is as a model for students so that they know how to play the game.
- Tell the students that they need to have a partner to do the game. Once, a student can guess correctly, his/her partner will ask 'yes/no questions' and guess the word. If they have finish, both can go to the trainer and ask for more words to guess.

PAKET 9 VIDEO DALAM PEMBELAJARAN BAHASA INGGRIS

Pendahuluan

Paket ini memberikan kesempatan kepada mahasiswa untuk memahami dan merasakan penggunaan video dalam pembelajaran bahasa Inggris. Dalam kegiatan pembelajaran, mahasiswa disadarkan bahwa video dapat digunakan untuk membuat pembelajaran yang aktif dan interaktif. Berbagai teknik diperkenalkan kepada mahasiswa.

Pada awal kegiatan, mahasiswa dipersilakan untuk menonton video selama kurang lebih 8 menit. Setelah itu, mereka diminta untuk mendeskripsikan apa yang dapat mereka pelajari lewat video tersebut. Setelah itu, pembahasan difokuskan pada kelebihan penggunaan video dan hal-hal yang harus dipersiapkan sebelum menggunakan video di kelas. Kegiatan selanjutnya adalah menunjukkan berbagai teknik praktis menggunakan video di dalan kelas, misalnya untuk kegiatan 'predicting,' 'viewing comprehension,' 'listening practice,' 'speaking practice,'serta 'writing practice' dan pengembangan 'discussion skills.'

Untuk melaksanakan kegiatan ini, dosen harus mempersiapkan berbagai video dan hal-hal lain yang mendukung penggunaan video dalam kelas.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami berbagai teknik dalam menggunakan video dalam TEFL.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan berbagai kelebihan penggunaan video dalam pbm.
- Menyebutkan berbagai persiapan yang diperlukan sebelum menggunakan video di kelas.
- Menyebutkan berbagai teknik dalam penggunaan video dalam proses pembelajaran TEFL.

Waktu

2 X 50 menit

Materi Pokok:

- Kelebihan penggunaan video dalam pbm.
- Persiapan penggunaan video di kelas.
- Berbagai teknik penggunaan video dalam proses pembelajaran TEFL.

Kegiatan Perkuliahan

Kegiatan Awal

- Pemutaran video pendek (8 menit)
- Apersepsi

Kegiatan Inti

- Menjelaskan berbagai kelebihan penggunaan video dalam pbm.
- Menjelaskan berbagai persiapan yang diperlukan sebelum menggunakan video di kelas.
- Menjelaskan berbagai teknik dalam penggunaan video dalam proses pembelajaran TEFL.
- Demontrasi penggunaan video untuk *predicting, mentioning activities that have just happened* dan *activities in progress.*

Kegiatan Penutup

- Meminta mahasiswa untuk menuliskan hal yang akan mereka lakukan terkait dengan penggunaan video dalam kelas.

Kegiatan Tindak Lanjut Lembar Kegiatan Bahan dan Alat - CD, power point, speaker, proyektor.

Uraian Materi

TEACHING ENGLISH THROUGH VIDEOS

Learning the English language is often a complex task. As with learning any language, non-native speakers have to navigate a bundle of vocabulary, grammatical exceptions and language nuances. There are an assortment of useful tools that English teachers can use to help non-native speakers in developing their English skills. One of these tools is the use of videos or films in language education. By integrating videos into the learning process, teachers allow non-native speakers to see authentic examples of language use and build their language skills by observing the language use of others. Watching and studying English via films can also be a useful and fun way to enhance English language skills.

Advantages of Using a Video

Allan (1985) suggests some advantages of using a film/video in the classroom.

- It presents realistic fragments of life. Most language courses use dialogue or a narrative to present the language use. When you present the language use using video, it will give greater realism of different voices and sound effects plus moving pictures. The examples of language in use become more realistic and more comprehensive. Video shows the ways people communicate visually as well as verbally.
- It gets students talking. There are times when we teach language, we want our students to talk to us and to other students. The right video materials can help students to have the need to express their ideas and communicate them to their friends. Vivid presentation of settings and characters can be used to set the scene for role plays. A video can also present a hot issue that can spark off discussions. Our interpretation to the scene can become a genuine reason for students to communicate with other students.
- It provides visual supports. Video's moving pictures help learners concentrate because they provide a focus of attention while they listen. The more exposures the learners have to the language, the better they are likely to learn it.
- It offers variety and entertainment. At home, we associate the small screen with entertainment. When we present language items through video, we hope students will also have a feeling of being entertained. Thus, they learn language while enjoying the entertainment.

In the market, the examples are listed at the end of this chapter, you can find specific video designed for English Language Teaching (ELT). They can be categorized into four purposes: presenting language; presenting the country and its culture, telling stories, and presenting topics. Some videos were prepared to present language, for example, *Family Affair, Let's Watch,* and *The English Teaching Theatre Video. Family Affair* presents specific language items in a serial story in fifteen episodes.

This video can be used to supplement other language course books. It consists of 60 minutes video, study guide and teacher's manual. *Let's Watch* also presents structures and functions within a story and introduces different styles of language: documentary style as well as different levels of conversational style.

A video is also good to present different countries and their cultures Allan (1985). Focus on Britain is aimed at the young European visitor to Britain and feature domestic situations of the kind an exchangescheme student might meet. At Home in Britain also provides examples of British social life aimed at young people coming to Britain as students. Challenges consists of a set of six programs, each with different theme, and each featuring young British people engaged in pursuits typical of their age and culture. Follow Me to San Francisco depicts the adventures of a newcomer to San Francisco and through his adventures introduces information about the society. Living in Washington also presents some cultural background in North America.

Some videos simply make use of the power of story telling. This includes detective stories and adventure stories. The Adventure of Charlie McBride provides a narrative thread as well as viewing task for students. *Here We Come, Come and See Us,* and *Double Trouble* are all aimed at children between the ages of ten and fifteen. Stories on video exploit the interest of most of us in the lives and predicaments of other human beings. These can be used to ignite discussion in the classroom.

Videos were also designed to present certain topics. Some materials enable teacher to use the video as a basis for project work or to generate debate. *Television English*, for example, provides documentary materials on a range of topics. This might be used to engage students in conversation or discussions. Some ESP materials and self-study course are also available.

In addition to specific videos designed for ELT, teachers can also use videos available in stores for general purposes. Other sources can include broadcast television, video / CD hire, and video/ CD purchase. This might serve as authentic materials for students. When teachers decide to use this kind of materials, teachers need to make more preparation. Preparation needed before using videos or films in the classrooms is:

- Use a variety of videos. While there are videos specifically made for use in educational settings, do not feel that you must stick to these specialized videos. Movies and even commercials can all be helpful in teaching non-native English speakers as they provide an authentic representation of language use. These alternate videos forms are also commonly more interesting to non-native speakers than the basic language-learning videos.
- Choose a film with familiar and simple content. Choose relevant films that are appropriate for your class. If you are teaching children, or adults with a very basic skill level, animated feature films are an appropriate choice. The simple language and visual representation makes it easier to understand vocabulary and complex sentences. Children or family films may have clearer pronunciation with

simple vocabulary. Avoid action films with loud noises and crashes that might distract your focus. If there is a script available for the films you choose, or if the movie is based on a book, try to obtain that also. Read reviews about the movie, and try to predict the plot so that it's easier to follow.

- Watch the film in your native language with the English subtitles on. Films that you have watched in your native language may also be easier for you to comprehend. Pause and rewind to review words or phrases. Keep a dictionary nearby. Write down words or phrases you don't understand, and look them up. Guess what speakers are saying based on their intonations and body language. Practice the words and phrases out loud. Write down a summary of the movie, and share it with an English speaking friend. See if you have the content correct.
- Watch the same film with English dubbed over and subtitles on. See if you can focus on the English sound with less attention to the subtitles, but go back and forth between the two as needed. Watch the film multiple times until you are comfortable with the content, have mastered the grammar and increased your vocabulary.
- Try a new film, and repeat these steps. Build up your personal learning library of English-language films, supporting scripts and books. Classify the movies by regions since they may use actors with different accents, for example American, British or Australian.
- Select vocabulary from videos. Instead of picking an arbitrary list of vocabulary words, select words that appear in videos. Present the learners with the words prior to playing the video clip, and allow them to use context clues from the video to determine the meaning before providing them with the definition. By giving them the opportunity to determine the meaning for themselves, you are helping them practice their context-clue-deciphering skills and increasing the likelihood that they will be able to determine the meaning of unknown words that come up in conversation.

Using Videos or CDs in the Classrooms

Watching television is often seen as a passive viewing experience because the students merely watch and listen and no other activities can be done while watching. Unlike watching television, watching films and movies may become a springboard for student interaction. You can pause whenever you want and do various activities while watching. You can use films or videos to do the following activities: predicting, viewing comprehension, practice, speaking, and discussion.

Here are some general teaching strategies that enhance the use of video materials in your classroom by targeting specific skill sets.

1. Predicting

Predicting can be done prior to watching the film. You may do it by showing the title of the film and ask students to predict what the film is about. You may hold class discussion previous to the film viewing. Be sure to have an effective preview discussion. Predicting can also be done while watching the movie. The following example of 'What happens next' shows how to help students predict while watching a film.

Level:	High elementary and above
Target	'going to', 'I think she's going to'
language:	Speculating about the future

Preparation:	 You need a piece of film or cartoon in which there is plenty of action or visual interest. <i>Mr. Bean</i> or <i>Tom & Jerry</i> work well. Prepare beforehand which places in the video you are going to pause.
Procedure:	 Divide the class into small groups (3 or 4 Ss) Tell the learners they are going to watch a short piece of film. Play the DVD and pause it just before something happens. Ask Ss to write down on a piece of paper what they think is going to happen. Go round the class and elicit sentences from the groups (e.g. <i>I think he's going to shoot the dog</i>) Resume the film to find out what happens. If a group speculates correctly they score a point. Do this again and again several times.
Notes:	 Insist on natural pronunciation (gonna) If it's a funny film, replay the whole thing once you've finished the activity.
	(Adapted from LAPIS-ELTIS, 200

The above activities can be adapted in different ways as follows:

With picture and audio on:

- Use the pause control to stop a scene and have students predict what will happen next.
- Use the pause control to stop after a particular line of dialogue and have students predict the next line

With audio off:

- * Have students predict the situation and characterizations based on viewing an entire scene without the sound.
- ✤ Have students predict lines of dialogue after viewing an entire scene without the sound.
- * Have students predict individual lines of dialogue by using the pause button to stop the scene

With picture off:

★ Have students predict the situation and characterizations by listening to the soundtrack without watching the picture.

Specific Focus: Narrative Tenses

While watching the movies, you can also assign the students' attention on specific focus. Look at the following example of how to focus on narrative tense.

Level:	Pre-intermediate and above	
	 Past simple & Past continuous (narrative tenses) 	
Target	'He dropped the brush when he was painting the wall'.	
language:	'He ran along the street, then he turned the corner'	

	 Action verbs Sequencing linkers – <i>then, after that, while, when</i>
Preparation:	 You need a short piece of film or cartoon in which there is plenty of action or visual interest. <i>Mr. Bean</i> or <i>Tom & Jerry</i> work well. Watch the piece of film beforehand and note down all the actions that it shows
Procedure:	 Group the Ss in threes or fours. Play a very short sequence. Ask Ss to note down the actions they see. At the end, get the groups to agree on the actions they saw and make a definitive list. Ask groups to approach the whiteboard and write their lists. Re-play the DVD and tick off the actions. Ask the learners to make sentences, using their lists for guidance. Learners join sentences into a narrative text.
Notes	A short video like this is a lively and motivating way into the genre of narrative.

(Adapted from LAPIS-ELTIS, 2008c)

Variation to the above procedure can also be seen in the following activities.

Level:	Elementary and above		
	Various:		
Target	<i>'is doing'</i> (present continuous for current activity)		
language:	<i>'is going to do'</i> (future action)		
	<i>'she has just'</i> (past action with present significance)		
	1. You need a piece of film or cartoon in which there is plenty of action or visual		
Preparation	interest. Mr. Bean or Tom & Jerry work well.		
	2. Prepare beforehand which places in the video you are going to pause.		
	1. Divide the class into small groups (3 or 4 Ss)		
Procedure:	2. Tell the learners they are going to watch a short piece of film.		
	3. Play the DVD and pause it each time something happens. Going from group to group in turn, ask Ss to say what <i>is happening</i> or what <i>has just happened</i>.e.g. '<i>The cat is falling</i>', '<i>the mouse has just jumped in the fridge</i>'		
	4. Go round the class and elicit sentences from the groups (e.g. <i>I think he's going to shoot the dog</i>)		
	6. If a group speculates correctly they score a point.		
	7. Do this again and again several times.		

Notes:	This activity can be used to practice almost any tense or combination of tenses:
	present continuous, going to, past simple and continuous, present perfect, past
	perfect, etc.

(Adapted from LAPIS-ELTIS, 2008c)

2. Viewing Comprehension

You can check the students' understanding of the situations and characters in the following ways:

Before watching:

Give students specific tasks to look and listen before they watch a scene.

While watching:

- □ Freeze-frame the scene by using the pause button and check students' understanding.
- Have periodic discussion breaks. Be sure to let students ask questions about what they have seen to increase both their listening and speech skills. Students must organize their thoughts in order to ask questions aloud. Have them draw parallels to their own lives.

While watching or after watching:

□ Have students answer comprehension questions or a film check list you devise. The comprehension questions or a guideline check list help students focus on specific tasks while watching movie. It helps students develop their critical thinking skills, too. The comprehension questions or check lists may also be used as a platform for other lessons later.

After watching:

- Give students cloze scripts and have them fill in missing words in dialog lines.
- Wrap it up and conduct a through review after your film is over. This is commonly referred to as "post-viewing," which is a similar technique used in many literature and English classes. Improve students' summary skills by having them give an overview of what they have seen and talk about why it might be relevant to them. Have students extend their thinking beyond simple "I liked it" or not.

3. Listening Practice

Have students focus on the dialogue contained in a scene by listening for particular vocabulary words, structures, or functional expressions. Use videos to practice listening skills. Provide students with questions prior to watching the video, and ask them to use their listening skills to discover the answers. As non-native speakers learn English, they need the opportunity to practice understanding information that is presented orally. By providing students with video questions that they must answer through the watching of a video, you allow them to practice careful listening and decoding. You can also apply *movie dictation* by having students write dialogue lines as they view them. You can do this by using the pause control to stop the scene after each line. Another way of doing it is *cloze scripts*, that is, asking students to view a scene and have them fill in missing words in a cloze script you have created (Allan, 1985).

The following is an example of the application of the cloze scripts.

(Adapted from LAPIS-ELTIS, 2008c)

	Level:	High Elementary and Above
	Target language:	 Various. Functional language such as asking for permission, giving advice Greetings and requests. Instructions.
	Preparation:	 You need a short piece of film in which there is a dialogue. Watch the piece of film beforehand and transcribe the dialogue.
S pe a ki n g P ra	Procedure:	 Group the Ss in threes or fours. Give the learners the transcript with half the dialogue (one speaker) erased. Play a very short sequence with the sound off. (mute) Ask learners to construct the dialogue. Play the whole sequence while learners check whether they were right. Possibly, get learners to act out the dialogue.
ctice		

Allan further suggests activities using videos that may enhance students' speaking skills.

- Role Plays: Have students role play a scene, practicing the lines of dialogue for correct intonation and emphasis.
- **On-Location Interviews**: Have students circulate around the classroom and interview each other using questions contained in the video segment. Students can then report to the class about their interviews.
- **Information Gap**: Have half the class see a segment without audio and the other half hear it without the picture. Students from each half of the class then pair up, talk about the situation and characters, and act out the scene.
- **Strip Dialogue Scenes**: Write dialogue lines on separate strips of paper, distribute them randomly, and have students recreate the scene by putting the lines together.

Challenge learners to practice their parts of speech skills by picking out words of different types from the videos watched. As students advance in their English-learning skills, use videos as vehicles to practice parts of speech. Instruct students to write down all the nouns, verbs, adjectives or adverbs that they hear in a section of a video. Play a short clip, and see how many words of the featured part of speech the student accurately identified.

5. Writing Activities

Video can also be used to generate writing activities. In this section, I will illustrate two writing lessons using videos. The first one is producing commentary and the second is producing dialogue scripts.

'Every day drugs': Alcohol
An extract from video clip about the problem of alcohol in society.
To give students practice in:
- making suggestions and responding to the suggestions of others
- writing to inform
- presenting a brief written statement orally
1. Show a video, without soundtrack, in which the pictures illustrate the commentary.
Ask students to make notes on the aspect of problems.
2. Show the video for the second time to enable the students to amplify their notes.
3. Ask students to work in group to write the commentary. Your instruction may look
like this.
"Write a commentary in small groups. Your commentary should include the
following words: off-license, booze, housekeeping. You may check your dictionary
to know the meaning of the words.
In your group, write a short commentary covering all the points that the group's
members have picked up from the pictures and include the three words above.
The original commentary has seven words. Yours should not be longer than that."
You may show the video one more time.
4. Collect the commentaries and check for any mistakes and awkwardness. Return the
commentaries to your students.
5. Ask the groups to record their commentaries along with the silent video.
6. Show the results of the recordings to the whole class and ask their comments about
the recorded commentaries.
7. Show the original video with its soundtrack and ask students to compare with their own.

⁽Adapted from LAPIS-ELTIS, 2008c)

The following is the scenario for producing scripts.

	6 F
Торіс	Any topic suitable for your students
Text	A script from a video
Aims	To help students build dialogue among people
Procedure	1. Ask the students to watch two scenes of a movie where people are talking to
	each other, but this time, play the video silently. Ask the students to guess what
	they are talking about. Ask volunteer to write down on the board.

- 2. Give the dialogue on the scenes and ask students compare with their prediction.
- 3. Play the scenes with sound so that students can watch the scenes while listening to the sound.
- 4. Play the following scene without sound and ask students to write the dialogue again.
- 5. Ask them to discuss the dialogue in pairs. Play again without sound and ask them to improve their dialogue in pairs.
- 6. Play the scene with the sound so the students can compare their dialogue to the dialogue on the video.
- 7. Repeat the play as long as you wish.
- 8. You can end the session by either assigning students to prepare for a role play or to have a discussion about the message in the video.

(Adapted from LAPIS-ELTIS, 2008c)

6. Discussions Skills

After watching movies, students may have discussions on the following:

- ✤ Have students discuss the scene, plot and characters' actions, thoughts, and feelings.
- Have students think about what the characters in the scene are thinking but not saying. Students can create these *interior monologues*, present them to the class, and discuss any varying opinions about characters' inner thoughts during the scene.
- Have students tell which characters they identify with and explain why.
- Have study culture with films or videos. Along with learning the language, non-native speakers can benefit from lessons in American culture. Use contemporary movies and televisions shows to teach them standard cultural practices. Explore holidays, standard practices or common rituals by watching videos featuring these cultural elements.

Using a Video Clip

To match with the class objectives, these videos shouldn't last longer than ten minutes. Unless you have either access to online resources in the form of an Interactive White Board in your classroom or a computer room with internet facilities and preferably a projector screen, you would better copy the video clip beforehand. During the class, you just need to replay the video you have copied in your computer file.

There are some **a**dvantages of using video clips. *First*, **s**tudents are exposed to authentic English in a natural context. Not only is this by exposing them to "real people", but they view real situations, too. Short documentaries, for example, can open up their eyes to different cultures and ways of life. *Second*, you can really focus on the content, without students losing concentration. *Third*, since it is a short video, you have the chance to pre-teach relevant vocabulary beforehand and then whilst watching the video, students will be able to listen to the new vocabulary in context. You will have enough classroom time before or after the showing of the video to exploit the content. *Fourth*, language produced from the video can be exploited further by setting up a debate involving recycling of new vocabulary, and followed up by a piece of writing for homework. *Lastly*, the visual element is stimulating to students. Short videos

However, some problems might arise and you have to be aware of them so that you can anticipate them from happening. *First*, technical problems can arise, either with problems of internet connection, or in the case of video on demand, a high demand at a given time for one particular video can affect the server. If you are not technically acquainted with the equipment you need to have an emergency back-up lesson. *Second*, when a longer video is used, attention may sway, especially if we are dealing with a difficult script, and students may end up feeling demotivated as they are struggling to keep up with the language. This is particularly applicable to lower level groups. So, be sure to use video which is suitable for your learners' level. *Third*, some videos can be inappropriate, and the content may not be quite what you expect, hence it is crucial that you watch the video beforehand. This leads us onto the point of video selection.

There are three key points to consider when selecting an appropriate video clip. *First*, who will select the video? Where students are involved in the selection of the video they may be more motivated to watch it as it will reflect their interests. This could even be given as a pre-class task, where students could select an online video clip themselves, and be prepared to talk about it. When you, as the teacher, are selecting a video, note down any new vocabulary you want to pre-teach whilst watching the video. *Second*, what is the topic of the video? This could be a topic which students have requested or something more specific to your students' needs. Perhaps you are teaching Business classes or English for Specific Purposes (ESP). Topics which coincide with the course book you may be using in class or something related to the customs and traditions of the country where you are teaching, for example, local festivals might well be motivating. *Third* is class objectives. Do you want students to concentrate on the visual aspect to make descriptions? If so, you need to look at short stories, or perhaps music videos which will tell a story. Or would you prefer to focus on specific vocabulary on the video? You need to consider your class aims carefully when it comes to selecting the appropriate video.

These are the stages about how to exploit the clip in my classroom. During the class, pre-teach the vocabulary if you are watching a news item or short documentary. This can be done by asking a few key questions using the new vocabulary, and getting students into pairs or small groups to discuss. Once class feedback is gathered and the new vocabulary has been put on the board, we can then show the video. If you are watching a film trailer or a music video, you may be more focused on the visual aspect, so make sure your students know that they will be expected to produce some descriptive writing based on what they have seen. In this case the video can be shown more than once.

After viewing, if you have viewed something topical, set a discussion going by gathering student opinions on the video. For a talkative classes, the learners will carry a discussion through, once you have given them a few prompt questions. Where the class are hesitant to talk, give them some preparation time for a discussion by putting them into two groups where one group will argue advantages, the other disadvantages. This way, they will have had some time to prepare arguments for the class debate which follows. This can be followed up with a piece of writing on the topic for homework, again giving a chance for students to recycle the new vocabulary. If you want to focus more on a grammar point, for example narrative tenses, then you could get students to write down their own interpretation of events once they have seen the video.

PAKET 10 PENGGUNAAN LAGU DALAM PEMBELAJARAN BAHASA INGGRIS

Pendahuluan

Paket ini menghadirkan lagu dalam proses pembelajaran bahasa Inggris di kelas. Lagu tidak hanya digunakan untuk hiburan tetapi sekaligus alat untuk memperkenalkan dan menguasai bahasa asing. Dengan lagu, siswa dapat belajar dengan tanpa rasa terbebani, sebaliknya siswa akan senang dan bahagia.

Pada kegiatan ini, dosen akan memutar lagu dan meminta mahasiswa untuk mengurutkan potongan syair lagu yang telah dibagikan. Mahasiswa melakukannya dalam kelompok. Setelah itu, dosen mengajak mahasiswa untuk merefleksikan langkah-langkah yang telah dilakukan dan mendiskusikan poin bahasa apa yang diperkenalkan melalui potongan lagu tersebut. Setelah itu, dosen melanjutkan pemutaran lagu dan memperkenalkan penggunaannya dengan aktifitas yang bermacam-macam, antara lain, mengurutkan kata, mengisi, mencari kata yang beda, menjodohkan serta mendiskusikan isi lagu. Masing-masing kegiatan tersebut diikuti dengan refleksi kegiatan.

Untuk membantu mahasiswa memahami berbagai aktifitas yang dapat digunakan dalam kaitannya dengan penggunaan lagu di kelas, maka dalam aktifitas ini diperkenalkan bermacam-macam aktifitas untuk satu lagu. Dalam pelaksanaan sesungguhnya di kelas bahasa, guru hanya perlu menerapkan dua atau tiga macam aktifitas dalam sekali pertemuan isi lagu. Terlalu banyak aktifitas akan membingungkan siswa.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa memahami berbagai teknik penggunaan lagu dalam kelas TEFL.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Menyebutkan berbagai kelebihan penggunaan lagu dalam pbm.
- Menyebutkan berbagai persiapan yang diperlukan sebelum menggunakan lagu di kelas.
- Menyebutkan berbagai teknik dalam penggunaan lagu dalam proses pembelajaran TEFL.

Waktu

2 X 50 menit

Materi Pokok:

- Kelebihan penggunaan lagu dalam pbm.
- Persiapan sebelum menggunakan lagu di kelas.
- Teknik penggunaan lagu dalam kelas TEFL.

Kegiatan Perkuliahan

Kegiatan Awal

- Warmer: Lagu 'Hello & Goodbye'

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Kegiatan Inti

- Menjelaskan manfaat penggunaan lagu dalam pbm.
- Menjelaskan contoh penggunaan lagu sebagai *warmer (Stop & Find, Drawing While Listening, Pass the Glass, Listen & Stand Up).*
- Melakukan demonstrasi penggunaan lagu dalam main activities (discssion questions, ordering sentences, correcting errors, filling gaps, arranging jumbled words).

Kegiatan Penutup

- Mendiskusikan follow up activities.

Kegiatan Tindak Lanjut

-

Lembar Kegiatan

Bahan dan Alat

- CD/kaset, power point, proyektor

Uraian Materi

TEACHING ENGLISH USING SONGS

Songs can be wonderful tools for teachers to teach English to learners of different ages. Songs can be used to reinforce the learners' language skills. While enjoying the songs, the students can learn new vocabulary, develop listening skills, improve their pronunciation, learn the contents, get the messages, improve their English. Songs can also be used to generate further activities such as speaking, reading as well as writing.

Using Songs with Young Learners

You might need to use songs differently when teaching young learners. Using songs for young learners is mostly aimed at introducing new words, pronunciation and meaning to children. When you use songs with young learners, the best way to use them is to be repetitive.

Procedure:

- Present the song to the learners first. You can use your own voice when presenting the song to your learners. However, if you think you are not a good singer, you can still use songs in your classrooms. You can play cassettes, instead, to help you present them to your students and follow along with the cassettes. Show facial expressions and body movements in line with the mood of the songs. For cheerful songs, show your delighted face and jovial body movement. For melancholic songs, use gloomy face and calm body movement. For young learners, however, try to use cheerful songs to keep them in high spirit.
- ➡ Allow them to sing it along with you or the cassette. By singing together, the learners can try to pronounce the words, hence, it also helps them improve their pronunciation. Repeated it two or three times, and, finally, allow them to sing together with their fellow friends, but without you or the cassette.

Practice them often in various occasions. For example, you might want to sing the same songs when you are at carpet time in the morning. You may want to sing the song every time that you line up to enter the classroom. Use these songs repeatedly in every occasions possible so that children are able to understand and remember the lyrics.

Some examples of songs that you may use would include number songs, and that can be numbers counting up or numbers counting down such as "Ten Monkeys Jumping on the Bed." One of favorite songs good for children is "Five Green and Speckled Frogs." This song helps students count backwards from five. Here is the Lyrics for song.

Five green and speckled frogs sat on a speckled log eating the most delicious bugs, yum, yum. One jumped into the pool where it was nice and cool, now there are four green speckled frogs, glub, glub."

Adapted from: http://www.ehow.com/video_4952228_teach-english-kids-using-songs.html

After singing the song, you can ask students to count from four all the way down to zero. This really reinforces the skill of counting backwards from five down. When you use "Ten Silly Monkeys Jumping on the Bed," you help your students practice from ten down. There are many other songs to practice nearly everything in the classroom. One of the favorite songs is "the Adams Family." This song is used to help learners remember the days of the week. The lyrics is as follows:

Days of the week, days of the week, days of the week, days of the week, days of the week. There's Sunday, and there's Monday... there's Tuesday and there's Wednesday, Thursday and then there's Friday and then there's Saturday. Days of the week."

Adapted from: <u>http://www.ehow.com/video_4952228_teach-english-kids-using-songs.html</u> Young learners really love it. You can also encourage them to snap while singing the song. If they're not able to snap, which many young children aren't, they may clap along with the song. By singing the song, the young learners become excited about and they're able to remember the words. You can also create your own delightful song and be creative in inserting the words you want your students to learn.

Using Songs for Teenage and Adult Learners

Songs can be used as warmers to prepare students for further learning. Songs can also be used for the main activities in the lesson.

Using Songs as Warmers

Songs can be used before we start our lesson. This song function as a warmer, that is, to prepare student for the next activities. The following is among the examples of activities in using songs as warmers.

Activity 1: Stop and find

(adapted from Murphy, 1992)

- 1. Choose some up-to-date lively, rhythmic music.
- 2. Tell students you are going to play some music and they should walk around the room in different directions in time to the music. They must not speak.
- 3. Tell them that when you stop the music you will give them an instruction and they should follow the instruction as quickly as possible.
- 4. Play the music and pause every 5 to 20 seconds.

Some possible instructions

- **#** Write the word silence on a piece of paper.
- **#** Walk to the door.
- **#** Put your right hand on your left foot.
- ₩ Water the flower
- **⊮** Jump three times
- H Drive a car

What do you think about the activity? Can you apply it in your classroom? When can you use this kind of activity and for what topic?

Possible Variations

- \blacksquare You can choose the song the content of which relates to your topic of the lesson.
- Instead of asking the students to repeat the instructions, you can ask them to do the instruction, for example, 'stand up,' 'count one up to ten,' 'write 5 words starting with w,' and so on. The kinds of instructions you give to your students should be in the students' level of ability.
- ➡ Instead of asking the students to repeat the instructions, you can ask them to tell the class about their holiday experience, past experience, stories, houses, and so on, related to the previous class activities.

Activity 2: Drawing while listening

- Choose a song. Choose the one which is in line with your topic today. If you plan to teach about things around us, you can use Maher Zain's song "Open Your Eye" that you can download in: http://www.youtube.com/watch?feature=endscreen&v=4c6Z_F6XmSA&NR=1
- 2. Ask students to prepare a piece of paper and be ready to draw anything they hear from the song that you will play.
- 3. Play the song and ask your students to draw.
- 4. Ask students to show their drawing to their friends and tell what is in the picture and discuss about the song.

What do you think about the activity? Can you apply it in your classroom? What adaptation you need to make to suit your class?

Possible Variations

- ➡ For lower level students, you can also draw pictures on the board prior to playing the song. Then, when playing the song, you can stop every two lines, and ask certain students to proceed to the board to point at pictures that have been mentioned in the song.
- Another variation, you can play the song and select on student to stand by the board and put an 'x' next to the item they hear on the recording.

Activity 3: Pass the glass

(adapted from LAPIS-ELTIS, 2008b)

- 1. Select a lively piece of music.
- 2. Write a set of instructions on strips of paper and fold them up.
- 3. Put the folded strips of paper into a plastic glass or any small container that can be easily moved.
- 4. Tell the class that they must pass the glass to the person next to them while the music is playing. When the music stops whoever is holding the glass must take out a piece of paper and do what the instruction says.

Possible instructions

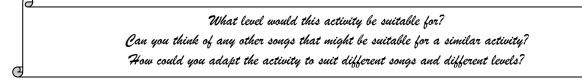
- **ℋ** Tell us about your family.
- **#** Draw your favorite pet on the board.
- **ℋ** Touch something green.
- Shake hands with three people and tell them a false name. "Hi, I'm......"
- **H** Look out of the window and smile.

Activity 4: Listen and Stand up

(adapted from LAPIS-ELTIS, 2008b)

- Select a piece of song that contains repetitive words. As an example, you can use 'Hello & Goodbye' song.
- Divide the class up into 'hellos' & 'goodbyes.' You can assign the women are all 'hellos' and the men are all 'goodbyes'

• Tell them that when you play the song every time the women hear the word 'hello' they must stand up and sit down again. Every time the men hear the word 'goodbye' they should do the same.



Possible Variations

Instead of standing up, students can also just raise their hand when hearing the targeted words.

Using Songs as the Main Activities

1. Lead in: Discussion Questions

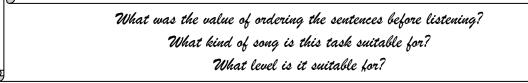
Before using the song to teach your language points, you need a 'lead in' activity. If you use Maher Zain's song '**Hold My Hand**,' for example, you can start it by asking the students the following questions:

- What happens to the US and Al Qaidah?
- Is it good?
- What you expect to happen?
- What is your suggestion to the US and Al Qaidah?

Do the discussion quickly for about ten minutes. After finishing this discussion, relate the discussions with the song.

2. Ordering Sentences

- Prepare cuts up by printing two verses of the song in big font and cut sentence by sentence.
- Give out cuts up to students and ask them to work in group.
- Before listening, ask students to put the sentences into a possible order.
- Listen to the song and check answer
- Give out copy of correct version



Here are the reasons behind the procedure abovementioned. Putting the sentences in a logical order before listening to the song help students focus on the meaning of the sentences. This prepared them to listen to the song. It is also an important stage because it is possible to listen and order the sentences without understanding the song at all. In addition, ordering lyrics is suitable for most songs that have some kind of storyline. However if learners predict the order first, it's best to give out one

verse at time, to make the task more manageable. Ordering sentences is most suitable for lower levels but could also be used for higher levels depending on the complexity of the lyrics.

3. Find Different Words

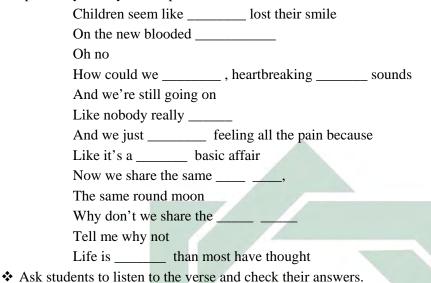
- Play the next verse and ask the students to just listen:
 - Hold my hand There are many ways to do it right Hold my hand Turn around and see what we have left behind Hold my hand my friend We can save the good spirit of me and you For another chance And let's pray for a beautiful world
 - A beautiful world I share with you
- ✤ Ask question, "Is the singer optimistic about the future or not?"
- Give out lyrics for chorus with some 'wrong' words. Before listening to the verse again, ask students to work out first which words are wrong.
 - Hold my arm There are many faces to do it right Hold my arm Turn around and look what we have done Hold my arm my friend We can save the friendship of me and you For another balance And let's pray for a promising world A beautiful world I have with you
- ✤ Ask your students to listen to the song and correct the wrong words.

Why play the song first and ask a general question before checking the wrong words? Why ask students to work out which word might be wrong before listening? What kind of song is this task suitable for? What level is it suitable for?

Asking a general question about the song makes learners focus on overall meaning. They don't need to understand everything but just pick up on a few key words. This is often what we normally do when we listen to a song-even as native speakers. Besides, predicting what might be wrong focuses the learners on the meaning of the song. It is can also be very rewarding when you find out you were right. Finally we can say that this kind of activity is suitable for most songs. It is also suitable for any level. The lower, the level the more obvious the errors can be.

4. Filling Gaps

✤ Ask students to look at the next verse and predict what might go in the gaps. While the students predict, you may write up some of their ideas on the board.



Why ask learners to predict first? What kind of song is this task suitable for? What level is it suitable for? How should you select where to put the gaps?

A gap fill is the most common task set by teachers when listening to a song in class. It is easy to prepare and gives a purpose to the listening. However, *listen and fill the gaps* does not check meaning, it merely checks students' ability to hear a word. Asking learners to predict first helps them focus on meaning and collocation. A gap fill is suitable for most songs and most levels but the technique is in what words you remove. They should be words that focus on language you would like learners to pay attention to. To reduce the difficulty level of the task, you can put certain amount of dash ($_$)according to the amount of letters in the deleted words. If you delete the word 'some,' for example, you put four dashes ($_$ ___) in the place of 'some'.

Some possible gaps might be:

- Remove words related to grammatical feature e.g. prepositions/articles/past tense verbs/gerunds.
- Remove all words related to a particular lexical set, for example, colors/days of the week.
- Remove all words with a certain vowel sound or words that rhyme.
- ◆ Remove words that are central to meaning.

5. Arranging Jumbled Words

- Give out the jumbled version of the next verse
- Ask students to unjumble sentences first before listening to the verse.
- Play the song and ask students to listen and check their answers.

No how far I might be matter I'm always be gonne neighbor your There's only small one planet to be where So I'm always gonna be your neighbor We hide cannot, we can't deny That we're always be neighbors gonna You're neighbor, neighbor my We're neighbors

(A complete lyric of Maher Zain's song can be downloaded at: <u>http://www.islamiclyrics.net/maher-zain/hold-my-hand/</u>)

Why ask learners to unjumble first? What kind of song is this task suitable for? What level is it suitable for?

Asking learners to unjumble first help them use what they already know about sentence structure and then put that knowledge to the test. Songs sometimes play around with grammar in unusual ways and they can also learn about being creative with language from this. This is also a good way of introducing songs as a certain genre different from other genres. This kind of activity is suitable for most songs that make use of straightforward sentence structure. It is also suitable for all levels depending on the complexity of sentence structure.

Variation to Songs as the Main Activities

- Prediction Next Verse. In predicting task, you can start by predicting the next verse without any clue at all. Another variation is you provide half of the sentence in each line and ask the students to predict the half sentences. After that you can ask them to listen and check their answer. Prediction helps learners focus on meaning and gives them a reason of their own to listen. Suitable songs would need to have some kind of story in them, so that students can predict based on the story. This kind of task, however, is probably not suitable for very low level students as it can involve some complex language–but again it depends on the song.
- Matching. Sentence matching works well for the sentences containing collocation e.g. meet a man, keep an appointment. It also helps learners focus on meaning and the sentence haves need to make sense when matched.

After you finish with the activities, you may need to sing the song along with your students. Some learners really enjoy singing along and can't wait to do this. Others keep their mouths firmly closed. It's a great opportunity for the learners to practice saying the words and can help them memorize new phrases. Don't push unwilling singers to sing. Being a brave singer yourself will encourage the shy and embarrassed students.

Follow up activities

Songs that you apply either as warmers or in the main activities can be followed up by various activities depending on the focus your lesson. Follow up tasks usually work well after songs as the learners often have a clear picture in their minds of the situation and the feelings involved. This makes a good basis for an effective follow up task. You could also ask students to draw, mime or write a short story about what happens next. Any song that you feel generates emotions and gives a suggestion of something unresolved is suitable. Follow up tasks can be applied for all levels, we just need to choose which one is suitable for our learners.

Among the possible activities for follow up activities are:

- □ Vocabulary lesson. You can explore vocabulary you want to introduce to your students from a song. This will help students to acquire the vocabulary in enjoyable activities.
- Grammar lesson. After singing the song, you can lead students to identify certain forms in the song. If you want to focus on Simple Past, you may choose a song containing a lot of sentences written in Simple Past. After the students identify the Simple Past, you can guide them to conclude the rule and you just highlight it. You then may assign them a task to write down more sentences in that pattern in the classroom. As a homework, you can ask them to write down their unforgettable past experience. This must be interesting for your students.
- Story telling. Based on the content of the song, you may want the students to prepare a story and retell it to their friends either in pairs, in groups or in the front of all students. To help students have the idea of how to tell a story based on the song, you might need to tell your own story as a model for your students.
- Writing lesson. You may also want the students to write. If you use Maher Zain's song 'Hold My Hand,' you may ask your students to write a descriptive paragraph about the world situation now or a narration about an event depicted in the song. You can also ask you student about their plan to improve the world.
- Role play. As a follow up activity to the song, you can also ask students to work in groups and make role plays based on the song. The students will enjoy it and their creativity has a place to translate in the role plays.
- Reading activity. You can also continue activities using a song with reading activity using a text related either to the song or the writer.
- □ Internet surf. You may assign the students to find more information about the writer, the singer, the events behind the song, or all other related activities. Learners often find it interesting to know how or why the singers wrote the song. It's also a piece of authentic reading which can be very motivating for learners. You'll need to decide if the language is suitable for the level of your learners.

PAKET 11 PRAKTEK MENGAJAR

Pendahuluan

Paket ini memberikan kesempatan kepada mahasiswa untuk mempraktekkan apa yang telah dipelajarinya ke dalam kegiatan praktek mengajar teman sekelas (*peer teaching*). Kegiatan ini penting agar mahasiswa memiliki kesempatan untuk menumbuhkan dan mengasah ketrampilan mengajar bahasa Inggris.

Dalam kegiatan ini, mahasiswa juga diberi kesempatan melakukan observasi terhadap teman lain yang melakukan praktek mengajar. Dengan melakukan observasi, mahasiswa diharapkan dapat melihat hal-hal baik yang dilakukan oleh temannya saat mengajar sehingga meraka dapat menerapkannya dalam kegiatan mereka sendiri.

Hasil observasi tersebut dituangkan alam bentuk laporan observasi. Hasil observasi juga memuat hal-hal yang perlu diperbaiki oleh mahasiswa praktikan. Terkait dengan praktik pengajaran yang kurang baik tersebut, mahasiswa yang mengobservasi juga diminta untuk memberikan saran perbaikan.

Rencana Pelaksanaan Perkuliahan

Kompetensi Dasar

Mahasiswa menerapkan pengetahuan tentang TEFL dalam kegiatan peer teaching.

Indikator

Pada akhir perkuliahan mahasiswa diharapkan dapat:

- Memilih materi dengan tepat.
- Memilih teknik mengajar dengan tepat
- Menggunakan teknik mengajar dengan tepat.
- Memilih media dengan tepat
- Menggunakan media dengan tepat.
- Menerapkan classroom management dengan efektif.

Waktu

2 X 50 menit

Materi Pokok:

Kegiatan Perkuliahan

Kegiatan Awal

- Memberi penjelasan tentang teknik peer teaching dan observasi.

Kegiatan Inti

- Mahasiswa melakukan praktek mengajar masing-masing 10 menit dan melakukan observasi teman lain.

Kegiatan Penutup

- meminta mahasiswa untuk memberikan feedback atas kegiatan peer teaching.

Kegiatan Tindak Lanjut

- Mengumpulkan hasil obserasi mahasiswa.

	Reflections on your lesson
Name: Group:	Time: Date:
1. \	Write down two things you liked about your mini-lesson. Why?
2. \	Write down two things you didn't like about your mini-lesson. Why not?
3. 1	What would you do differently if you taught this mini-lesson again? Why?
Aims	
1. \	What were your aims?
2.	To what extent were they achieved? Why/why not?
3.	How could they have been further achieved?

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Observation sheet for Peer teaching
Watch one student for about ten minutes. Is he/she participating actively? How do you know?
What did you like about the lesson? Why?
What would you have done differently? Why?
Do you think they achieved their aims? Why? Why not?

Bahan dan Alat

- Lesson plan dan format observasi

Uraian Materi

PREPARATION FOR PEER TEACHING

You have already decided on some aims for your activity and this will have helped you familiarize yourself with the material.

While you prepare, you also need to think about the following areas:

⇒ Communicativeness

Do the materials fulfill the criteria for a communicative activity? If not, how can you adapt it to make it more suitable? Use your checklist to evaluate the materials.

⇒ Instructions

What do you need to do to make sure your instructions are clear? Do you need a demonstration? Look again at your guidelines for giving instructions.

⇒ Questions

Are there any questions you can ask to introduce the activity to prepare students for the task? What kind of questions will you ask? What order will you ask the questions in?

⇒ Realia

What visuals, objects or extra materials can you add to make your context more real and meaningful? Ask you trainer for help and ideas in this area.

⇒ Timing

How long will each stage take? Your mini teaching session should not take longer than 10 minutes.

Make sure your early stages are suitably short so you have time to do your main activity and achieve your aim (s).

⇒ A brief lesson plan

You need to produce a brief plan showing your aims and the stages of your activity. Your trainer will need a copy of you plan.

For example:

LESSON PLAN

Aim: by the end of the lesson the students will be better able to use phrases to talk about 'likes' in the context of talking about a favourite sport.

				Aim/Reasons for doing
Stage	Time	Activity	Procedure	this
1	0-3	Miming	ask: what am I doing?	To introduce the topic of
		and	The teacher mimes playing volley ball.	favourite sports in a fun,
		speaking	Students guess the sport and ask 3	memorable way.
			questions. E.g. How often do you	
			play/Why do like it? With whom do you	
			play it?	
			The teacher mimes again playing	
			football, students guess and ask 3	

			questions.	
2	4-7	Speaking in pairs	Sts work in pairs and do the same activity as in stage 1 - but chose a sport they enjoy playing or watching.	To get the students moving around and provide a brief fluency task by letting them ask any questions they want.
3	8-9	Introduce more vocabulary	Teacher introduces more sports through pictures.	To provide some new vocabulary about sport
4	10	Closing	Teacher closes the activity	To end the lesson joyfully.

⇒ Once you have adapted your materials you need to 'walk through' your mini lesson with your partner(s). You may want to do this a couple of times.



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2001 - 2006	Doctorate (English Language Teaching), State University of Malang.
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