

EFL TEACHERS' AWARENESS OF  
THE THEORETICAL AND PRACTICAL RELEVANCE OF THE  
COMMUNICATIVE APPROACH IN JUNIOR SECONDARY SCHOOLS  
IN THE HIGHLANDS OF IRIAN JAYA, INDONESIA

by

Yohana Susana Yembise

Dra. (Sarjana), Cenderawasih University, 1985

Dip. Applied Linguistics, SEAMEO, RELC, Singapore 1992

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS  
in the Faculty  
of  
Education

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SIMON FRASER UNIVERSITY

March 1994

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APPROVAL

Name: Yohana Yembise

Degree: Master of Arts

Title of Thesis: EFL Teachers' Awareness of the  
Theoretical and Practical Relevance  
of the Communicative Approach in Junior  
Secondary Schools in the Highlands of  
Irian Jaya, Indonesia

Examining Committee:

Chair: Stuart Richmond

---

Gloria Sampson  
Senior Supervisor

---

Marvin Wideen  
Professor

---

Hector Hammerly  
Professor  
Department of Linguistics  
Simon Fraser University  
External Examiner

Date Approved March 31, 1994


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**EFL Teachers' Awareness of the Theoretical and Practical Relevance of the  
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Irian Jaya, Indonesia**

Author:

  
\_\_\_\_\_  
(Signature)  
Yohana Yembise  
\_\_\_\_\_  
(Name)  
Mard 31, 1994  
\_\_\_\_\_  
(Date)

## ABSTRACT

The Communicative Approach to Teaching English as a Foreign Language (TEFL) is currently the most popular approach in Southeast Asian countries. Its use by English as a Foreign Language (EFL) teachers has been recommended by the Ministry of Education and Culture in Indonesia for the past decade, in all secondary schools throughout the country.

This study attempts to gain deeper insights into the theoretical and practical relevance of the Communicative Approach to Indonesian EFL teachers, by obtaining data on how well teachers understand the underlying approach, and to what extent these teachers implement this understanding in their classroom practices. The study is based on the assumption that teachers' understanding of the theoretical knowledge of the underlying approach will be reflected in their classroom teaching.

The study is mainly descriptive in nature. Four instruments were used to obtain data on EFL teachers' awareness of the Communicative Approach. A checklist was used to measure 30 EFL teachers' theoretical knowledge of the Communicative Approach. A questionnaire was used to demonstrate the same 30 teachers' reflections of the approach in their classroom practices. A classroom observation was conducted to directly observe 20 EFL teachers' performance with the Communicative Approach. An interview was held with the same 20 teachers to measure the extent to which they understand principles of theory and practice in the Communicative Approach.

Overall, results indicate that Indonesian EFL teachers' theoretical and practical knowledge of the Communicative Approach was low. This was as expected. Specifically, their theoretical knowledge of this approach is severely limited in terms of the principles, terminology, and the underlying meanings of the terminology. Most teachers have difficulties comprehending the concepts, and do not extract the true meaning of each concept. In addition, practice is inconsistent with theory. What EFL teachers believe and value, in terms of the setting, the learner, and the target language, does appear to have a direct influence on their teaching practices.

From the study, it is readily apparent that elements of the Communicative Approach may be employed in all Junior Secondary Schools. However, EFL teachers are not adequately equipped with knowledge concerning the effective or meaningful integration of the underlying approach, and its relevance to classroom practices.

## ACKNOWLEDGEMENTS

The author wishes to acknowledge the Eastern Indonesia University Development Project, SFU, and the Rector of Cenderawasih University for the valuable learning opportunity and experience. Special acknowledgements are given to my senior supervisor, Dr. Gloria Sampson, whose guidance, advice, and practical assistance made this project successful, and the second member of the committee, Dr. Marvin Wideen, for the incredible research trip to Irian Jaya, and for the inspiration. I express my gratitude to all members of the committee for their encouragement and assistance. Finally, I wish to thank my friends Venne, Simon, Sungkana, and Leo for their support, and members of my family for their assistance and prayers, especially my lovely daughter Marcia for her patience and understanding.

## TABLE OF CONTENTS

	<b>PAGE</b>
<b>APPROVAL.....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF GRAPHICS .....</b>	<b>xiii</b>
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
1. Background.....	1
2. Objectives.....	11
3. Definitions of Terms .....	12
4. Thesis Organization .....	15
<b>CHAPTER 11 LITERATURE REVIEW .....</b>	<b>16</b>
1. Introduction .....	16
2. English as a Subject in the Indonesian Junior Secondary School Curriculum .....	17
2.1. Indonesian Education System .....	17
2.2. Teaching English as a Foreign Language in Indonesia: Its Position and Importance .....	21

2.3. Junior Secondary School and English Language	
Teaching: The Current Situation .....	22
2.4. Junior Secondary School English Curriculum and Its	
Approach .....	25
3. Theory and Practice in the Teaching of Foreign Language ...	30
4. Theoretical and Practical Relevance of Communicative	
Language Teaching in Teaching English as a Foreign	
Language .....	34
4.1. Pre-Communicative Period .....	34
4.2. Communicative Language Teaching .....	44
4.2.1. Communicative Syllabus .....	51
4.2.2. Communicative Activities and Materials .....	55
4.2.3. Communicative Classroom .....	61
4.2.4. Communicative Competence .....	62
4.2.4.1. Grammatical Competence .....	66
4.2.4.2. Sociolinguistic Competence .....	67
4.2.4.3. Discourse Competence .....	68
4.2.4.4. Strategic Competence .....	68
4.3. Communicative Approach: Its Principles and	
Characteristics .....	71
4.4. Communicative Approach: From Theory to Practice in	
the TEFL Situation .....	76
5. Summary .....	84
<b>CHAPTER 111 RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>85</b>
1. Introduction .....	85



2. Background and Subjects .....	86
3. Methods Used to Construct the Instruments .....	88
4. Procedures for Data Collection .....	89
4.1. Meeting .....	89
4.2. Checklist .....	89
4.3. Questionnaire .....	91
4.4. Classroom Observation .....	91
4.5. Interview .....	92
5. Summary .....	94
<b>CHAPTER IV RESEARCH FINDINGS .....</b>	<b>95</b>
1. Introduction .....	95
2. Findings of Junior Secondary School EFL Teachers' Educational and Teaching Experiential Background .....	97
3. Research Findings: EFL Teachers' Theoretical and Practical Relevance of the Communicative Approach .....	101
3.1. Teachers' Responses to the Theory and Practice ...	106
3.2. Teachers' Practical Relevance of the Communicative Approach Through Classroom Observations .....	148
3.3. Interview Results: Teachers' Theoretical and Practical Knowledge of the Communicative Approach .....	159
4. Summary .....	165
<b>CHAPTER V DISCUSSION .....</b>	<b>166</b>
1. Introduction .....	166

2. Background .....	167
3. Discussion of Question 1 and Question 2 .....	168
3.1. The Communicative Approach: Its Nature and Its Goal .....	168
3.2. Communicative Curriculum/Syllabus .....	177
3.3. Classroom Activities and Materials .....	182
3.4. Communicative Classroom .....	188
4. Answers to Research Question 1 and Question 2 .....	194
5. Summary .....	200

## **CHAPTER VI CONCLUSION AND RECOMMENDATIONS ..... 201**

1. Conclusion .....	201
2. Recommendations .....	204
2.1. The Suitibility of the Communicative Approach to the Situation in the Irian Jaya Highlands .....	204
2.2. Indonesian EFL Teachers .....	204
2.3. Faculty of Teacher Training and Education .....	206
2.4. Department of Education and Culture .....	207
2.5. Ministry of Education and Culture .....	207
2.6. Suggestions for Future Research .....	208

## **APPENDICES**

Appendix A .....	210
Appendix B .....	217
Appendix C .....	218

Appendix D1 ..... 219  
Appendix D2 ..... 220  
Appendix E ..... 221  
Appendix F ..... 222  
Appendix G ..... 223  
Appendix H ..... 224

**REFERENCES ..... 225**

**LIST OF TABLES**

<b>TABLE</b>	<b>PAGE</b>
1 Principles of the Communicative Approach .....	103
2 English Teachers' Awareness of the Theoretical Concepts of the Communicative Approach .....	132
3 Teachers' Awareness of the Practical Relevance of the Communicative Approach .....	137
4 Observations of Teachers' and Students' Classroom Performance .....	157
5 General Findings of Teachers' Theoretical and Practical Relevance of the Communicative Approach .....	194

**LIST OF FIGURES**

<b>FIGURES</b>	<b>PAGE</b>
1 Educational System of Indonesia .....	19
2 Core Components of Communicative Methodology .....	50
3 Yalden's Communicative Syllabi .....	55
4 Linguistic Competence Versus Communicative Competence .....	62
5 A Framework For Describing Communicative Language Proficiency .....	70
6 Characteristics of Two Different Approaches .....	75
7 How EFL Teachers Obtain Their Input .....	79

## LIST OF GRAPHICS

GRAPHIC	PAGE
1 Teachers' Educational and Teaching Experiential	
Backgrounds .....	99
1.a. Educational/Experiential Background .....	99
1.b. Length of Time Studying or Experiencing English.....	99
1.c. Graduation Time .....	100
1.d. Length of Time Teaching .....	100
2 Observations of Teachers' and Students' Classroom	
Performance .....	162
2.a. How do you teach English? .....	162
2.b. Where did you learn that method? .....	162
2.c. What is the name of the approach you use? .....	163
2.d. What is the Communicative Approach? .....	163
2.e. What is the difference between the old way of teaching and the new one? .....	164

## CHAPTER I INTRODUCTION

### 1. Background

Indonesia, the world's fifth most populous country with a population of 182,650,358 (Department of Information Republic of Indonesia, 1991), is a multi-lingual country, comprising 583 languages and dialects. Of these, English is one language which plays a significant role in Indonesian society. The importance of the English language is readily apparent from Hoed's (1990) article, where he asserts that it provides 1) a means of communication in the international and business circles; 2) support for the development of the national language; and, 3) a medium through which the transfer of modern scientific knowledge and technology can occur.

In addition to outlining the functional significance of the English language, Hoed (1990) claims that English is necessary for an individual's social advancement in the nation. Specifically, for any given individual to progress within society requires the following skills: 1) the ability to read material written in English; 2) the capacity to understand lectures or other kinds of oral communication in English; 3) competency in communicating in English (e.g., in business and international circles); and, 4) the capacity to write in English. Hoed (1990) assumes that individuals who master these skills are likely to increase their chances of advancement in both social and national domains.

That English is taught as a compulsory subject underscores its significance in Indonesian society. This practice begins in secondary

school, and continues until the tertiary levels throughout the country. However, the language is taught in non-acquisition environments (i.e., environments in which English is not spoken by all individuals), and, thus, is not widely used for communication. The majority of students do not perceive any immediate need for learning English. Rather, they conceive of it as a means of fulfilling deferred needs, such as obtaining employment, passing exams, entering universities or colleges, or studying abroad. With regards to this situation, the purpose of teaching English remains an important issue among ESL and EFL specialists, as a basis for the development of English Language Teaching in Indonesia.

The primary aim of Teaching English as a Foreign Language in Indonesia is to acquire reading abilities for the purposes of further study, and for the advancement of science and technology (Nababan, 1984: 162). Furthermore, Nababan contends that English language teaching aims to develop the following abilities: 1) reading written materials in English; 2) understanding lectures presented in English; 3) communicating in English; and, 4) writing in English. In the 1983 seminar on ELT Methodology for Junior Secondary School (Sekolah Menengah Pertama/SMP) and Senior Secondary School (Sekolah Menengah Atas/SMA), a needs analysis was completed, with an attempt at operationalizing the level of emphasis placed on teaching each of these four language skills. The recommended percentages are as follows: 1) Reading - 0% for SMP and SMA; 2) Listening - 20% for SMP and 10% for SMA; 3) Speaking - 20% for SMP and SMA; and, 4) Writing - 10% for SMP and 20% for SMA. In order to equip students with these four skills, it is necessary that the secondary



school curriculum is not overlooked, particularly the objectives and approach advocated.

One of the objectives stated in the Curriculum is that English teaching in all secondary schools should be directed toward communicative functions. This implies that the purpose of teaching English is to enable students to acquire knowledge and skills to communicate effectively. In order to aid students in developing sufficient knowledge and skills, it has been recommended that the "Communicative Approach" be implemented by the Ministry of Education and Culture. The Curriculum also states that the language forms must be related to the meanings and messages being conveyed. In other words, it is largely based on communicative tasks and functions.

The Communicative Approach digresses from the earlier grammar-based methods by emphasizing communication, rather than grammar. The reason for this is the belief that a focus on communication will lead directly to the acquisition of linguistic competence (i.e., the knowledge of grammatical rules). A balance between the ability to communicate and the development of grammatical knowledge may be achieved if communication is employed as the starting point. As Wilkins (1978) says, "if...we take the communicative purposes of language learning as our starting point, we are more likely to obtain a proper balance between the ends of language learning and the means". Support for this movement is primarily derived from the theory of language for communication proposed by M.A.K. Halliday (1970), Hymes (1972), Canale and Swain (1980), and Canale (1983).

In Communicative Language Teaching, the term "Communicative Competence" is common. As stated in the curriculum, the language structures (i.e., words, sentences, contextual language) which are used are always related to the situation and contextual factors within which the language occurs. The concept of communicative competence consists of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Hymes (1972), and Campbell and Wales (1970) propose that communicative competence consists of both grammatical and contextual or sociolinguistic competence. In addition, Hymes (1972) states that there are rules of grammar which would be irrelevant without rules of language use.

Recently, considerable attention has been devoted to language and the Communicative Approach, particularly in areas where English is a foreign language. In fact, at present, emphasis on the Communicative Approach is widespread, which likely represents a trend. However, there remain several theoretical and practical problems and uncertainties in implementing the approach.

The problems faced by ESL/EFL specialists, scholars, researchers, and teachers have been outlined by Nababan (1984). Nababan (1984:159) points out that we are faced by two sets of questions or problems— one theoretical, the other practical. Firstly, in considering the aims and objectives of teaching English in Indonesia, several theoretical questions need to be taken into account: 1) What should the communicative objectives of the materials be in an EFL situation, where reading competence is the main foreign language curriculum objective?; 2) Given an adequately modified syllabus, how

does one select and evaluate the materials in the Communicative Approach?; 3) How does one teach Communicative materials?; and, 4) How does one evaluate Communicative Competence?

These theoretical questions raise several important practical issues about teachers as practitioners: 1) Are teachers aware of these issues?; 2) Have teachers acquired sufficient knowledge of the theoretical foundations of Communicative Language Teaching in order to employ it in their classroom practices?; and, 3) Are teachers competent enough to effectively employ the methods of the Communicative Approach in their own classrooms?

These issues highlight a critical problem with the existing curriculum, which must not be ignored. For example, Junior Secondary School English teachers in Wamena/Jayawijaya and Paniai Districts have reported their concerns with the existing curriculum, and are hoping for a more flexible curriculum which would meet the needs of the local people. In addition, the variety of teaching methods and techniques found in the curriculum which are advocated by the Communicative Approach, are founded upon an external, rather than internal, view of the situation. More specifically, no analyses have been conducted to determine if these techniques can be effectively employed in Indonesian schools. As stated by a principal of one of the Junior Secondary Schools, "we do not believe in current theories of teaching methods to be implemented here". Teachers are advocating "considerable teaching methods and techniques" which meet local customs, and can be applied effectively with local students who have low levels of basic competence. This situation has induced English teachers to be reluctant in employing the current theories and

concepts underlying the Communicative Approach. What, then, is the theoretical and practical relevance of the Communicative Approach in such situations? How can the curriculum objectives be achieved?

An additional practical issue of importance concerns the Junior Secondary School's English instruction in Wamena/Jayawijaya. How can the English materials be effectively taught in an area where students do not understand or speak the language used as the medium of instruction (i.e., Bahasa Indonesia). Teachers not from the area of Wamena complain that they " . . . cannot communicate in English, or even Bahasa Indonesia, to the students who do not know Bahasa Indonesia well . . . ". They also claim that they " . . . do not know their local languages and local customs . . . ". How can teachers assist students in developing communicative competence?

According to Nababan (1984), the rationale of the "language barrier" is that students in Indonesia have a heterogeneous linguistic background, but they have Bahasa Indonesia in common. Unfortunately, the majority of students in remote areas, such as the Jayawijaya and Paniai Districts, do not speak Bahasa Indonesia well. Irian Jaya itself contains over one third of the nation's languages (250 out of 558) (Department of Information Republic of Indonesia, 1991), which is one of the reasons why students have difficulty learning English in this region.

An interesting point was raised by a school principal concerning the role of teachers in the classroom and the Communicative Approach. To elaborate, he claims that if a teacher encountered a word or a phrase that he or she could not comprehend in the local language, a gardener was often called into the classroom, in order to

act as an interpreter. Thus, what is the role of the teacher? How do teachers present communicative materials if others must be brought into the classroom? Are teachers actually employing the Communicative Approach in such situations? These questions raise doubts with respect to the language teacher's competence in the classroom.

Nababan (1984: 160) considers several of these issues regarding language teacher competence. Firstly, teachers who have certain abilities, knowledge, and educational background, have already shaped their theoretical orientation, propensities, and professional experience. Secondly, all English teachers in Indonesia are educated in the structural-behavioristic audio-lingual method of Teaching English as a Foreign Language (TEFL). Thus, they have been taught to employ the drill method of teaching English, and, as a result, may feel disoriented or uncomfortable when required to use the communicative books. Furthermore, they may not have a sufficient amount of information concerning the kind of language used, and may not be able to use effectively the kinds of exercises in these books.

These ideas are supported by Susilawati (1991/1992), providing a link to the implementation of the Communicative Approach. This approach cannot simply be adopted in such classroom situations. The main issue concerns teachers' attitudes towards methodological innovations. Rapid movement from the audio-lingual method to the Communicative Approach has had a large impact on teachers' beliefs about what they should and should not do in their classrooms. How can the Communicative Approach be employed in areas still enveloped

large size of classes, lack of qualified teachers, and low student motivation?

The 1993 seminar on "Problems in Implementing the Communicative Approach", presented by the English Department and Faculty of Teacher Training and Education in Irian Jaya in May, reported that the state of English proficiency among the students in all 359 junior secondary schools in Irian Jaya is unsatisfactory. It had been discovered that students lack both linguistic and communicative competence. Despite exposure to the English language for six years, the students have a severely limited vocabulary and amazingly poor grammar. Most students could not even express or write the simplest English sentences correctly.

Perhaps teachers are not adequately equipped with knowledge concerning the effective or meaningful integration of the underlying theory of the Communicative Approach, and its relevance to classroom practices. The lack of opportunity to actually employ this approach may be a primary reason for the predominance of linguistically and communicatively incompetent language teachers. Thus, members of the Faculty of Teacher Training and Education must consider adequately preparing student teachers prior to entering the school system as teachers.

Teacher trainees should be involved as active participants in experiencing and theorizing about the Communicative Approach, as well as putting it into practice themselves. Nuttal (1979) maintains that one of the problems with teacher training is that, often, the majority of it is passive, such that theory is presented to unresponsive ears, and, thus, the message does not reach the mind. Application is

ignored, and, therefore, teachers must deal with this area themselves. Teacher trainers must eventually follow their own advice.

Similarly, some English teachers in the Jayawijaya and Paniai Districts have realized that the time required to take in-service training in Teacher Training College does not contribute a great deal to their teacher experiences. Language teaching theory is presented in such a way that it does not adequately provide student teachers with the current theories and practices of the Communicative Approach, necessary to deal with real classroom situations. In addition, teacher training courses are too theoretical--there is not enough practical information conveyed or experience involved.

Unfortunately, many present English teachers have only received a high school education, with English experience derived only from living with missionaries or foreigners, or from employment as a guide or interpreter. This is partly due to the lack of English teachers available. In addition, many teachers of the English language have studied other disciplines, such as sports, history, or geography. How could the Communicative Approach be implemented in this kind of situation? Are these teachers aware of the theoretical and practical relevance of the Communicative Approach?

In spite of the above problems, it is strongly believed that the teacher remains the most important factor in the learning process. Whatever knowledge, attitudes, and beliefs he or she has will directly influence what students learn in the classroom.

English teaching methods in Indonesia are drastically influenced by the views of others who are not immediately involved in the situations confronting teachers. The Aural-Oral Approach, or Audio-

lingual Method, was employed prior to the Communicative Approach in the 1950s to the 1970s. This approach was considered to be inadequate in providing students with communicative competence. In the 1980s, the Communicative Approach was officially introduced by the Ministry of Education and Culture, to be employed in all secondary schools in Indonesia. Unfortunately, after almost a decade since its implementation, students have still not developed the ability to be communicatively competent. What has gone wrong?

In this study, a critical analysis of the secondary school English teachers' awareness of the theoretical and practical relevance of the Communicative Approach is conducted. The theory of the Communicative Approach is quite broad. However, in order to limit this, this study concentrates on the principles and characteristics of the approach. A second focus is how Indonesian EFL teachers reflect these principles in their classroom practices. It is assumed that teachers' understanding of the theoretical underpinnings of this approach would be reflected in their classroom practices. Although there is not sufficient empirical evidence to support this hypothesis, it has been an interesting subject to investigate.



## **2. Objectives**

The study aims at investigating the English teachers' knowledge of the theoretical and practical relevance of the Communicative Approach, with a view to gathering data which may be of practical use to teachers and members of the Faculty of Teacher Training and Education. These data may be of interest to teacher trainees and policy-makers, as well.

The objectives of the study are:

1. to provide deeper insights into the theoretical and practical relevance of Communicative Language Teaching in communicative classrooms.
2. to obtain data on the theory of the Communicative Approach, with an emphasis on teachers' understanding of the principles or characteristics of the approach
3. to investigate the practical relevance of the Communicative Approach theory in classrooms; it is hypothesized that teachers' understanding of the theory would be reflected in their classroom practices.

### 3. Definitions of Terms

- L1/L2
- ESL/EFL
- TESL/TEFL
- TOEFL
- ESP
- SMP
- Target Language
- Lingua Franca
- Non-acquisition Environment
- Curriculum
- Syllabus
- First Language/Second Language.
- English as a Second Language/  
English as a Foreign Language.
- Teaching English as a Second  
Language/Teaching English as a  
Foreign Language.
- Test of English as a Foreign  
Language.
- English for Special Purposes.
- Junior Secondary School.
- A new language being learned.
- Language that is used for  
trading.
- An environment where people  
are not exposed to the target  
language.
- An organized course of study for  
a particular group of students  
by school, college, university, etc.
- An outline or a brief description  
of the main points of a text,  
lecture, or course. It may  
represent the obligatory contents  
of a course.

- Methodology
- Approach
- Method
- Technique
- Bahasa
- Bahasa Inggris
- Bahasa Indonesia
- Grammar-based Method
- Departemen Pendidikan dan Kebudayaan
- Kurikulum Bahasa Inggris
- Pancasila
- A description of general courses of practical teaching or teaching methods or courses in methods of teaching specific school subjects in the curriculum.
- A set of correlative assumptions dealing with the nature of language teaching and learning.
- An overall plan for the orderly presentation of language material, no part of which is contradictory.
- A trick used by teachers or the level at which classroom procedures are described.
- Language.
- English Language.
- Indonesian.
- Method that is used to teach grammatical rules of language.
- Department of Education and Culture.
- English Curriculum.
- Five Philosophical Foundations.

- Undang-Undang Dasar 45
- Irian Jaya
- RELC
- Universitas Cenderawasih
- Preamble of the Constitution 1945.
- The 27th province of Indonesia.
- Regional English Language Center.
- The name of the public university in Jayapura, Irian Jaya.

#### **4. Thesis Organization**

Chapter I provides background information, the objectives of the study, and a description of terms. Overall, it presents the scope and hypothesis of the study. Chapter II reviews the existing literature regarding the theoretical and practical relevance of the Communicative Approach. It describes the current situation regarding the teaching of English as a Foreign Language in Indonesia. Chapters III, IV, and V present the research design, procedures for collecting data, data analysis, data interpretation, and a discussion of the results. Chapter VI concludes with a summary of the study and recommendations for the future teaching of English as a Foreign Language in Indonesia.

## **CHAPTER II LITERATURE REVIEW**

### **1. Introduction**

Although the extent of the literature available in Communicative Language Teaching is wide and varied, this review is quite selective, in that it confines itself to literature which is relevant to meeting the specific purposes of this study. This chapter includes an overview of the present condition of the teaching of English in Indonesian Junior Secondary Schools. This overview is followed by a discussion of the Communicative Approach, focusing on the related theoretical and practical issues of the Pre-Communicative Approach to the Communicative Approach, as well as outlining its principles and characteristics.

## **2. English as a Subject in the Indonesian Junior Secondary School Curriculum**

As stated in the previous chapter, English is taught in Indonesia as the primary foreign language, beginning in Junior Secondary School and continuing until Tertiary levels. This point will be elaborated on in the following sections. First, a general description of the educational system in Indonesia is provided, with respect to Junior Secondary Schools. Second, a brief overview of language teaching in Indonesia is provided, focusing on English Language Teaching as the primary foreign language. Finally, a description of the Junior Secondary English Curriculum and its approaches will end the discussion.

### **2.1. The Indonesian Education System**

At Independence on August 7th, 1945, fundamental modifications were made in the Indonesian Education System. More specifically, the system was altered such that it would be in accordance with the philosophical foundations and aspirations of the newly independent nation, as put forth in the Preamble to the Constitution. This philosophical foundation is composed of the following five principles, known as "Pancasila": 1) Belief in the one supreme God; 2) Just and civilized humanity; 3) The unity of Indonesia; 4) The presence of democracy, guided by the wise deliberations of representatives; and, 5) Social justice for all people of Indonesia. Thus, National Education should be based on the

"Pancasila", and the Undang-Undang Dasar of 1945 (i.e., the five principles and the Preamble to the 1945 constitution).

The "Pancasila" and the Undang-Udang Dasar function to develop competence and a life standard, as well as enhancing human prestige, necessary to reach the national objectives (Bina Dharma Pemuda Indonesia, 1989: 6):

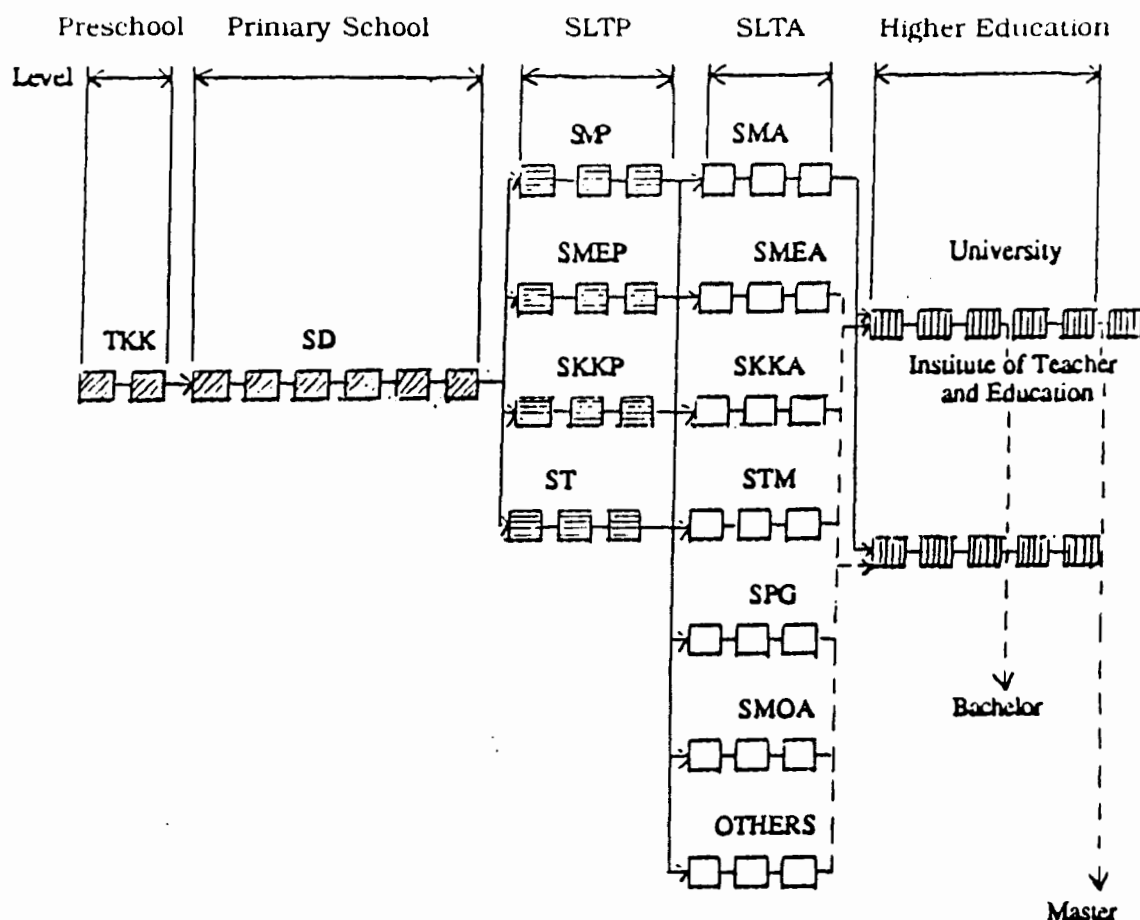
Pendidikan National bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani dan rohani, kepribadian yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan.

The above quote simply states that the national objectives are to brighten the nation's life, and to develop human beings who faithfully believe in God, who are well-behaved, knowledgeable and skillful, who are physically and spiritually strong, and who possesses good personality, self-independence, and national responsibility.

The changes within the Indonesian Educational System have been made in accordance with the above philosophical objectives, and, thus, function so as to meet the national objectives. Consequently, the Ministry of Education and Culture has created a commission which is charged with tasks such as planning a school system, determining practical teaching materials, and developing the curricula for each type of school, including those involved in higher education. An example of a school system is provided in the following figure 1 (Dari Jaman ke Jaman, 1978).



Figure 1. Educational System of Indonesia  
(Dari Jaman ke Jaman, 1978)



Official Age Levels

4 5  
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

(TKK) Kindergarten and  
(SD) Primary School

(SLTA) Senior Secondary School

(SLTP) Junior School

Higher Education

- Notes: SMP = Junior High School      SMA = Senior High School  
 SMEP = Junior Commercial High School      SMEA = Senior Commercial High School  
 SKKP = Junior Economics High School      SKKA = Senior Home Ec. High School  
 ST = Junior Technical High School      STM = Senior Technical High School  
 SPG = Teacher Training High School  
 SMOA = Physical Educ. High School

This system has been modified, and may not have, as of yet, been completely implemented. Basically, the existing system in schools in which the study was conducted still has three levels: primary, secondary, and higher education. Both primary and secondary education are six years in length. In addition, secondary education is divided into two cycles of three years each: Junior Secondary school (SLTP) and Senior Secondary school (SLTA). Higher education is open to all citizens who meet the necessary criteria.

Briefly, Junior Secondary School (SLTP) is three years in length, with students ranging in age from 13 to 15 years. Curriculum development in the last 25 years has occurred during the following five periods: 1) 1967-1968, Curriculum 1962; 2) 1967-1973, Curriculum 1967; 3) 1973-1975, Transitional Curriculum; 4) 1976-1987, Curriculum 1975; and, 5) 1987-present, Modified Curriculum 1975 (Ministry of Education and Culture, 1991).

The table (Appendix A) provides information on the status of English Teaching in the Curriculum. English from 1962 to 1975 was not fully recognized until 1976 to 1987, when it was finally considered to be important in improving the quality of education. English is one of the subjects mentioned in the Academic Programme. Its specific objective is to provide students with the basic competence necessary for education at higher level institutions. Furthermore, English is considered as the primary foreign language taught throughout Indonesia.

## **2.2 Teaching English as a Foreign Language in Indonesia: Its Position and Importance**

There are three categories of language in Indonesia. The first is referred to as the vernacular. Approximately 583 languages from Indonesia's great multi-cultural population have been placed within this category. In addition, a sizeable number of the Chinese Indonesians speak Hokkien, Hakka, and Cantonese. Further, a small percentage of the population, particularly in North Sumatera, speaks Tamil. The most common vernacular is "Bahasa Indonesia", which is spoken by the majority of the citizens.

The second category of language is the national language--Bahasa Indonesia. Bahasa Indonesia is a member of the Malayo-Polynesian language family, a family of languages that extends more than half-way around the globe--from Madagascar, off the southeastern coast of Africa, all the way across the Pacific Ocean to Hawaii (Katzner, 1986, 27-28). This language clearly shows the influence of foreign languages such as Sanskrit, Arabic, Portuguese, Dutch, Chinese, and English. Specifically, its vocabulary, idioms, and phrases have been enriched by these other languages.

Bahasa Indonesia is the national language, and, thus, serves several functions: 1) it symbolizes national pride; 2) it symbolizes national identity; 3) it is a unifying factor; 4) it is a means of inter-ethnic communication; 5) it represents the official language of the State; 6) it is the official means of communication at the national level, for the administration of developmental plans for the country; 7) it is the language of instruction in education; and, 8) it is the official

language in cultural development, science, and technology (Hoed, 1990).

The final category of language is foreign languages. Within this category, the English language is the most important. Chosen by the government as the language of wider communication, English occupies a special position as the only compulsory foreign language in the public schools. Other foreign languages, such as German, French, Japanese, and Russian, are often taught in Senior Secondary Schools. However, English is the only foreign language taught in Junior Secondary School. It is the teaching of English that occupies the focus of this study.

### **2.3 Junior Secondary School and English Language Teaching: The Current Situation**

The current situation surrounding the teaching of English in Junior Secondary Schools in Indonesia may be characterized as follows (adapted from Teaching English Methodology by Dr. Kho, Diploma of Applied Linguistics, RELC, Singapore, 1991):

**Language Acquisition Environment:** English is taught as a foreign language. The purposes of teaching English are Reading, Listening, Speaking, and Writing. It is not used for communication, and it is taught in non-acquisition environments where it is not spoken by all individuals. The national language is used as a medium of instruction in teaching English.

**Teachers'/Students' Language Background:** Teachers and students comes from different ethnic groups, with different languages, and, thus, their L1s are not the same. In class, Bahasa Indonesia is used, while outside of class, L1 or Bahasa Indonesia is used. Teachers are non-native speakers of English.

**Students' Motivation, Perceptions of the Need for English, and the Use of English:** Students have mainly an instrumental motivation. Most students do not see any need to learn English. English is used for deferred needs, i.e., getting a job, entering college or university, and studying abroad. Thus, English is more likely used for special purposes, not as a lingua franca.

**Assimilation of the Target Culture:** Indonesian cultures and customs must be preserved. English materials must be designed based on the context, and they should take only the positive values of the target language.

**Course Length and Class Size:** There are two semesters per year. English is taught for the four months of a semester, approximately 2-4 hours per week. The sizes of classes is generally large. There are approximately 30-50 students in one class.

**Expected Target Competence and Evaluation:** Students' oral competence is low. The teaching of structure and reading are the most important elements. These elements of language appear in the evaluation, which is a written standardized test. There are no oral

tests in the final exams. Therefore, students' oral competence is quite low.

**Variety of English:** The teaching of English at the tertiary level is American-oriented. For example, students or lecturers at this level are prepared to take TOEFL for further study. TOEFL is very American-oriented. In all secondary schools, the teaching of English is very British-oriented. Most schools' teachers are trained by the Department of Education and Culture in British style.

**Materials, English Textbook Cost, and Resources:** The main materials used are textbooks and course books. The supplementary English books are very expensive. Resources, such as audio-visual equipment, are rarely used because they are very expensive to purchase.

**Teachers' Workloads and Competence:** Teachers have very limited contact hours of teaching. They teach 45-90 minutes per session in schools, which is done twice per week. At the tertiary level, teachers have approximately 2-4 contact hours per week. Some teachers spend extra hours teaching outside the schools/universities. The experience of teachers who deal with English varies considerably. Moreover, there is a lack of qualified English teachers.

**Teachers' Attitude Towards Innovation and Change:** Indonesian EFL teachers are willing to accept new, innovative ideas and changes in language teaching. Teachers have found new materials and approaches to be attractive, increasing their interests in employing them in their

own classrooms. Teachers need to be selective in obtaining appropriate innovations and changes in order to meet educational objectives.

**Curriculum/Syllabus and Approach:** The standard approach is said to be communicative by language educators, curriculum designers, and languages teachers and specialists. However, it is actually quite structural. EFL teachers claim that their approach to teaching English is communicative, but most teachers are traditional and structurally-oriented.

This examination of the situation characteristics which presently surround the English teaching situation at this school level leads to the related issue of the English Curriculum and the approach it advocates.

#### **2.4. The Junior Secondary School English Curriculum and Its Approach**

In the introduction, it was stated that the primary function of English in Indonesia is that it provides the means necessary to acquire technological knowledge for the sake of national development. Junior Secondary schools have their own reason for teaching English, which is similar to that for teaching English in Senior Secondary School. Specifically, the purpose of teaching English in Junior Secondary Schools is to provide students with relevant and useful linguistic skills required for further education, with the priority of developing a higher proficiency in reading textbooks and references (Nababan, 1983).

The Curriculum itself is organized into eight components: 1) very general curricular objectives; 2) instructional objectives; 3) topics for presentation, which outlines topics to be covered; 4) subtopics, which list the components of a topic, subsequent to providing examples of that particular subtopic; 5) placement of subtopics in particular classes, semesters, and hours; 6) methods, which provides information on ways to present the materials and topics; 7) supportive facilities and resources for teaching; and, 8) evaluation.

The school determines the importance of, and time allotment for, teaching English. Specifically, it is a compulsory subject, and should be given only three to four, forty-five minute periods per week. As previously mentioned, the main objective of teaching English is to enhance reading ability to a least 1500 words by the end of the school year. This is stated in the curricular objectives (Kurikulum Bahasa Inggris, SMP, 1984) as follows:

Siswa memiliki minat dan kemampuan berbahasa Inggris terutama membaca, dan disamping itu siswa juga diharapkan dapat menyimak, berbicara, dan menulis karangan sederhana dalam bahasa Inggris yang menggunakan pola kalimat lanjutan Bahasa Inggris dengan kosa kata 1500 kata.

Translated, this states that students' must have interest in and competence to communicate in English, and, importantly, to read, and that students are expected to listen, to speak, and to write simple compositions in English using further developed sentence patterns in English, with 1500 words.



The curriculum was designed on the assumption of the nature of language, which is stated in the following quote taken from the curriculum (Kurikulum Bahasa Inggris, 1984: i):

Berbahasa adalah menggunakan bahasa untuk berkomunikasi yaitu menyampaikan pesan atau makna dari seorang kepada orang lain, dari pembicara/penulis kepada pendengar/pembaca.

This means that to speak a language is to use the language for communication, to convey messages or meaning between persons, for example, from the speaker/writer to the listener/reader.

The English language curriculum designers argue that the structural curriculum used previously fails to satisfactorily develop English Language Teaching in Indonesia. Specifically they state:

Dalam praktek pengajaran Bahasa Inggris sering kita lupakan fungsi komunikasi bahasa ini, sehingga yang diajarkan ialah bentuk-bentuk bahasa dan bukan penggunaan bentuk-bentuk itu untuk berkomunikasi. Malah sering juga tidak diajarkan makna dari bentuk-bentuk bahasa itu, dengan anggapan bahwa kalau siswa mahir sekali membuat bentuk-bentuk bahasa itu, ia akan dengan "sendirinya tahu" maknanya. Pengalaman menunjukkan bahwa hal ini tidak benar, dan bahwa pengajaran bahasa Inggris yang demikian kurang/tidak berhasil. (Kurikulum Bahasa Inggris, 1984: i).

This means that, in practice, we, as English teachers, often ignore the function of language and attend more to the form of language. We believe that teaching the forms of language will assist students to understand the meaning. Based on teaching experiences, this is not true, and, consequently, the result is unsatisfactory English language

development. Rather, English Language Teaching should focus on the meaning and function of language (Kurikulum Bahasa Inggris, 1984: i):

Kurikulum Bahasa Inggris ini bertujuan untuk mengembalikan pengajaran bahasa kepada keternaknaan dan fungsi komunikasi tersebut. Ini diupayakan dengan penjabaran kurikulum secara jelas bertujuan untuk kemampuan berkomunikasi.

Thus, the English curriculum has obviously been elaborated in such a way that illustrates its attempt to regain its value, that is, to focus English Language Teaching on the ability to communicate. The curriculum states further:

Kurikulum ini menuntut bahwa dalam penyajian bahan pelajaran, bentuk-bentuk bahasa selalu dikaitkan dengan makna bentuk bahasa itu dan dengan pesan yang dimaksud untuk disampaikan. Proses penyampaian pesan ini diterapkan dalam kaitannya dengan tugas dan fungsi komunikasi sesuai dengan konteks dan situasi berbahasa. (Kurikulum Bahasa Inggris, 1984: i)

As stated in the above quote, the curriculum emphasizes that the form of language being taught should be in relation to the purpose of using language as a medium to send messages between individuals. This message-sending process must be contextualized within the situation where the language is used.

The curriculum states that to be communicatively competent, one must have a general knowledge of English, which is divided into language elements and communicative activities. Language elements consist of sounds and spellings, grammatical forms, and vocabulary. Communicative activities include the following: 1) Reading, where

students are required to understand different paragraphs, enhance their vocabulary, and comprehend sentence patterns; 2) Dialogue, where students have the opportunity to practice language use; and, 3) Compositions, where students are able to write simple paragraphs in English. Thus, the topics taught in Junior Secondary Schools are generally divided into 7 components: structure, reading, vocabulary, dialogue, composition, pronunciation, and spelling.

In teaching these topics, both the teaching and learning process should be based on the nature of language--learning a language is learning to communicate. Thus, the government recommends that the Communicative Approach is to be employed in all Junior Secondary Schools throughout the country, since it relates to the function of language and the context within which language is utilized.

The Communicative Approach has its own theoretical concepts, and its application in classrooms reflects these principles. Therefore, it is necessary to examine the relationship between theory and practice in language teaching.

### 3. Theory and Practice in the Teaching of Foreign Language

In general, there is an obvious relationship between theory and practice. Specifically, theories serve as constructs upon which practice is built. But what exactly is theory?

According to the *Longman Dictionary of Applied Linguistics*, theory can be defined either as a statement of a general principle, based upon reasoned argument and supported by evidence, that is intended to explain a particular fact, or as the part of science or art that deals with general principles or methods, as opposed to practice: a set of rules or principles for the study of a particular subject.

These definitions suggest a direct link between theory and practice. Practice is as much the basis of theory as theory is the principle of practice. This idea is supported by several linguists and researchers in various fields.

Brumfit (1979: 2) is a linguist who suggests that teachers must operate according to principles. He states that these principles

...should be clearly stated for discussion to be possible, whether that involves empirical verification of statements of fact, logical procedures to examine arguments or merely identification of which principles are assertions which cannot be tested because they are being advanced as axiomatic.

Brumfit states further that theory is necessary for discussion, for practical problems are never solved without resource to principles of some kind.

Taylor (1983: 3) links the relationship between theory and practice in social studies. He claims that

...part of what is involved in having a better theory is being able to cope with the world. We are able to intervene successfully to effect our purposes in a way that we were not before. Just as our commonsense pre-understanding was in part a knowing of how to cope with the things around; so the explanatory theory which partly replaces and extends it must give us some of what we need to cope better. Theory relates to practice in an obvious way. We apply our knowledge of the understanding mechanisms in order to manipulate more effectively the features of our environment.

Teachers need to incorporate theories in order to act as mediators of theory and practice. Language teachers must not only acknowledge the link between theory and practice, but they must also experience the theory. As stated by Foong (1988),

without this they may succumb to the bandwagon effect by conforming to innovations with regard to its relevance. Or, later on, they may become resistant to any change that doesn't fit into their schema, which is in itself a fossilized version of some earlier innovation.

Thus, some researchers have stated that the structural method is adequate for providing a strong foundation for analyzing the grammatical patterns of language, whilst there are others who believe the Communicative Approach is necessary for language learning.

Innovations are often dismissed as not being practical (Foong, 1988). The issue of practicality has resulted in the production of several arguments (Widdowson, 1984: 87) which appear to be derived

from the desire for self-protection on the part of the teacher, rather than a desire to act in learners' best interests.

According to Foong (1988), teacher trainees should never be underestimated in terms of their ability to understand and apply theories. As suggested by Widdowson (1984),

teachers must be allowed access to theoretical ideas, no matter how fanciful they may seem to be, but accept, too, that they need to develop an understanding of what they mean, and the extent of their practical relevance.

Teachers need to be adequately informed, in order to effectively develop their ability to reflect, select, and evaluate a variety of new developments or modifications. In addition, they should not be forced to employ new approaches without first having the opportunity to fully understand them.

Accepting change is inherent in the educational process. Thus, teacher trainees must be trained and educated to be able to see these techniques as exemplars of certain theoretical principles, and, therefore, subject to continual re-appraisal and change (Widdowson, 1984: 88). Widdowson states further that there is no one single set of formula or one single approach, since

...adherence to formulae is unnatural, stultifying, and an enemy of incentive. In teaching as in any other human activity, then, an over-emphasis on technique in teacher-training, without indicating its link with theory will be ultimately self-defeating.

Thus, teacher trainees must be equipped with theory in order to deal with practice, and practice, in turn, will help them to develop their teaching experience. As Brumfit and Roberts (1983: 3) state.

the inexperienced teacher cannot be expected to see the significance of a principle until they have "felt" it through experience...Only out of such training will teachers emerge, who are principled in their practice and practical in their principles.

To summarize, in the language teaching area, theory has meaning in teacher training courses, and, thus, should not be discarded. It is the basis of all practical decisions. Consequently, language teachers must be given the opportunity to experience theory, so as to solidify its transfer into practice. One of the new revolutionary approaches in foreign language teaching is Communicative Language Teaching; its theory and practice will be discussed in the following section.

#### **4. Theoretical and Practical Relevance of Communicative Language Teaching in Teaching a Foreign Language**

In the following sections, the supported theoretical and practical relevance of Communicative Language Teaching is discussed, beginning with the pre-communicative period, and extending to Communicative Language Teaching and its classroom reflections.

##### **4.1. Pre-Communicative Period**

The Pre-Communicative Period refers to that period before the birth of Communicative Language Teaching. The Pre-Communicative Approach, sometimes called the Grammar-Based Approach, assumes that language is a set of grammatical items governed by rules. Thus, in order to be effective in communication, an individual's mastery of these rules must be sufficient. Rules are tools, which lead to acquisition of the four language skills: listening, speaking, reading, and writing. Hence, grammatical items or rules must be taught effectively. A considerable number of methods have been employed for this purpose, the most popular ones being the Grammar Translation Method and the Audio Lingual Method.

The Grammar Translation Method is essentially cognitive in nature. At one time, it was referred to as the Classical Method, since it was first used in teaching the classical languages of Latin and Greek. The purpose of this method was to assist students in reading and appreciation of foreign literature. In other words, this approach is founded upon the assumption that, with appropriate assistance,



learners can consciously master the grammatical rules of the target language and utilize them readily. To master these rules, several useful techniques exist which may be employed together with the Grammar Translation Method.

Larsen-Freeman (1986: 13) provides an elaborate description of many of the techniques just mentioned. One technique which she describes is the "Translation of a Literary Passage", where students are requested to translate a reading passage or an article, from the target language into their own native language. The vocabulary and grammatical structures are learned through the lesson. The lesson is designed in such a way that particular vocabulary and certain grammatical patterns are stressed. Furthermore, the translation may be both in written and spoken forms.

A second technique mentioned by Larsen Freeman is "Reading Comprehension Questions". In this technique, students answer various questions in the target language, based on their understanding of a reading passage. Activities such as asking for information, making inferences, and relating the passage to one's own experiences are often employed with this technique.

"Antonyms/Synonyms", as well as other support techniques, are provided to help make the Grammar Translation Method work in the classroom. In "Antonyms/Synonyms", a set of words may be given to students, who are to find their antonyms or synonyms in the reading passage. An additional technique which can be used is to teach students to recognize cognates by learning the spelling or sound patterns from both the target language and the native language. Furthermore, there are techniques such as "fill in the blanks", in

which students are given a series of sentences with words omitted. Students are to fill in the missing words using new vocabulary or grammatical patterns. Memorization is also used. This technique involves giving students a set of words from the target language to be memorized.

Similar to the Grammar Translation Method, the Audio Lingual Method focuses more on teaching and mastery of grammatical rules. The goal of this method, however, is different from that of the Grammar Translation Method. Maminta (1981) claims that the Audio Lingual Method aims at building the learner's language competence through the knowledge of grammatical rules, such as knowing the correct forms of verbs, and constructing well-formed sentences as passives or interrogatives. According to Nelson Books of Yale University, the main objectives of this method are mastery of the four language skills. Listening is the first priority, followed by speaking, reading, and writing. Furthermore, the method aims to develop learners' understanding of the culture of the native speaker of the target language.

Larsen-Freeman (1986) argues that the goal of the Grammar Translation Method does not prepare students to actively utilize the target language. After World War II, exciting new ideas emerged from the disciplines of descriptive linguistics and behavioral psychology. These ideas were concerned with language and learning. These ideas led to the development of the Audio Lingual Method, otherwise known as the Aural Oral Approach, the Structural Method, or the Linguistic Method.

In contrast to the Grammar Translation Method, the Audio Lingual Method is considered to be the most influential contribution to the development of language teaching in foreign countries. There are several reasons why this method has been employed. Firstly, there has been an every growing need for scholars and technicians to be involved in research concerning progress in other countries. As a result, individuals who had hitherto been indifferent to learning a foreign language, began to appreciate the value of obtaining a thorough knowledge of a language other than their native language. Overall, there has been a world-wide awakening to the importance of being able to speak a foreign language, and understand it when it is spoken by a native speaker.

Secondly, the new emphasis on being able to communicate in a foreign language led to the term "aural-oral", being used to describe a method which aims at developing listening and speaking skills first, thus providing the foundation upon which to build the skills of reading and writing.

A third reason is that the origins of the Audio Lingual Method stem from the work of the American structural linguists, cultural anthropologists, and behavioral psychologists. In the twenties and thirties, an emphasis was placed on the need for a strictly scientific and objective investigation of human behavior. In linguistics, this took the form of a descriptive approach to the study of language. More specifically, structural linguists tried to describe the sound patterns and word combinations of each language, as they observed them in a corpus, without attempting to fit them into a preconceived framework based on the structures of Greek and Latin.

A final reason is that the descriptive approach led to research concerning what people actually say in their mother tongue, which is in contradiction to some traditional grammarians, who maintained that research should focus on what people ought to say. The structural linguists regarded language as a living, evolving phenomenon, not as a static corpus of forms and expressions.

Language appeared as an activity learned in the social life of the people. Language was utilized as a set of habits established, as later behaviorist research in psychology was to suggest, by reinforcement or reward in social situations. In addition, it was claimed that the native language, being a learned behavior, was acquired by the infant in spoken form first. This notion led to the theory that students acquire a foreign language more easily if it is presented in the spoken form prior to being presented in the written form.

The application of the principles of the linguistic scientists to the teaching of foreign languages came to the attention of the public in the early years of World War II. The American authorities discovered the degree to which the study of languages had been neglected in the U.S., when they were faced with a completely inadequate supply of interpreters, required for communication with their allies and enemy contacts. In an attempt to remedy the problem as quickly as possible, they enlisted the assistance of the American Council of Learned Societies, whose members had already been analyzing little-known languages, and developing intensive language teaching programs in certain universities.

In this war-time setting, being able to understand a native speaker, and possessing the ability to speak a language with near

native accent, were first priorities. Thus, classes were held, and with the aid of native informants and linguistic experts, individuals were provided with explanations of the language structure. Through long hours of drilling and active practice with graded materials based on the analysis of linguistic structures in this target languages, selected members of the Armed Forces acquired a high degree of aural-oral skill for the particular situations in which such skill was required.

Subsequent to the war, foreign language teachers and educational authorities become interested in techniques developed during war-time. These techniques were also employed by those who had been teaching English, in order to teach English to foreign students studying in the United States. This method is still reflected in foreign teachers' beliefs about what they should do in their language classes, particularly in Indonesia, where English is taught as a primary foreign language.

As with the Grammar Translation Method, several techniques have been proposed to assist students in mastering the grammatical rules within the Audio Lingual Method. Among these techniques, the most powerful is "Pattern Practice", in which various types of pattern practice drills encourage the learner to make a grammatical or semantic choice in response to a question or call word. Pattern Practice makes grammatical explanations superfluous, and encourages learning by analogy. Because it always involves changing a sentence along a certain pattern, the drill must make clear they type of change which it requires the learner to make, and the method by which he or she is to do so. Drills may consist of isolated and unrelated sentences, or, alternatively, may include material from a story or dialogue.

Listening and Repetition Drills are other techniques which may be employed in the Audio Lingual Method. Specifically, with the help of a language laboratory or native informants, students are provided with the opportunity to listen to, and imitate, words, phrases, and short sentences which are useful for communication.

The substitution drill is a type of Pattern Practice which may be employed to calculate structural patterns. In this drill, a given pattern is repeated, and then a key word is substituted for a content word.

For example, examine the following table, which illustrates a One Variable Substitution Drill:

He's putting his	pen	on the table
	pencil	
	book	
	key	

As illustrated above, the learner could make four sentences.

By using two variables, the number of sentences which could be made by the learner is increased to sixteen:

He is putting his	pen	on the table
	pencil	in the basket
	book	over the bag
	key	under the desk

In complex variables, the learner could make an increasingly large number of sentences:

He's	putting	his	pen	on	the table
She's		her	pencil	in	the basket
I'm		my	book	over	the bag
You're		your	key	under	the desk

With this pattern, it is possible to go on to very complex variables, which would yield a large number of sentences. The value of the substitution drills as habit formers is the great number of sentences which they permit the learner to make, and the ease with which he or she can make them.

When the negative and interrogative forms have been taught, the text may convert the table into them, and include the intonation and rhythm patterns which these forms require. Thus, substitution tables provide excellent practice in the forms and patterns of language, but not necessarily in the expression of meaning. This disadvantage may be overcome by the inclusion of matching tables.

In matching tables, columns of sentence elements are arranged in such a way that, by selecting an element from one column and matching it with an element from another column, the learner creates a sentence which has meaning. To use the table, the learner must understand the meaning of the sentences that he or she creates. There are various types of matching drills. Some are suitable at the beginner stage, and others can only be used at an advanced level. The

following table provides an example of a simple sentence matching drill, which may be employed at the elementary level:

We	put	shoes	on our	heads
		hats		fingers
		rings		feet

From the above table, it is obvious that the learner must understand the meaning of the words in order to create an accurate sentence. At later stages, the learner may be presented with matching drills such as the following:

I	need a	knife	to	go fishing
		hook		cut bread
		ticket		get on the bus

Thus, matching tables can be employed in teaching more complex sentences, as well.

Furthermore, conditional sentences may be taught using this technique. This is illustrated in the following table:

I'd make a	shelf	if I had some	leather
	dress		paper
	cake		cloth
	belt		flour
	poster		wood



Matching drills may also be based on reading text. The text may provide the learner with a list of questions and a list of answers about the story. The order of questions and answers in each list is mixed. For example:

Questions	Answers
Who came to the house	He gave her a box of candies
Where did he put his coat	She put it on the table
What did he give the woman	Mr. X came to the house
Where did she put the box	He put it in the bedroom

There are several more techniques which have also been advocated, but these will not be described at this time. The idea of employing these techniques is mainly due to the application of the Audio Lingual Method, which is still being utilized by English teachers in Indonesia. It is assumed that this method continues to be used everywhere. As stated by Sampson (1992),

the linguistic method or structural method developed during world war II is still in use today. Some institutions use this method in a way that is close to the format used in the 1940s. In other institutions, the method has been transformed to such an extent that it is hardly recognizable. That the method (or some feature of it) endures, testifies to its efficacy.

On the other hand, the current trends of Communicative Language Teaching in foreign language teaching is considered to be

the most effective method used to teach English as a foreign language. Unfortunately, many teachers do not fully understand the theory underlying this approach, which, in turn, influences their classroom practices.

#### **4.2. Communicative Language Teaching**

The primary British approach to language teaching in the late 1960s was the Situational Language Teaching Approach. This approach was somewhat similar to the Audio Lingual Method in various aspects. However, the question of the theoretical and practical relevance of Situational Language Teaching was raised by British Applied Linguists. In fact, this was a response to Noam Chomsky, an American Linguist, who argued against structural linguists, claiming that they were unable to take into account the creativity and uniqueness of language.

An additional aspect stressed by the British Applied Linguists was the insufficient attention given to the functional and communicative aspects of language. Specifically, they emphasized communicative proficiency, as well as the mastery of grammatical structure. For this reason, the British Applied Linguists made several valuable contributions to the development of foreign language teaching, drawing from the works of British Functional Linguists such as John Firth and M.A.K. Halliday.

A variety of approaches to foreign language teaching also developed in the countries belonging to the European Economic Community. These countries needed to teach adults the major

languages of the European Common Market. Thus, the works of the Council of Europe, the Regional Organization for Cultural and Educational Cooperation, and the writings of Wilkins, Candlin, Widdowson, and Christopher Brumfit, as well as other applied linguists, contributed greatly to the development of what is now referred to as Communicative Language Teaching or the Communicative Approach.

Communicative Language Teaching (CLT) is the latest revolutionary approach in the history of foreign language teaching. It represents a fundamental "paradigm shift", and, thus, is a radically new approach to the teaching-learning process. Das (1984) points out that

Communicative Language Teaching, it is claimed involves the making of new and different assumptions about the two fundamental questions: what is learnt and how it is learnt. We are told that these assumptions have the backing of the most recent research in Psycholinguistics and Sociolinguistics; we are also being told that CLT is already demonstrating its superiority over the orthodox "method" that it is intended to replace.

Das states further that it is not his intention to be cynical; he claims to recognize and accept CLT as an exciting development in the history of language teaching.

Communicative Language Teaching is not a purely new approach. Two considerations have been made with respect to this issue: 1) the basic assumptions appeared to be somewhat similar to those made for various types of natural, direct or psychological methods in the past; and, 2) every new method has its own advantages and disadvantages.

The first idea has been supported by Christina Bratt Paulston (Das, 1984):

...twenty-five centuries of language teaching have rarely witnessed anything radically new. There have been new "mixes" of old ideas. This has, however, done nothing to diminish our faith in the possibility of a revolution: it is more important that something appear to be new than it actually be new.

Thus, Communicative Language Teaching represents a kind of opposition against previous approaches employed in the teaching of second or foreign languages.

In any approach to language teaching, there are two assumptions that need to be made prior to the implementation of a language teaching program. These assumptions are "What language is" and "How people learn language". All decisions regarding these two assumptions, as well as their placement in the curriculum, have been made by linguists or language curriculum designers. Thus, these assumptions must obviously be reflected in the way in which syllabus is organized and presented.

Communicative Language Teaching attempts to replace the approaches proposed in the Pre-Communicative Period that were concerned with what language is, and how language is to be taught. The assumptions of the approaches of the Pre-Communicative Period are (Das, 1984):

1. Language is a set of rules, which the learner must master.
2. These rules are the rules of grammar, which determine how sentences are constructed, in order that they may

carry meanings.

3. What the language learner must learn, and what he must therefore be taught, are the rules of grammar. However, the learner must have a large enough stock of words to be able to construct a great variety of sentences. The learning of words, therefore, may be considered a part of the learning of grammar.
4. If a learner has been able to learn necessary rules of grammar, he should be able to speak correctly and meaningfully, when the need arises; he should also be able to understand anything that is spoken to him, as the person who addresses him uses the same rules of grammar as he does himself. By extension, he should also be able to write and to read, since reading and writing depend on the same rules of grammar, for conveying meanings, as listening and speaking.

The question of how people learn language follows the question of what language is. Communicative Language Teaching, on the other hand, appears to challenge all, or nearly all, of the above assumptions:

1. The rules of grammar, both conscious and unconscious, can be learned inductively. That is, the learner can infer or discover a rule when he is supplied with illustrative sentences (or examples) which have been constructed according to the rule which has to be learned. The learner progresses from many examples to the underlying rule.
2. The rules can also be learned deductively. That is, a rule can first be given to the learner, and then illustrated through various sentences, which exemplify the rule. Deductive learning will obviously result only in conscious knowledge of the rule.

3. Any knowledge of the rules of grammar, whether conscious or unconscious, has to be internalized before it can be used for communication.
4. It is assumed, in pre-CLT, that the rules of grammar are learned and internalized sequentially, that is, one at a time, or perhaps a few at a time, rather than all at the same time.

These assumptions create the foundation for how Communicative Language Teaching deals with the "what" and the "how" of language learning.

"Language for Communication" and "Language through Communication" are considered as dealing with concepts involved in the "what" and "how" of language learning. We will first consider Language for Communication, which deals with the "what" of language learning, and has as its goal, communication.

Unlike Pre-Communicative Language Teaching, Communicative Language Teaching stresses that the purpose of using language is to convey "meanings" in various ways. Das (1984) defines meaning" as a statement made by the speaker about the world in which we live. As an example, examine the following sentence: "It is difficult for a language learner to master the rules of grammar". From this sentence, we can observe a number of grammatical patterns which express a certain meaning that relates to what actually happens in the real world and its impact on us. Thus, the meaning of this sentence relates to the truth of the statement or proposition that is in it. It tells us a number of things, such that there are people in this world who learn

language, these people are required to learn language, and they find it difficult to learn the grammatical rules of the language.

Richards (1985: 82) supports the above idea by stating that

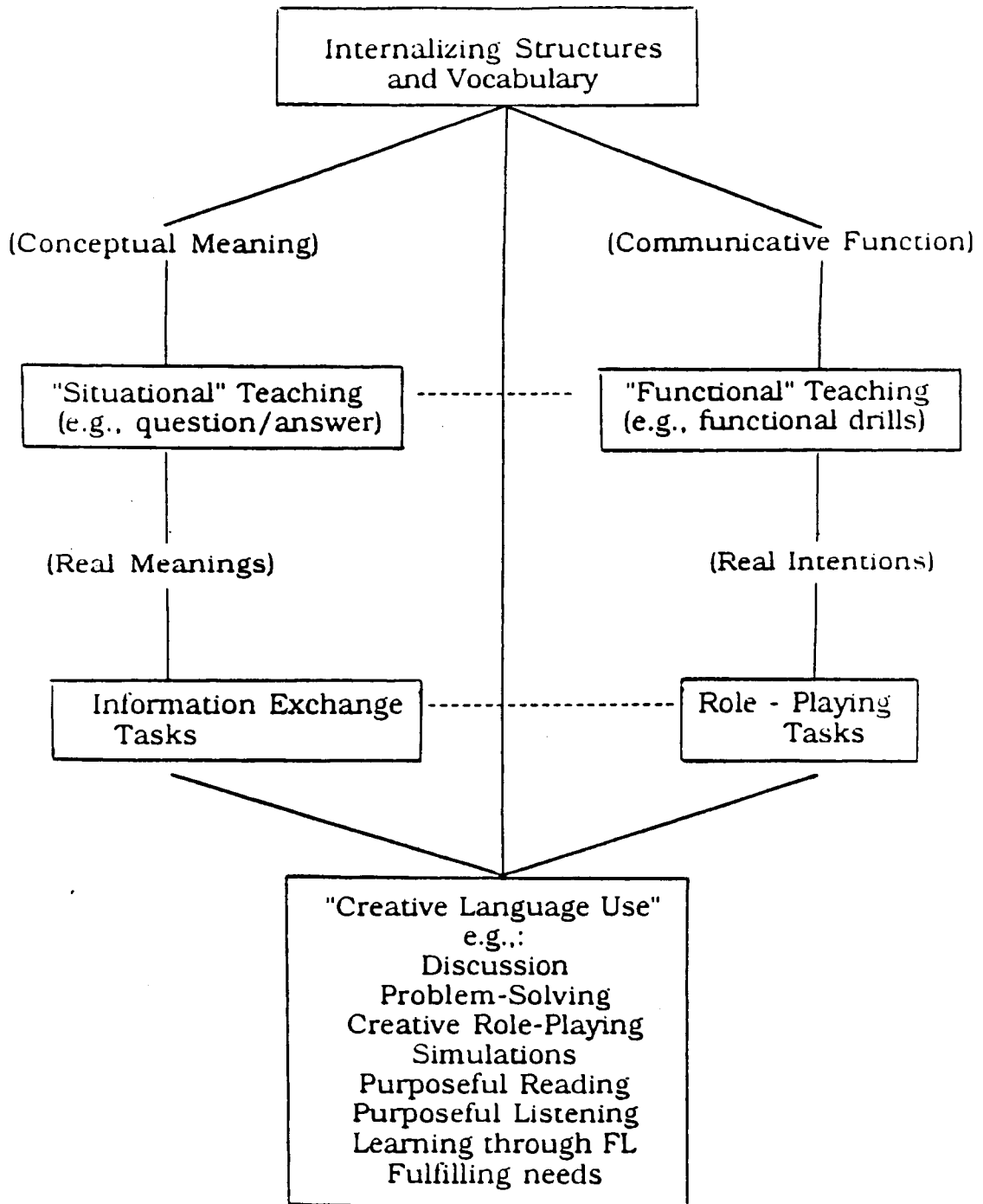
...the most immediate need is to be able to refer to a core basic "referent" or things in the real world, that is to be able to name things, states, events, and attributes, using the words he or she knows. In addition, the learner must be able to link words together to make predications, that is to express propositions. (A proposition is the linking of words to form predications about things, people, and events. For example, the word "book" and "red" constitute a proposition when we understand the meaning of "the book is red").

Thus, according to Richards, propositions are a kind of building block of communication in a language--people must learn how to create propositions. Similarly, Wells (1981: 73-115) states that language is comprehensible to the extent that listeners are able to reconstruct propositions from the speaker's utterances.

The second point we must consider is Language through Communication. This method has currently gained importance in foreign language teaching. It is based on recent discoveries about the processes by which people learn languages in natural conditions. This implies that language learning processes within the classroom should be similar to those outside the classroom.

Both "Language for Communication" and "Language through Communication" are implicit in the core components of the Communicative methodology (see figure 2, following page), and take into consideration the "what" and "how" questions in designing a communicative syllabus.

Figure 2. Core Components of Communicative Methodology  
 (adapted from Das, B. K., 1904, Anthology Series 14)





#### **4.2.1. The Communicative Syllabus**

The principles given by Canale and Swain (1980) are considered to be useful in designing a communicative syllabus. The syllabus is meant to be based on speech acts or communicative functions, rather than on units of grammar or activities with a grammatical focus. According to Stratton (1977), the syllabus must contain units such as "Ask", "Request", "Demand", rather than "Present Simple Tense", "Present Continuous Tense", or "Relative Clause". This kind of syllabus may be referred to as functional, functional-notional, notional, semantic, or communicative (Dobson, 1979). The term functional-notional syllabus is used here.

First, we will discuss the history of the functional-notional syllabus, which leads directly to the concepts underlying the communicative syllabus. This history begins with the story of the formation of the European Economic Community and the European Common Market, which resulted in the increasing interdependence of European countries. With this increased interdependence came the need for greater efforts to teach adults the main languages of the European Common Market.

This history continues with the production of an influential set of proposals for a "unit/credit" system of language for adults (Trim, 1977; Van Ek, 1975). The system began in 1971 with an expert team in which D.A. Wilkins worked together with a group of people from a number of different countries. They were concerned with the teaching of English. Their main thesis was that there should be a system that assists in teaching adults who would soon be moving between countries as "guest workers", and who would need to be

equipped with fairly defined areas of their second language for occupational purposes. A preliminary document prepared by Wilkins was concerned with a functional or communicative definition of language. It was used to incorporate these proposals, which served as a basis for developing the communicative syllabus.

Wilkins, in his preliminary document, tried to illustrate the system of meaning that underlies the communicative uses of language. This system of meaning is divided into two categories: notional and functional. The term "notion" refers to the meaning and concepts the learner needs in order to communicate, for example, time, duration, location, and quantity, and the language needed to express them. While "function" refers to the social purpose the language used for, such as requesting, complaining, suggesting, and promising. Wilkins revised and expanded this document into a book called *Notional Syllabus* (Wilkins, 1976). This book has had a great impact on the development of Communicative Language Teaching.

An additional point derived from Wilkins' document, namely, semantico-communicative analysis, has been incorporated by the Council of Europe into a set of specifications for a first-level communicative language syllabus. These threshold level specifications (Van Ek & Alexander, 1986) have had a strong influence on the design of communicative language programs and textbooks in Europe.

Wilkins (1976) is known for providing a theoretical framework for the communicative syllabus. In this syllabus, Wilkins divides communicative functions into six categories:

1. Judgement and evaluation (approving, disapproving,

- forgiving, etc.)
- 2. Suasion (persuading, commanding, scolding, etc.)
- 3. Argument (agreeing, denying, conceding, etc.)
- 4. Rational inquiry and exposition (inferring, comparing, proving, etc.)
- 5. Personal emotions (enjoyment, sorrow, etc.)
- 6. Emotion relations (greetings, gratitude, flattery, etc.)

In addition, Dobson (1979) proposes a set of communicative functions, similar to Wilkins':

- 1. Requesting and giving information
- 2. Expressing thought processes
- 3. Expressing opinions
- 4. Making judgments
- 5. Modifying people's behavior
- 6. Expressing personal feelings
- 7. Interacting socially

Both Wilkins and Dobson admit that setting a list of communicative function categories is not an easy task. Wilkins (1976) claims that a complete communicative syllabus, in reality, does not yet exist, due to the difficulty of specifying the functions. Dobson (1979) states that communicative functions are not exhaustive.

In contrast, Yalden (1983) proposes an alternative way of looking at a communicative syllabus, and specifies ten necessary components:

- 1. A consideration of the purpose for which the learners wish to acquire the target language.
- 2. An idea of the setting in terms of time and place, in

- which learners will want to use the target language (physical, as well as social settings, need to be considered).
3. The socially defined role the learners will assume in the target language, as well as the roles of their interlocutors.
  4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, etc.
  5. The language functions involved in these events, or what the learner needs to be able to do with or through the language.
  6. The notions involved, or what the learner will need to be able to talk about.
  7. The skills involved in the "knitting together" of discourse; discourse and rhetorical skills.
  8. The variety or varieties of the target language that will be needed, and the level in the spoken and written language which the learners will need to reach.
  9. The grammatical content that will be needed.
  10. The lexical content that will be needed.

Yalden has made a remarkable contribution, which permits one to incorporate all ten components in a syllabus that is more communicative than one which cannot incorporate these components. The claim Yalden (1983) makes is that the ten components take into consideration everything which is required to ensure genuine communication.

In addition to the ten components necessary for a communicative syllabus, Yalden has also provided eight types of communicative syllabi. The following list (figure 3) is of the modified

versions of Yalden's communicative syllabi, cited in Richards and Rogers (1986).

Figure 3. Yalden's Communicative Syllabi  
(cited from Richards and Rogers, 1986)

<u>Types</u>	<u>Reference</u>
1. Structural plus functions	Wilkins (1976)
2. Functional spiral around a structural core	Brumfit (1980)
3. Structural, functional, instrumental	Allen (1980)
4. Functional	Japp & Holdin (1975)
5. Notional	Wilkins (1976)
6. Interactional	Widdowson (1979)
7. Task-based	Prabhu (1983)
8. Learner-generated	Candlin (1976)

Thus, unlike the structural syllabus, the communicative syllabus focuses more on the notions and functions of the language. This will be clearly illustrated through a discussion of its implementation in communicative activities.

#### **4.2.2. Communicative Activities and Materials**

In communicative activities, learners need to be exposed to and given opportunities to interact in real-life situations using the target language. However, Nunan (1989) claims that communicative activities can also be of little real-life relevance--they are unlikely to happen outside of the classroom. Nunan does suggest that

communicative activities should focus on meaning. He expresses this notion in the following quotation:

...I too will consider a communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989).

Similar views have been expressed by Prabhu and Krashen. According to Prabhu, "...form is best learned when the learner's attention is on meaning" (Brindley, 1985). Prabhu conducted a study in India, and discovered that learners who had been given task-based programs in which meaning is emphasized, rather than form, did better than those who had undergone traditional instruction in a test of structure (Brindley, 1985). According to Krashen, "...the way we acquire language is through comprehensible input; focus on the message, not form" (Murray, 1983). Hence, focusing on meaning is of great importance in the communicative classroom.

In negotiating meaning and information exchange in the communicative classroom, interactions play an important role. Negotiating for meaning occurs because of the need to come to a shared common knowledge, by asking questions, checking, and asking for clarification or additional explanation, until the message is communicated effectively (Watts, 1989). As a result, an information exchange occurs.

The kind of activity mentioned above, or other communicative activities that stimulate interaction should be based, according to Nunan (1988), on the principles of information gap, role-plays,

transfer of information (Johnson, 1982), and problem-solving (Bourke, 1989). Among these, "information gap" is one of the most fundamental concepts of the Communicative Approach (Cheah, 1982). Any activity which claims to be communicative should employ the concept of information gap.

What is information gap? According to the *Longman Dictionary for Applied Linguistics* (1985), information gap is a situation in which there is communication between two or more people and where information is known only to some of the people present. A gap in information may be necessary so as to create a desire and a purpose for communication. In fact, during the process of communicating, negotiation of meaning and information exchange occur.

An information gap can be created by providing information to some and withholding it from others, or by allowing the learners to have some choice in what they say (Johnson, 1982). This is one way of looking at an information gap, which allows the speaker to choose, and which does not allow the listener to know, in advance, what will be said to him or her.

Another activity is called a "jigsaw activity", in which information is divided into different pieces, and each group member is given one of these pieces to learn. Then, group members teach one another about their pieces of information, so that all have a complete picture of the information. This is a useful activity for promoting a working knowledge of English, in terms of the four language skills of listening, speaking, reading, and writing.

An additional activity involving an information gap in developing writing skills is called "correction for content". In this activity, various

diagrams or pictures are given to different group members. Each individual then attempts to describe, in writing, the diagram they have been given, and then shows the description to his or her partner, without showing the pictures. The success of their description is determined by the ability of their partners to draw the diagram from the description provided. If the diagram which is produced is inadequate, a revision of the written work is necessary.

Further social interactive or communicative activities are "role-play" and "simulations". These activities are used for creating a wider variety of social situations and relationships. In these activities, learners are required to use their knowledge of language beyond the classroom. Success is measured in both the functional effectiveness of the language and the acceptability of the forms that are used.

Specifically, in role-play, students are assigned specific roles, which they must perform. Each individual has a unique manner of reacting to people, situations, and objects. While performing the roles, learners must interact with others, negotiate, and exchange information in order for the task to be successfully completed. In addition, role play deals with problems through action--a problem is delineated, acted out, and discussed. In this activity, some students are players, and others are observers (Joyce & Weil, 1992: 56).

The essence of role playing is the introduction of a problem situation and the desire to resolve it. The role-playing process provides a sample of human behavior that serves as a vehicle for students to: 1) explore their feelings; 2) gain insight into their attitudes, values, and perceptions; 3) develop their problem-solving



skills and attitudes; and, 4) explore subject matter in various ways (Joyce & Weil, 1992: 56).

In simulation, students are given roles to play as simulators. They can act as themselves or someone else in a simulated setting. There are two ways students learn from simulation: 1) direct experience with the simulation; and, 2) activities or discussions in which students are asked to evaluate how their experiences in the activity compare to what they believe to be true about the real world (Joyce & Weil, 1992: 367).

Communicative activities may also have the element of information transfer (i.e., the transferring of information from one modality to another). For example, information obtained from listening is transferred to writing, or graphic information is transferred to spoken language. This activity tends to train students to convey information correctly (Johnson, 1982).

Moreover, communicative activities may contain skill integration. Skill integration is a situation in which two or more of the four language skills are related in some meaningful way in language teaching (Honeyfield, 1988). The jigsaw activity mentioned above is a good example of skill integration.

Finally, communicative activities may emphasize group work. The rationale underlying this, as given by Nunan (1988), is that it enhances the quality of student talk, allows for greater potential of individualization, promotes a positive affective climate, and increases student motivation. Consequently, students will be able to learn more (Nunan, 1988).

In addition, group work is the simplest social organization. This cooperative activity is conducted in groups of two and three, because the interaction is more simple than it would be in larger groups. It is easier for students to learn to work together when they are not attempting to master complex activities simultaneously. The endearing feature is that it is easy to organize students into pairs or triads. An additional attractive feature is that students with poorer academic histories benefit quickly (Joyce & Weil, 1992: 33). Furthermore, techniques such as changing partnerships and having new partners quiz each other on simple knowledge, are quite effective in this social activity (Joyce & Weil, 1992: 30).

To summarize this section, communicative activities and materials should highlight the following: interaction, negotiation of meaning, information exchange, information gap, information transfer, role-play, skills integration, and group work. In order to provide communicative materials, Nunan (1988) provides five principles of material design:

1. Materials should be clearly linked to the existing curriculum.
2. Materials should be authentic texts and tasks.
3. Materials should stimulate interaction.
4. Materials should allow learners to focus on formal or standardized language.
5. Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

In addition, students should be given a variety of communicative activities. These activities may be created by students themselves or

by teachers, who have the responsibility of creating a variety of teaching methods or techniques which derive from the Communicative Approach, in order to make the classroom setting more communicative.

#### **4.2.3. The Communicative Classroom**

It is interesting to examine the essential characteristics of a communicative classroom. Marton (1988) suggests that, in communicative classrooms, only the target language should be used. This idea is supported by Qing (1988), who also claims that communicative classrooms should emphasize speaking. Learners need to speak as much as possible. The speaking activities should involve spontaneous exchanges in unplanned discourse. Any grammatical errors committed by learners while performing the activities should not be corrected directly. Rather, the Expansion technique is recommended. For example, if a learner is presented with the question, "What did you do on Sunday?", and he or she answers with "I go to movie", the teacher should expand the answer by saying "Oh, I see. You went to a movie". Thus, the target structure should be taught implicitly.

It is recommended that grammatical explanation not be utilized. Therefore, grammar explanations or exercises, drills of any kind, and grammar tests should not be employed, unless there is a complete block in communication.

Thus, the focus should be on these communicative activities that have been previously mentioned. All classroom activities should stress meaning, negotiation of meaning, information exchange, and other

communicative activities. These activities should be student-centered, such that the teacher acts as facilitator, organizer, observer, and consultant. Furthermore, all activities should be consistent with one of the main goals of Communicative Language Teaching, that is, to develop students' communicative competence.

#### 4.2.4. Communicative Competence

The theory underlying Communicative Language Teaching emphasizes "language as communication". The goal of language teaching is what Hymes (1972) called "Communicative Competence".

Communicative Competence is unlike the goal of Linguistic Competence of the Pre-Communicative Period. The difference between Linguistic Competence and Communicative Competence, is shown in figure 4 (adopted from SEAMEO Regional Language Center, Dr. Catherine Lim, 1992).

Figure 4. Linguistic Competence Versus Communicative Competence (adapted from Lim, K. B., 1992, Sociolinguistics)

<u>Linguistic Competence</u>	<u>Communicative Competence</u>
1. innate; learnt mainly "naturally"	1. acquired; learnt as part of one's culture
2. a closed system; fixed; static	2. an open system; rules change according to changes in sociocultural setting; dynamic

- |  |  |
|--|--|
| 3. correctness in use is the overriding criterion  | 3. appropriateness in use is the overriding criterion  |
| 4. linguistic; form is the most important aspect   | 4. function or actual use is the most important aspect   |
| 5. contextless; linguistic competence can be considered on its own; independent of any context | 5. contextualized; communicative competence is always considered in a specific sociocultural context |
| 6. exclusion of extra-linguistic and paralinguistic features                                   | 5. inclusion of extra-linguistic and paralinguistic features<br>e.g., body language                  |

The term Communicative Competence was first introduced by Dell Hymes, an American Sociolinguist, in his paper titled "On Communicative Competence", published in 1972. According to Qing (1988), this paper is considered to be the theoretical foundation of the Communicative Approach. The term provided by Hymes was a reaction against the narrow use of the term "competence" given by Noam Chomsky.

The goal of language teaching is, according to Hymes (1972), to gain "Communicative Competence". Hymes claims that linguistic theory must be seen as part of a more general theory, in relation to communication and culture. In contrast, Chomsky's theory of linguistic competence focuses only on the abstract abilities a speaker possesses, which enable him or her to produce grammatically correct

sentences. In other words, Chomsky defines the term "competence" as the knowledge of grammatical rules, and it is these rules which a speaker needs in order to produce grammatically correct sentences.

In contrast, Hymes defines communicative competence as everything the speaker knows in order to communicate adequately in a speech community. He believes that for a speaker to be able to communicate using a language, more than knowledge of grammatical rules is required. Specifically, the speaker must also have the knowledge of how those rules are used. As Hymes states, "there are rules of use without which the rules of grammar would be useless" (Canale & Swain, 1980). In other words, having learned how to construct sentences does not necessarily mean that one has learned how to use them. Therefore, the rules of use must also be taught.

Hymes' (1972) theory of communicative competence is that, if an individual acquires communicative competence, he or she also acquires the knowledge and ability to use the language, with respect to:

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation available
3. whether (and to what degree) something is appropriate (adequate, happy, successful)
4. whether (and to what degree) something is in fact done, actually performed

M.A.K. Halliday, a British Sociolinguist who proposes a functional view of language, provides support for Hymes' view of communicative

competence. Halliday views language as essentially a system of meaning potential--a set of semantic options available to the language user that relates what the user can do and what the user can say (Canale & Swain, 1980). In other words, Halliday focuses on the functions of language. Thus, he assumes that, only through the study of language in use, are all the functions of language brought into focus. As Halliday states,

Linguistics . . . is concerned . . . with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus (Savignon, 1983).

To elaborate further, Halliday proposes seven basic functions that language performs, whenever one learns one's first language. Subsequently, this idea was viewed as being somewhat similar to when one learns a second language (Richards & Rogers, 1986). The seven functions of language are (adapted from Richards & Rogers, 1986):

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others, arts of a text
3. the interactional function: using language to create interaction with others
4. the personal function: using language to express feelings and meanings
5. the heuristic function: using language to learn and to discover
6. the imaginary function: using language to create a world of the imagination

7. the representational function: using language to communicate information

With respect to communicative competence and functional language, Widdowson (1978) views the communicative nature of language as the relationship between linguistic systems and their communicative values in texts and discourse. Particular attention is focused on communicative acts, as underpinning the ability to use language for different purposes. This notion is supported by Canale and Swain (1980), who identify four areas of knowledge and skill: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983b: 6).

#### **4.2.4.1. Grammatical Competence**

In this area of knowledge and skill, vocabulary, syntactic patterns or rules of words and sentence formation, linguistic semantics, pronunciation, and spelling are emphasized. According to Canale (1983b: 7), such competence provides a direct focus on the knowledge and skill needed to be accurately understood, and to be able to accurately express, the literal meaning of utterances.

In addition, Canale and Swain (1980: 29) suggest that grammatical competence is the aspect of communicative competence that encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology.

Brown (1980: 199) elaborates by stating that this is the competence we associate with mastering the linguistic code of a language. He is thus referring to the concept of linguistic competence



put forth by Hymes and Paulston. Specifically, Hymes (1967) and Paulston (1974) highlight the difference between knowledge about language rules and forms, and knowledge that enables a person to communicate functionally and interactively.

#### **4.2.4.2. Sociolinguistic Competence**

Canale and Swain (1980) have defined sociolinguistic competence as

the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors, such as status of participants, purposes of the interaction, and norms or conventions of interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form. Appropriateness of meaning concerns the extent to which particular communicative functions (eg. commanding, complaining, and inviting), attitudes (including politeness and formality) and ideas are judged to be proper in a given situation . . . Appropriateness of form concerns the extent to which a given meaning (including communicative functions, attitudes and propositions/ ideas) is represented in a verbal and/or non-verbal form that is proper in a given sociolinguistic context.

Brown (1980: 200) supports Canale's notion. He borrows an idea from Savignon (1983: 37), which suggests that sociolinguistic competence is the knowledge of the sociocultural rules of language and discourse. This type of competence requires an understanding of the social context in which language is used, including the role of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made concerning the appropriateness of particular utterances.

#### **4.2.4.3. Discourse Competence**

Discourse competence deals with the ability to connect sentences in stretches of discourse. Discourse includes everything from simple spoken conversation to lengthy written text, such as articles and books. Discourse competence also refers to the knowledge of the rules of speaking, knowing how to begin and end conversations, knowing what topics may be discussed in different types of speech events, and knowing which address forms should be used with different persons, and in different situations.

Canale (1983b: 9) points out that discourse concerns mastery of how to combine grammatical forms and meaning to achieve a unified spoken or written text, in different genres. Genre, in this case, means the type of text, which could be oral, written, argumentative essay, or narrative. In discourse, what is important is cohesion and coherence. Cohesion refers to unity of text (spoken and written) and deals with how utterances are linked structurally through the cohesion devices, such as pronouns, synonyms, ellipses, conjunctions, and parallel structures (Canale, 1983b: 9).

#### **4.2.4.4. Strategic Competence**

Canale (1983b: 10) describes strategic competence as follows:

mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication (eg. momentary inability to recall an idea or grammatical form) or to insufficient competence; in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication (eg. deliberately

slow and soft speech for rhetorical effect).

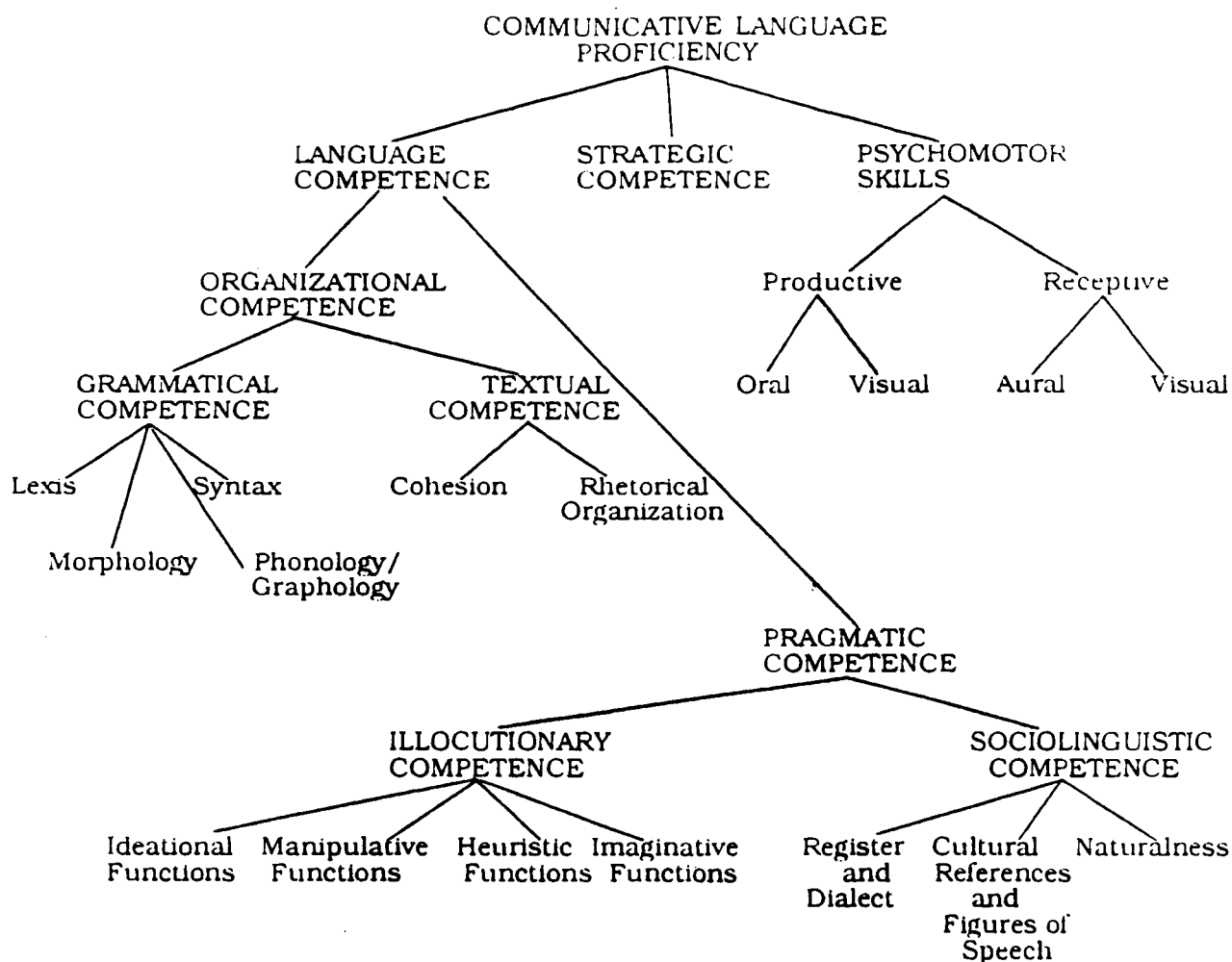
Savignon (1983: 40-41) paraphrases this, and describes strategic competence as

the strategies that one uses to compensate for imperfect knowledge of rules--or limiting factors in their application such as fatigue, distraction, and inattention. In short, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and circumlocution, repetition, hesitation, avoidance, and guessing, as well as shift in register and style.

Thus, it could be said that strategic competence is the way we manipulate language, in order to meet communicative goals.

A new idea put forth on strategic competence comes from Bachman (1987). Bachman reorganized Canale and Swain's definition of communicative competence to include strategic competence as a completely separate element of "Communicative Language Proficiency" (see figure 5, adopted from Bachman, 1987)). In Bachman's model, organizational competence corresponds to Canale and Swain's grammatical and discourse competence, but the latter's sociolinguistic competence is now viewed as having wider connotations, in terms of pragmatic competence.

Figure 5. A Framework for Describing Communicative Language Proficiency (adapted from Bachman, L. F., 1987)



All of the descriptions of the theoretical and practical relevance of Communicative Language Teaching mentions are gathered from the literature available to meet the purpose of this study. Beginning with the pre-communicative period and moving to Communicative

Competence, we will now generalize the principles and characteristics of the Communicative Approach. It is hoped that these principles will be reflected in classroom practices.

#### **4.3. The Communicative Approach: Its Principles and Characteristics**

The theoretical framework of Communicative Language Teaching, also known as the Communicative Approach, has been discussed in the previous section. The following provides an overview of the principles and characteristics of the Communicative Approach, taken from a variety of literature.

Larsen-Freeman (1986: 128-130) details some underlying principles of the Communicative Approach:

1. Whenever possible, "authentic language"--language as it is used in a real context--should be introduced.
2. Being able to figure out the speaker's or writer's intentions is a part of being communicatively competent.
3. The target language is a tool for classroom communication, not just an object of study.
4. One function can have many different linguistic forms. Since the focus of the course is on real use, a variety of linguistic forms are presented together.
5. Students should work with language at the discourse or supra-sentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
6. Games are important because they have certain features in common with real communicative events--there is a purpose to the exchange. Also, the students receive immediate feedback from the listener on whether or not

- they have successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.
7. Students should be given opportunities to express their ideas and opinions.
  8. Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.
  9. One of the teacher's major responsibilities is to establish situations likely to promote communication.
  10. Communicative interaction encourages cooperative relationships among students. It gives them an opportunity to work on negotiating meaning.
  11. The social context of the communicative event is essential in giving meaning to the utterances.
  12. Learning to use language forms appropriately is an important part of communicative competence.
  13. The teacher acts as an advisor during communicative activities.
  14. In communicating, a speaker has a choice not only about what to say, but also how to say it.
  15. The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.
  16. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

Finocchiaro and Brumfit (1983: 91-93) elaborate on the major features of the Communicative Approach as follows:

1. Meaning is paramount.
2. Dialogues, if used, center around communicative functions and are not normally memorized.

3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device which helps learners is accepted, varying according to their age, interests, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of the native language is accepted where feasible.
11. Translation may be used when students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined by any consideration of content, function, or meaning which maintain interest.
17. Teachers help learners in any way that motivates them to work with the language.
18. Language is created by the individual through trial and error.
19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher cannot know exactly what language the students will use.

22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Canale and Swain (1980) have offered a set of what are, in their view, the characteristics or guiding principles for the Communicative Approach. This set of consists of five guiding principles that can be briefly summarized as follows (Cheah, 1982):

1. Communicative Competence comprises at least grammatical competence, sociolinguistic competence, and strategic competence.
2. The learner's communication needs are basic to the Communicative Approach.
3. Second language learners should be given the opportunity to participate in meaningful and genuine communicative interaction with competent speakers in realistic situations.
4. Especially in the initial stages of second language learning, relevant aspects of native speaker competence should be made use of, as an aid, in the acquisition of second language communication.
5. Communication-oriented second language programs should provide the learners with information, practice, and much of the experience needed to meet the communicative needs in the second language.

Ahmad (1989: 24-25) has produced a list of principles or characteristics of the Communicative Approach, comparing them with the characteristics of the Audio Lingual Method. These are shown in the following figure 6.



Figure 6. Characteristics Of Two Different Approaches

<u>Audio Lingual Method</u>	<u>Communicative Approach</u>
Focus more on structure and form rather than meaning.	Meaning is of primary importance.
Involves memorization and drills in structure based dialogues.	Dialogues are centered around communicative functions and are normally not memorized.
Language items are sometimes contextualized.	Contextualization is not a basic requirement.
Language is learning the sounds, structures, and words.	Learning the language is to communicate.
Drilling is a central technique.	There may be drilling but only peripherally.
Pronunciation should be as native-like as possible.	Comprehensible pronunciation is the goal.
Grammatical explanation is avoided at the initial stages.	Any instrument that helps the learners is accepted.
Communicative activities are conducted only after drills and exercises are given. Use of the students' native language is not allowed.	Learners may be encouraged to attempt communication from the very beginning. When feasible, judicious use of the mother tongue is accepted.

Translation is only allowed at the later stages.

Translation may be used when needed.

Reading and writing are done after speech has been mastered.

Reading and writing can start from the very first day.

The target linguistic system is learned through direct teaching of the language forms.

The target linguistic system is learned through struggling to communicate.

The desired goal is linguistic competence.

The desired goal is communicative competence.

Recognition is given to varieties of language, but not emphasized.

A central concept in materials and methodology is linguistic variation.

The units are sequenced solely by principles of linguistic complexity.

Sequencing is determined by considering content, function, or meaning which sustains interest.

These principles will be simplified into 30 principles (Table 1), and will be the main focus of the study in determining EFL teachers' theoretical and practical relevance of the Communicative Approach.

#### **4.4. The Communicative Approach: From Theory to Practice in the TEFL Situation**

The Communicative Approach, as described earlier, has its own theory or principles. These principles are primarily based on the

views of linguists, psycholinguists, sociolinguists, researchers who are interested in linguistics and applied linguistics, and ESL/EFL specialists concerning the nature of language and language learning. As Nunan (1989) points out,

although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about the nature of language and about language learning.

He states further that, in recent years, some dramatic shifts have occurred, with respect to how the nature of language is perceived, resulting in contradictory ideas, and, thus, confusion among teachers.

Brown (1980: 246) supports this idea of dramatic changes in the teaching methodology by saying,

We moved in and out of "paradigm" (Kuhn, 1970) as inadequacies of the old ways of doing things were related by better ways of doing things, as the result of theories in practice. As research points the way toward more effective ways of teaching and learning, methods and techniques are conceived and developed. The use of these methods and techniques, in turn, continually provides essential data for the enlightening of further research, and the interdependence goes on.

Various types of methods and techniques have been invented. However, researchers and linguists, ESL/EFL specialists, and language teachers have not been able to convince themselves of which is the "best" method. Importantly, there is no appropriate method or technique which is able to meet all the defined objectives of certain educational institutions or every group of students, and no one has the

best method or approach. This issue remains a controversial one among linguists and researchers.

In addition, in many national or international conventions, TESL/TEFL experts do not attempt to conclude that a particular method or approach is "the best one", and, thus, should readily be employed. Rather, they believe that each method has its own strengths and weaknesses. There is a strong possibility that a method or approach which is appropriate for certain situations and purposes will not work in others.

Indonesia is a country among South Asian Countries which teaches English as a foreign language. It has become readily apparent that English teaching in many Indonesian educational institutions is unsatisfactory. There are many factors which must be considered to be partly responsible for this outcome, such as the fact that students are instrumental in their motivation, English is taught in non-acquisition environments, there is a lack of qualified teachers, a lack of facilities and resources, a lack of supported syllabi, and severe time constraints.

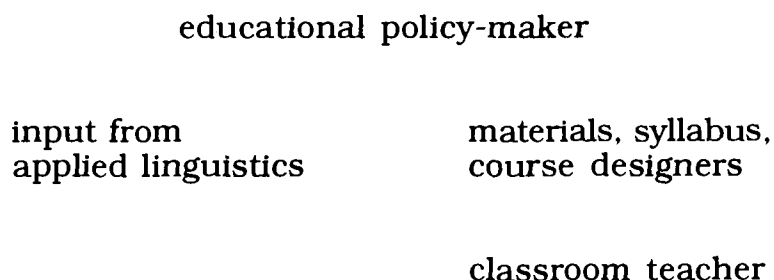
The method of teaching is also a problem faced by the school. English teachers in schools are aware of their limited knowledge of the principles underlying the approaches which they must implement in their classrooms, for example, the Communicative Approach. This approach gained its popularity in Irian Jaya, when some of the English instructors were sent to Britain for in-service teacher training for teaching English. They returned with a newly born method or approach to implement.

This innovative method actually derived from theoretical linguists who dealt with language structure, applied linguists, who were concerned with language use, and foreign language teachers, who were concerned with language learning. Overall, structural linguists, psycholinguists, sociolinguists, and post-Chomskian linguists interested in language acquisition were involved.

The practical relevance of the Communicative Approach concerns what is to be taught and how it is to be organized and presented (Corder, 1973). To elaborate, Corder (1973) takes into consideration a continuum, extending from linguistic description to selection, organization, and presentation of language for teaching, from the theoretical linguist to the applied linguist, and, finally, to the teacher.

The involvement of the theoretical linguist in classroom teaching implies that the theory must be preserved, such that no gulf exists between the teachers and the pure or applied linguists. Lennon (1988) provides a more applicable model of how the EFL teacher obtains his or her input. This is illustrated in the following figure 7.

Figure 7. How EFL Teachers Obtain Their Input  
(adopted from Lennon, P., 1988)



Lennon says further that the influence of linguistics on ELT has primarily focused on the materials and syllabus design, rather than on educational policy or classroom teaching.

Krashen (1982) argues that

too often, the progression was straight from theory to practice, so that teachers had to apply methods and materials, the rationale and theoretical bases of which they were ignorant, while the syllabus and materials designers were often ignorant of both the specific classroom context and the wider educational environment in which teaching was to take place.

Krashen states further that, consequently, teachers have often been confused by the untried and untested methods which they are supposed to apply.

Several factors must be considered which likely created the unhappy situation in Indonesia, with respect to the implementation of the Communicative Approach. Lennon (1988) provides some suggestions which may be utilized to examine the concerns of English teaching in Indonesia.

Firstly, educational policy and planning were not geared toward applying new methods. For example, the syllabus and materials remained structural in design--theoretical concepts were not examined while the communicative syllabus and materials were designed and developed. Secondly, the applied linguists were often uninterested in the possible application of their work to language teaching. This is important because some of their ideas cannot be applied in all circumstances, meaning that a method used in one situation may or may not be easily implemented in other situations.

Thirdly, teachers often accepted these methods uncritically (Lennon, 1988). For example, in areas where a hierarchical system existed, teachers applied whatever methods the educational policy makers sent to them.

Wilkins (1972) provides some additional reasons for the inadequate implementation of language teaching theory in language teaching, in Indonesia. Specifically, he states that

Results of research on teaching methods in all subjects generally showed that method was less important than the teacher-competence, which in turn depended very much on the teacher's belief and confidence in what he was doing. (Wilkins, 1972).

It is true that most teachers' beliefs and confidence center on structural methods of teaching. They tend to not pay attention to the current theories provided by applied linguists, which underlie certain language teaching approaches. Their understanding of these theories is inadequate, because they have no interest in learning them, nor do they have the opportunity to learn them. Furthermore, some teachers are not interested in discussing new methods within their own classrooms, because they believe that these methods are useless or unworkable, due to the classroom setting, the learners, and the language.

Most importantly, in order to implement the Communicative Approach appropriately in the classroom, three factors must be considered by EFL experts, curriculum designers, and classroom teachers. These are the setting, the learners, and the language.

Firstly, the "setting" must be taken into account in EFL situations. The first thing to be considered within the setting is the class. Questions which must be raised concerning the class include: Are students "children" or "adults"? Is children's motivation similar to that of adults'? What is the size of the class? Does the class have a language in common? Is the class monolingual or multilingual?

The second issue to consider with respect to the setting is the EFL teacher. Questions concerning the EFL teacher include: Is the teacher a native or nonnative speaker of English? Does the teacher speak English well? Does the teacher have enough educational background to teach? Is he or she a local? Does he or she share the common language or culture of students?

The third issue to be considered is the school. Education is an abstract noun, but it does occur in concrete circumstances. Questions to consider are: Is the school well-equipped or poorly equipped? Does the school provide textbooks and exercise books for the students, and teaching aids or resources (i.e., support syllabus, teaching materials, laboratory, overhead projector) for the teacher?

Secondly, it is very important to examine the learner in the EFL classroom. Abbot and Wingard (1981) suggest that learning is something that people normally do all through their lives, but no one has ever seen it happening--it is an invisible activity. Teaching, on the other hand, is an observable activity. Abbot and Wingard (1981) claim that perhaps this is why teachers are usually much happier talking about teaching techniques instead of learning processes. Teachers recognize that good teaching techniques are those that work, but tend to forget that, if they do work, it is because, in some way, they are



consistent with the students' learning techniques. Thus, questions to consider are: What are the learning techniques in the EFL classroom? How do specific EFL learners learn?

Lastly, the specific language itself has a great impact on language learning. The main questions to consider are: Why is it being studied? Is it for special purposes or for living? Some students provide answers such as, "We learn English so that we may learn something about the world." Others claim that it is because the remainder of their education is going to be done in English. Still others would say that English is being learned because it is compulsory (i.e., "We have to learn it to pass the exam", etc.)

In addition to the factors mentioned above, Sampson (1992) proposes several factors that one should consider, in order to decide which teaching practices might be suitably employed in various situations:

1. What are the ages of the students and how much previous educational experience have they had?
2. What are the desired outcomes of the educational experience that is being proposed for the students?
3. What financial and material resources are available for schools or teachers?
4. How much time can be devoted to the teaching and learning of the subject matter or skill to be acquired?

Therefore, several factors must be acknowledged and taken into consideration by teachers, prior to implementing the Communicative Approach, in order that teachers establish a link between their practices and theory.

## 5. Summary

The theoretical and practical relevance of Communicative Language Teaching, otherwise known as the Communicative Approach, has been discussed. In Indonesia, we have moved from the period prior to that of the introduction of the Communicative Approach, to the Communicative Period itself. In addition, we have discussed the theory and practice underlying this approach. The theoretical and practical relevance of the approach has been described to meet the first objective of the study--to obtain a deeper insight into the theory and practice of the Communicative Approach. Moreover, it serves as a foundation from which discussions of the results will build. Furthermore, it is used as a basis especially the principles and the characteristics of this approach, in constructing the instruments for collecting the data. To examine English teachers' awareness of the theoretical and practical relevance of the Communicative Approach, an investigation has been conducted in junior secondary schools in the highlands of Irian Jaya, Indonesia. The methodology of this study will be discussed in the following chapter.

### **CHAPTER III. RESEARCH DESIGN AND METHODOLOGY**

#### **1. Introduction**

Teacher awareness of the theoretical and practical relevance of the Communicative Approach was investigated in Junior Secondary Schools in two Indonesian districts: Paniai and Jayawijaya, both located in Irian Jaya (Appendix B). These districts were chosen because: 1) they are located in remote areas containing a large number of junior secondary schools, as compared to senior secondary schools; and, 2) the majority of problems concerned with teaching English in junior secondary school come from these areas. Thus, the information and materials used are considered to be valid and reliable. The study was conducted with English teachers, who taught first, second, and third year students. Background information, and information about subjects, instruments, and procedures used for data collection will be discussed in the following section.

## 2. Background and Subjects

Jayawijaya district is located in the highlands, and has a population of 404,500 (Ukung, 1992). It has 26 junior secondary schools (Kanwil P & K, 1992). The teachers in these schools are both government and non government teachers. There is a shortage of teachers, and, consequently, there is no exact number of permanent teachers. Some of the English teachers just go to their classes, teach, and then leave. They can stop teaching whenever they wish to do so. Unfortunately, every school with approximately 200-300 students has only one English teacher. In fact, some schools do not have English teachers, and, thus, teachers are hired from other schools to fulfill the English teaching positions.

The English teachers have varied educational backgrounds, ranging from high school to a 2-3 year diploma course. Their teaching experience, linguistic backgrounds, and cultural backgrounds vary as well. Generally, there are three types of English teachers: 1) those who teach English because they had English as their major in Teacher Training College or In-Service Teacher Training; 2) those who come from disciplines other than English, but are nevertheless interested in teaching English; and, 3) those who have had much experience with English, and who, therefore, base their teaching on experiences such as having lived with foreigners, or having worked as guides or interpreters. These teachers must deal with students who have weak schooling backgrounds.

In Paniai District, the population is approximately 243, 749 (Ukung, 1992). It has 4 subdistricts which are located along the

coastal areas, and 13 subdistricts located in the highland. There are approximately 24 junior secondary schools in this area. As in the Jayawijaya District, there is no exact number of teachers, and teachers' educational, cultural, and linguistic backgrounds vary. Most students are indigenous, and some are from different parts of Indonesia.

The subjects of the study were English teachers working in these two districts. Fifteen teachers from each district were selected to fill out a questionnaire and checklist. From the selected teachers, 10 from each district were observed and interviewed. This selection was made based on the length of time that they had been teachers. Students' activity and performance were investigated through classroom observation.

### **3. Method Used to Construct the Instruments**

The theory of the Communicative Approach is quite broad. To limit this, just some information concerning the principles and characteristics of the Communicative Approach have been derived from the literature (see pp. 71 - 76, chapter II). These principles were then simplified. In order that teachers were not aware of the approach being tested in the study, the simplified principles of the Communicative Approach were randomly presented, together with the principles and characteristics of the Audio Lingual Method, in the form of a checklist.

The second item used was a questionnaire, which was made to be consistent with the checklist. To ensure that the English teachers understood the principles of the Communicative Approach, and were able to utilize them in their teaching practices, the questionnaire was designed. Each statement in the questionnaire was related to each of the principles on the checklist.

To increase the validity and reliability of the results, interviews and classroom observations were also conducted. These methods were considered to be important in obtaining direct data on the theoretical and practical relevance of the Communicative Approach.

## **4. Procedures for Data Collection**

### **4.1. Meeting**

A meeting with each teacher in every school was conducted. All teachers involved in this study needed to have a clear idea of the procedures and purposes of the instruments used. The instruments used were: the checklist and questionnaire. The teachers were assured of the confidentiality of their results, and that neither they nor the school was being scrutinized or judged. The study was to serve as a critical analysis of the teachers' awareness of the theoretical and practical relevance of the Communicative Approach.

A second meeting was held with the selected teachers, who were involved in the classroom observations and in the interview. They were told that they would be observed in their classroom teaching and that they would be asked to answer questions concerning some issues on the current theories of language teaching, subsequent to teaching the class.

### **4.2. Checklist**

As mentioned earlier, the checklist was one instrument used in the study. It contained statements related to the principles of the Communicative Approach and the Audio Lingual Method. These principles were randomly presented so as to obtain a better understanding of the teachers' awareness of the theoretical concepts of both the old and current approaches. The focus of the study was on

the current approach, that is, the Communicative Approach. This instrument was to be filled in only by English teachers.

The first draft of the checklist for the teachers was pre-tested on three teachers who were considered to be senior teachers in three different schools. This was done to ensure that the statements were comprehensible and to allow for criticisms. This helped in further refining the checklist.

The checklist was anonymous, so that the teachers would not feel like they were being evaluated or threatened. The researcher personally gave the teachers the checklist. The teachers then directly filled out the checklist, with assistance if necessary. For the teachers who did not understand English well, there was some additional work involved, for the text had to be interpreted from English to Bahasa Indonesia. The checklist was personally collected by the researcher.

The statements within the checklist were arranged as follows for ease of scoring, and clear reporting. Teachers were requested to put a checkmark in the columns provided. If they agreed with a statement, the "agree" column was to be marked with a checkmark. On the other hand, if they disagreed with a statement, the checkmark was to be placed in the "disagree" column. A third column was provided for teachers who did not understand the concept presented in the statement. This column was called the "cannot judge" column (Table 2).



### **4.3. Questionnaire**

The other instrument used in the study was the questionnaire. According to Johnson (1992), the most common method of data collection in second language survey research is the questionnaire. The major reason for this is that they require less time, and therefore less expense, than do interviews and observations.

Each question or statement in the questionnaire had four alternative options (A, B, C, D). This questionnaire was used so that the researcher could obtain a clear understanding of the practical relevance of the Communicative Approach for the teacher. It incorporated each principle in the checklist.

Like the checklist, the questionnaire was pre-tested on three senior English teachers, to examine its clarity and comprehensibility. In addition, criticisms were used to improve the questionnaire.

On the questionnaire, the names of the teachers remained confidential to ensure that they did not feel as if they were being judged on their classroom practices. The questionnaire was personally distributed and collected by the researcher, and focused on obtaining data on the teachers' classroom situations and teaching methods. Teachers were requested to fill out the questionnaire truthfully (Table 3).

### **4.4. Classroom Observation**

Observations of the teachers' awareness of the practical relevance of the Communicative Approach in the classroom was conducted.

Observation was considered to be a highly credible source of information, since it deals with direct translation of the theory of the Communicative Approach into practice.

In order to ensure a reliable and valid behavioral sample, the observations were systematically held and facilitated by the use of a prepared instrument. This provided the researcher with an in-depth focus during the observation. The behavior to be observed was the application of the principles of the Communicative Approach, which had been selected with respect to certain classroom events. The application of twenty principles was observed (Table 4). To avoid unnecessary stress and anxiety for the teachers, arrangements for the observation were made ahead of time.

#### **4.5. Interview**

The last instrument used was the interview. An interview was conducted with each teacher subsequent to classroom teaching. The validity of the interview is highly accepted in ESL/EFL research, and has several advantages over the questionnaire. In spite of its weaknesses, such as the fact that it is time consuming, Johnson claims that there are advantages as well: 1) questionnaires often yield low response rates, while in interviews, response can be quite high; 2) in the interview, respondents are likely to answer all questions presented, because of their personal involvement with the interviewer; and, 3) the interview can obtain more meaningful information, because the interviewer can rephrase questions that are

not clear to the respondent, probe for additional information, and follow leads.

The interview questions were structurally arranged so that the interviewer could obtain information regarding teachers' understanding of their teaching methods (e.g., the approach they thought they were using currently, the difference between the existing approach and the one used previously). The interview questions provided information concerning the theoretical and practical relevance of the Communicative Approach (Graphic 2). Furthermore, the interview was employed to enable the attainment of a greater number of responses from interviewees, which would not have been possible within the more limited framework of the questionnaire and checklist.

## **5. Summary**

The study was recently conducted in Irian Jaya, Indonesia, and the data that has been collected is considered to be quite novel. The design and procedures used in the study for data collection were described in this chapter. In the next chapter, the results of the data, and interpretations of these findings, will be discussed.

## CHAPTER IV RESEARCH FINDINGS

### 1. Introduction

The study is an enumeration and a descriptive survey. The data analysis procedures are presented under two basic research questions:

1. Are teachers cognizant of the theory behind the Communicative Approach?
2. Are teachers aware of this theory able to reflect it in their teaching practices?

These questions will be answered by providing a descriptive data analysis of the teachers' responses to 1) the checklist, which addresses the first question, and 2) the questionnaire, which addresses the second question. Analysis will proceed by describing the data provided in Tables 2 and 3. Table 2 depicts EFL teachers' responses to the theoretical concepts of the Communicative Approach, while Table 3 provides EFL teachers' responses to the practical relevance of this approach.

To support the validity and the reliability of the checklist and the questionnaire, lists of data analyses from the classroom observation and the interview are provided. These supplementary data will be described and displayed in Table 4 and Graphic 2. Table 4 provides EFL teachers' reflections of the Communicative Approach in classrooms, while Graphic 2 contains EFL teachers' reactions to both their theoretical and practical knowledge of this approach.

Thus, as a background picture, section 2 will illustrate the findings of 30 teachers' educational and experiential background. These data are provided in Graphic 1. Section 3 will provide the research findings of teachers' theoretical and practical relevance of the Communicative Approach, including both the primary data shown in Tables 2 and 3, and the supplementary data shown in Table 4 and Graphic 2. What follows is the research findings.

## **2. Junior Secondary School EFL Teachers' Educational and Teaching Experiential Background (Graphic 1)**

There were 30 EFL teachers chosen as a sample from two districts. From each district, 15 teachers were chosen. The names of the schools investigated are provided in Appendix C. These data will be used to support the discussions and interpretations. The following is the description of the teachers' surveyed educational and experiential backgrounds (Graphic 1).

### **A. Teachers' Educational Background**

The majority of the teachers surveyed (11) were university or college students with English as a subject. There were 5 teachers who had attended in-service teacher training, 5 teachers who had only completed high school, and 4 teachers who based their teaching on their own experiences as interpreters or living with foreigners/missionaries. These teachers experienced education in Junior Secondary Schools, but did not fully complete this level of schooling. The remaining 5 teachers were from non-English disciplines, such as history and geography teachers. They taught English as a result of the lack of English available in their schools (Graphic 1.a).

### **B. Length of Time Studying At These Institutions**

Graphic 1.b indicates that the teachers (11) who had studied at the tertiary level (Graphic A) spent 1-2 years in this level. Those teachers (5) who took a part in in-service training (Graphic A) spent 1

year completing this program. There were 5 teachers who had spent 3 years completing senior high school. The other 4 teachers who used their own experiences (Graphic A) experienced learning in secondary schools for 3 years without completion (studying in secondary schools must be 6 years). The remaining teachers (5) who are in non-English disciplines (Graphic A) spent 1 or 2 years finishing the diploma at the tertiary level, but in a non-English subject.

### **C. Time of Graduation**

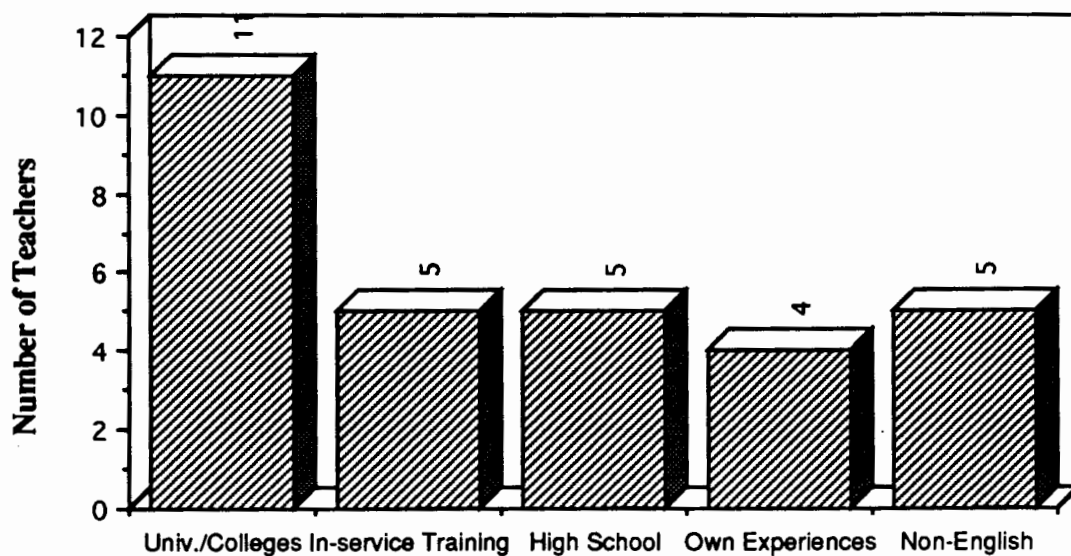
Surprisingly, the majority of the teachers studied graduated in the 1980s. There were 9 teachers who graduated in the 1970s, and 4 teachers who graduated in the 1960s. Only 3 teachers graduated in the 1990s (Graphic 1.c).

### **D. Length of Time Teaching English**

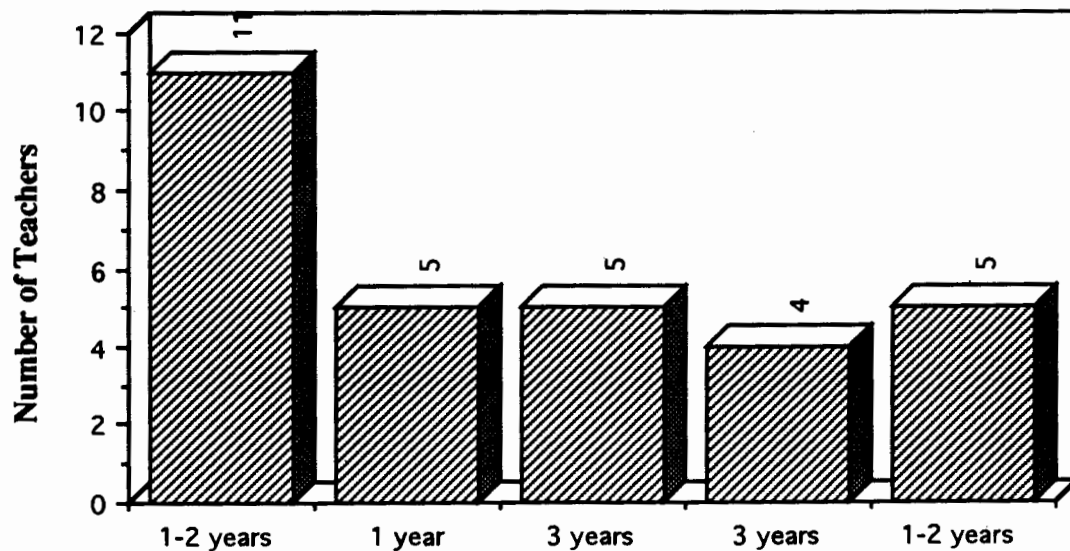
The majority of teachers (7) had over 15 years of teaching experience. There were 6 teachers who had experience teaching English over 10 to 14 years. 5 teachers had 2 to 2 and one-half years of teaching experience, 4 teachers had over 5 to 9 years of teaching experience, and 2 teachers had 4 to 4 and one-half years of experience. Furthermore, 2 teachers had 3 to 3 and one-half years of experience, 2 teachers had less than 2 years experience, and 2 teachers had less than 1 year of experience with teaching English (Graphic 1.d).



GRAPHIC 1. Teacher's Educational and Teaching Experiential Backgrounds

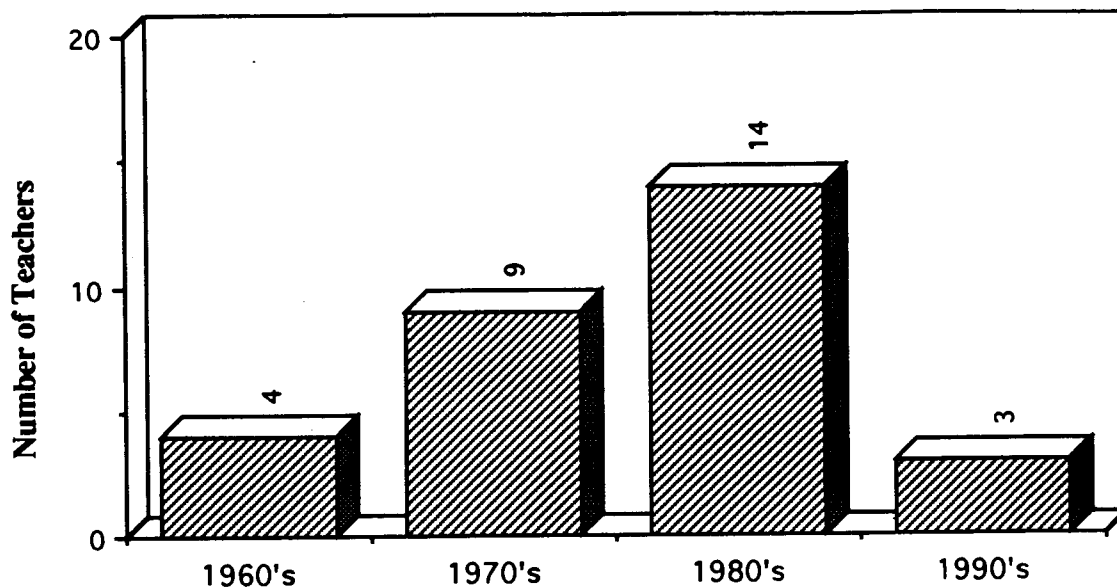


1.a. Educational/Experiential Background

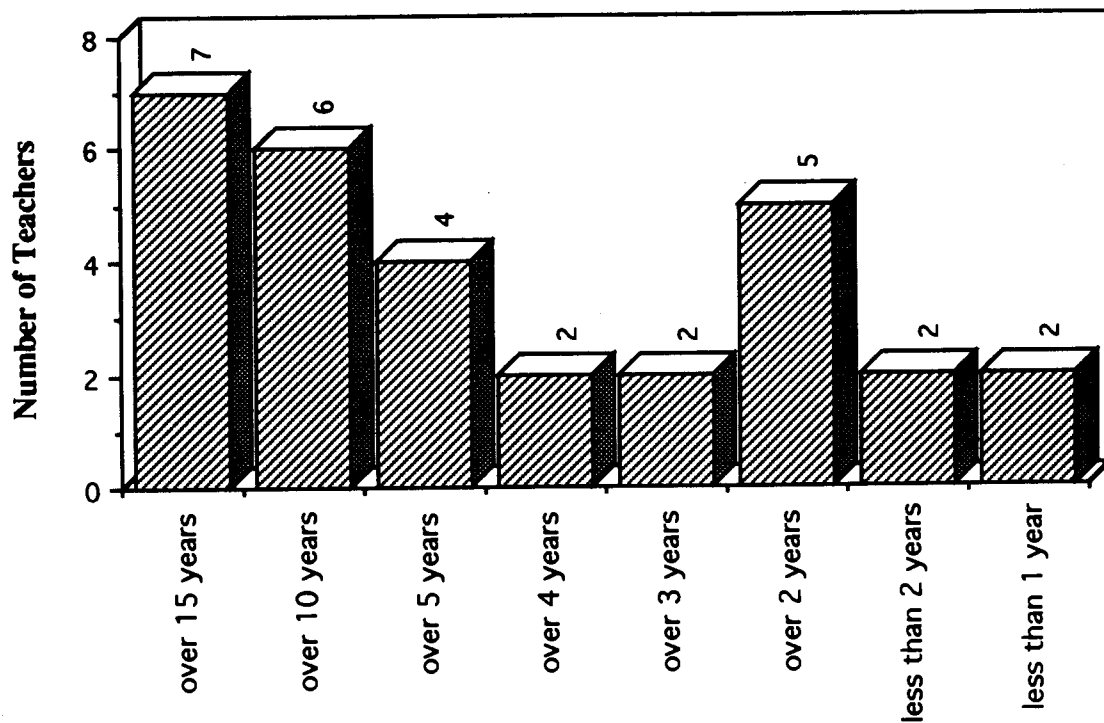


1.b. Length of Time Studying or Experiencing English

GRAPHIC 1 (Cont.)



1. c. Graduation Time



1.d. Length of Time Teaching

### **3. Research Findings: The Theoretical and Practical Relevance of the Communicative Approach.**

The theoretical and practical relevance of the Communicative Approach will be analyzed by examining 30 principles of the Communicative Approach, obtained from a variety of literature on the basic foundations of the Communicative Approach (Table 1). Each principle presented (Table 2) will then be compared with teachers' responses concerning how well they reflect Communicative principles in their practices (Table 3).

The checklist and the questionnaire were filled out by 30 EFL teachers from 2 districts, 15 from each district. Each teacher surveyed was asked to fill out the checklist and the questionnaire. These instruments were directly translated to Bahasa Indonesia when they did this. These teachers' educational and experiential backgrounds are provided in Graphic 1. The data in Table 1 were sequentially analyzed by examining each principle (Pr.) of the Communicative Approach (CA). These principles were arranged in terms of positive and negative statements. The correct answers will be analyzed in each principle below.

The principles of the Communicative Approach were randomly mixed with the principles of the Audio Lingual Method (AL) in order to obtain valuable information necessary for comparing the two approaches. The data regarding the Audio Lingual Method are provided in Table 2. However, they are not specifically described in this chapter. Rather, the focus is on the Communicative Approach. The checklist was composed of three columns: Agree (A), Disagree

(D), and Cannot Judge (C). The correct answers were the ones considered to be the findings.

The data in Table 3 were analyzed based on each principle of the Communicative Approach provided in Table 1. There were four options (A, B, C, and D) in question (Q). Each option is shown in Table 3, and is descriptively analyzed.

Thus, the data in Table 2 address the theory of the Communicative Approach, and are comparatively and descriptively analyzed with the data in Table 3, which deal with the practical relevance of this approach.

**TABLE 1**  
**Principles of the Communicative Approach**

No	P r i n c i p l e s
1.	A central concept in materials development and methodology is linguistic variation.
2.	Students' internal motivation will increase from an interest in what being communicated.
3.	Language is created by the individual, often through trial and error.
4.	The target linguistic system is learned through struggling to communicate.
5.	Students' success is determined as much by their fluency and accuracy. Errors are seen as natural outcomes.
6.	Students are expected to interact with others, either in pair or group work, or through their writing.
7.	Pronunciation should be as native-like as possible.
8.	Teachers cannot predict what language students need to use.
9.	Learning a language is learning to communicate.
10.	One function can have many different linguistic forms. Since the focus is on real language use, a variety of linguistic forms are presented together.
11.	Students should be given opportunities to express their ideas and opinions.

TABLE 1 (Cont.)

No	Principles
12.	There may be drilling but only peripherally.
13.	Students' communication is the basic need.
14.	Any device that helps the learner is accepted but should be based on students' age and interest.
15.	Students should work with the language at the discourse or supra-sentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
16.	Dialogues centred around communicative functions are normally not memorized
17.	Students may be encouraged to attempt communication from the very beginning
18.	Translation is allowed at the later stage.
19.	Sequencing in the curriculum is determined by considering content, function, or meaning which sustain interest.
20.	Relevant aspects of native speaker competence should be made use of at the initial stage.
21.	Reading and writing can be started from the very beginning.
22.	Comprehensible pronunciation is the goal.
23.	Meaning is of primary importance.
24.	Teachers act as facilitators or advisors.
25.	Language skills must be taught integratively.

TABLE 1 (Cont.)

No	Principles
26.	The desired goal is communicative competence.
27.	Contextualization is the basic premise.
28.	The use of the mother tongue is accepted when necessary.
29.	Students should develop strategies for interpreting language as it is actually used by native speakers.
30.	Grammar and vocabulary that students learn, must follow functions, situational context, and role of interlocutors.

### **3.1. Teachers' Responses to the Theory and Practice (Tables 2 and 3)**

#### **Principle 1. A central concept in materials development and methodology is linguistic variation.**

According to the data, teachers' understanding of this principle is quite contradictory to the one in practice. Table 2, Pr. 1 indicates that 60% of the teachers disagree with the principle (Pr. 1B). The remaining 40% of the teachers show clear agreement with this principle (Pr. 1A). In their classroom teaching, Table 3, Q. 21 indicates that 56.6% of the teachers claimed that the central concept of linguistic variation did not appear in their teaching materials, only in methodology (Q. 21A). Only 20% conveyed that this concept does not appear in methodology, but in materials (Q. 21B), while 10% indicate linguistic variation appears both in materials and methodology (Q. 21C). The remaining 13.3% have nothing to say about this principle (Q. 21D).

Thus, with respect to the Communicative Approach, there are no supportive results regarding this principle--only 40% of the teachers agree with this principle (Table 2, Pr. 1A). In addition, in practice, this principle appears only in the materials, not in the methodology. Only 10% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 21C).

#### **Principle 2. Students' internal motivation will increase from an interest in what is being communicated.**

Responses to this principle are similar to those concerned with practice. The principle is presented in the negative statements (Table 2, Pr. 2). According to the table, slightly more than one half of the



respondents (56.6%) agreed with this principle (Pr. 2A). The remaining 43.3% disagree with it (Pr. 2B).

As can be seen in Table 3, Q. 9, 56.6% of the teachers indicated that, in their classroom, only one or two students in each class are motivated (Q. 9C); 33.3% pointed out that some students are motivated (Q. 9A); and, 10% claimed that all students in each class are motivated (Q. 9B). None of the teachers indicated that none of their students are motivated (Q. 9D). Table 3, Q. 10 illustrates that, to motivate students to work with the language, 66.6% of the teachers surveyed indicated that they create materials or activities with which they are familiar (Q. 10C), 26.6% claimed that they create interactive of communicative activities (Q. 10B), 3.3% indicated that they produce structural activities (Q. 10A), and 3.3% said they do not use any of these activities (Q. 10D).

Thus, with respect to Communicative theory, there are no seriously positive responses about the principle. While 43.3% of the teachers believe in this principle (Table 2, Pr. 2B), in practice, they did little to implement it. Most teachers believe that few students are motivated (Table 3, Q. 9C). Most of the teachers create their own activities to motivate students to work (Table 3, Q. 10C).

**Principles 3 & 4. Language is created by the individual, often through trial and error, and the target linguistic system is learned through struggling to communicate.**

Principle 3 is described together with principle 4 because they are related. Responses concerning theory and practice of both principles are somewhat similar. Table 2, Pr. 4 indicates that the

majority of the teachers (93.3%) agree with principle 3 (Pr. 3A). The remaining 6.6% do not agree (Pr. 3B). In Table 2, Pr. 5 shows that 83.3% of the teachers agree with principle 4 (Pr. 4A), and 16.6% do not agree with the principle (Pr. 4B).

Regarding these issues, in the classroom, Table 3, Q. 8 shows that 50% of the respondents indicated that their students have difficulties in using English, and, thus, prefer to use their native language (Q. 8C). Of the teachers surveyed, 33.3% claimed that their students use English, but still struggle to communicate (Q. 8B), 10% indicated that their students are not struggling (Q. 8A), and the remaining 6.6% claimed that their students are not interested in communicating (Q. 8D).

The findings show that, with respect to theory, most teachers support these principles. In practice, however, the responses are not very supportive. While majority of the teachers believe in the truth of these principles (Table 2, Pr. 4A & Table 2, Pr. 5A), these principles are not reflected in the classroom. Only 33.3% of the teachers reflect this principles in practice (Table 3, Q. 8B).

**Principle 5. Students' success is determined as much by their fluency as it is by their accuracy. Errors are seen as natural outcomes.**

Results indicated that responses regarding this principle are concurrent with those regarding practice. Table 2, Pr. 6 indicates that 60% of the teachers claimed that they disagree that students' success is determined as much by their fluency as it is by their

accuracy (Pr. 6B). The remaining 40% agree with this principle (Pr. 6A).

Regarding classroom practices, Table 3, Q. 11 indicates that 56.6% of the teachers surveyed state that they do not know how to measure the fluency and accuracy of their students (Q. 11C), 26.6% claimed that they use fluency and accuracy as indicators in determining students' success (Q. 11A), and 16.6% claimed that they believe fluency and accuracy are not important in their setting, and, thus, they do not use them (Q. 11D). None of the teachers claimed that they do not pay a great deal of attention to fluency and accuracy as long as the students understand the structure (Q. 11B).

Thus, the responses with respect to both theory and practice show that only 40% of the respondents believe in this principle (Table 2, Pr. 6A), and only 26.6% claimed to reflect this principle in their classrooms (Table 3, Q. 11A).

**Principle 6. Students are expected to interact with others, either in pair or group work, or through their writing.**

A comparison between teachers' responses concerned with theory and those concerned with practice indicates that they are contradictory. Principle 6, in Table 2, Pr. 8, is a negative statement. Data revealed that 80% of the teachers do not agree with this principle (Table 2, Pr. 8). In other words, they believe that students should be expected to interact with others, either in pair or group work, or through their writing.

In contrast, in their practices, Table 3, Q. 5 indicates that 50% of the teachers surveyed claimed that they do not use activities that

stimulate interaction, such as information gap, role play, simulation, problem solving, games, and information processing activities because they are not familiar with these activities (Q. 5B). Another 33.3% claimed that they only use one or two activities (Q. 5D). Furthermore, 10% indicated that these activities are familiar to them, but they are not able to implement them due to limited resources/facilities (Q. 5C). Only 6.6% of the teachers indicated that they use all of these activities in their classroom (Q. 5A).

An analysis of the responses of teachers concerning interactive activities which encourage cooperative relationships among students and give them an opportunity to work on negotiating meaning indicated that 50% are not familiar with these activities (Table 3, Q. 12). Thus, they require more practice (Q. 12D). In addition, 33.3% of the teachers surveyed claimed that they usually have their students work in pairs or groups by sharing common knowledge, asking questions, etc. (Q. 12A), while 16.6% indicated that they deal with structure rather than meaning, and, thus, do not employ these activities in their classrooms (Q. 12B). None of the teachers claimed that they do not use these activities because their students are not motivated to communicate (Q. 12C).

The results indicate a positive response from the teachers concerning this principle, but not regarding practice. The majority of the teachers (80%) agree with the principle (Table 2, Pr. 8B). However, it is only reflected by 6.6% (Table 3, Q. 5A) and 33.3% of the teachers (Table 3, Q. 12A).

**Principle 7. Pronunciation should be as native-like as possible.**

Teachers' responses concerning this principle are concurrent with their practice. Results, as shown in Table 2, Pr. 9, indicate that 86.6% of the teachers surveyed disagree with this principle (Pr. 9B), while 13.3% agree with this principle (Pr. 9A).

Regarding classroom practices, Table 3, Q. 14 shows that 56.6% of the teachers indicated that they do not spend much time teaching pronunciation (Q. 14A), 30% claimed they teach pronunciation when it is needed (Q. 14B), and 13.3% said they spend much time teaching pronunciation (Q. 14B). None of the teachers indicated that pronunciation is not important (Q. 14C).

Thus, the responses on this principle and its reflection in the classroom were not very positive. The majority of the teachers (86.6%) do not believe in this principle (Table 2, Pr. 9B), and only a small number of teachers (13.3%) reflect this principle in their classrooms (Table 3, Q. 14B).

**Principle 8. Teachers cannot predict what language students need to use.**

Teachers' responses concerning this principle are somewhat similar to those concerning practice. As can be seen in Table 2, Pr. 10, the principle is stated positively. Results revealed that 70% of the teachers agree with this principle (Pr. 10A). In other words, they agree that teachers can predict what language the students need to use. The remaining 30% disagreed (Pr. 10B).

Regarding classroom practices, Table 3, Q. 25 shows that 36.6% of the teachers surveyed claimed to never have come into contact with

this principle. Thus, they do not know the meaning behind this (Q. 25D). In addition, 30% indicated that in the traditional way of teaching, teachers cannot predict (Q. 25A), 20% claimed that regardless of the way they teach, teachers can predict the language that will be spoken by their students.(Q. 25C) and the remaining 13.3% said that with their current approach, they could not predict what language their learners will use (Q. 25B).

The results thus indicate that teachers' theoretical and practical knowledge of this principle are very limited. Only 30% of the teachers believe in this principle (Table 2, Pr. 10B). In addition, only 13.3% (Table 3, Q. 25B) of the teachers reflect this principle in their teaching practices.

#### **Principle 9. Learning a language is learning to communicate.**

The data collected appears to show a contradiction between theoretical and practical relevance. The principle, as shown in Table 2, Pr. 11) is stated negatively. An examination of teachers' understanding of the nature of language revealed that 66.6% of the teachers surveyed disagree that learning a language is not learning to communicate (Pr. 11B). In other words, they believed that learning a language is learning to communicate. The remaining teachers (33.3%) indicated that learning a language is not learning to communicate (Pr. 11A).

In contrast, in their classroom practices, Table 3, Q. 4 shows that 70% of the teachers claimed that they do not use much English because the majority of students have difficulty understanding and

communicating (Q. 4C); 26.6% of the teachers indicated that they spend their teaching hours using their native language (Q. 4B), while 3.3% claimed they use this time for students to communicate in the target language (Q. 4D). None of the teachers claimed that they spend most of teaching hours communicating in English (Q. 4A).

Teachers' belief in this principle is quite positive, but it is not fully reflected in their classroom teaching. Of the teachers surveyed, 66.6% believe learning a language is learning to communicate (Table 2, Pr. 11B), while, in practice, only 3.3% of the teachers reflect this principle (Table 3, Q. 4D).

**Principle 10. One function can have many different linguistic forms. Since the focus is on real language use, a variety of linguistic forms are presented together.**

This principle is positively accepted by teachers, but appears to be contradictory to practice. As can be seen in Table 2, Pr. 13, the principle is presented in a negative statement. Teachers' responses indicated that 40% of the teachers agree with the principle that one function cannot have different linguistic forms (Pr. 13A); 53.3% have no background knowledge of this principle (Pr. 13C), and 6.6% disagree that one function cannot have many different linguistic forms (Pr. 13B).

In contrast, Table 3, Q. 18 shows that 60% of the teachers surveyed claimed that they do not utilize this principle, since there is no supportive syllabus (Q. 18B); 23.3% indicated that they generally teach linguistic form without examining function (Q. 18A), and 10% claimed that they deal with it (Q. 18D). The remaining 3.3% claimed

that they teach function without examining linguistic forms, but have no knowledge of this type of syllabus (Q. 18C).

Thus, with respect to theory, only a small number of teachers (6.6.%) accept this principle (Table 2, Pr. 13B). In practice, 10% of the teachers say they deal with this principle in their classroom teaching (Table 3, Q. 18D).

**Principle 11. Students should be given opportunities to express their ideas and opinions.**

Responses concerning theory and practice appear to be contradictory. As can be seen from Table 2, Pr. 14, the principle is a negative statement. Results indicated that 80% of the teachers surveyed disagree that students should not be given the opportunity to express their ideas and opinions (Pr. 14B). In other words, they agree with principle 11. The remaining teachers (20%) agree that students should not be given the opportunity to express their ideas and opinions (Pr. 14A).

As shown in Table 3, Q. 19, 53.3% of the teachers surveyed claimed that, in the classroom, students are not motivated to express their ideas or opinions (Q. 19C). In addition, 30% (Q. 19A) of the respondents claimed that opportunities are provided for communication, and 13.3% indicated that these opportunities are not provided, due to the students' low ability to communicate (Q. 19B). Finally, 3.3% of the teachers claimed that they have no choice (Q. 19D).

Teachers' responses to this theoretical issue is quite positive: 80% of the teachers agree with principle 11 (Table 2, Pr. 14B). In



contrast, responses towards this issue in practice are not very supportive. Only 30% of the teachers reflect this principle in their classrooms (Table 3, Q. 19A).

**Principle 12. There may be drilling, but only peripherally.**

Results indicate that responses concerning theory are in accordance with those concerning practice. Table 2, Pr. 16 indicates that 60% of the teachers' disagree with this principle (Pr. 16B), while the other 40% agree that drilling should only be employed when necessary (Pr. 16A).

Regarding classroom practices, Table 3, Q. 13 shows that 50% of the teachers indicated that they often use this technique because it is relevant to and effective in their setting (Q. 13B); 30% of the respondents claimed that they use this technique whenever it is needed (Q. 13A), and 20% (Q. 13C) revealed that they do not use it anymore because it is not relevant to their current way of teaching language. None of the teachers chose option D (Q. 13D).

Thus, the results of theoretical and practical relevance are not supportive of the principle: 60% of the teachers surveyed disagree with the principle (Table 2, Pr. 16B), while only 30% reflect this principle in their teaching practices (Table 3, Q. 13A).

**Principle 13. Students' communication is the basic need.**

Responses concerning theory and practice appear to be contradictory. Table 2, Pr. 17 indicates that 90% of the teachers surveyed agree with this principle (Pr. 17A), while the remaining 10% disagree with it (Pr. 17B).

Table 3, Q. 19 illustrates that 53.3% of the teachers surveyed claimed that, in their classrooms, students are not motivated to express their ideas or opinions (Q. 19C). Moreover, 30% claimed that opportunities are always provided for students to communicate (Q. 19A), and 13.3% indicated that these opportunities are not provided, due to the students' low ability to communicate (Q. 19B). The remaining 3.3% indicated no choice among the prior possible responses (Q. 19D).

Thus, the results show that, in theory, teachers' belief in this principle is very positive (Table 2, Pr. 17A), whereas, in practice, it is not very supportive. Only 30% of the teachers reflect this principle (Table 3, Q. 19A).

**Principle 14. Any device that helps the learner is accepted, but should be based on students' age and interest.**

Responses concerning theory and practice are contradictory. Results in Table 2, Pr. 19 indicate that 70% of the teachers surveyed agree with this principle (Pr. 19A), while the remaining 30% do not agree (Pr. 19B).

As can be seen in Table 3, Q. 15, with respect to teaching practices, 66.6% of the teachers claimed that they use teaching aids which are not based on the ages and interests of their students (Q. 15B). In addition, 13.3% of the respondents indicated that they do not use teaching aids, due to the lack of resources/facilities available in schools (Q. 15A). Only 10% of the teachers claimed that they use teaching aids which are consistent with the age and interests of their

students, (Q. 15C) and 10% claimed that they do not know how to develop and make use of teaching aids (Q. 15D).

Thus, in theory, almost all teachers (70%) believe in this principle (Table 2, Pr. 19A), but in practice, the results are not very supportive. Only 10% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 15C).

**Principle 15. Students should work with the language at the discourse or supra-sentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.**

Results indicate that the responses with respect to theory are similar to responses with respect to practice. Table 2, Pr. 20 indicates that 46.6% of the teachers have no background knowledge concerning this principle (Pr. 20C); 40% of the teachers disagree (Pr. 20B), and 13.3% agree with the principle (Pr. 20A).

In contrast, in the teaching of cohesion and coherence in the classroom, Table 3, Q. 27 indicates that 73.3% of the teachers surveyed claimed that they are aware of their importance, but do not have the knowledge necessary to teach them (Q. 27C). Only 13.3% of the teachers claimed that cohesion and coherence are important. Therefore, they usually deal with them (Q. 27B). In addition, 6.6% of the teachers claimed that cohesion and coherence are not important in the current theory of language teaching. Thus, they do not teach them (Q. 27A). Moreover, 6.6% of the teachers indicated that cohesion and coherence are important, but they are not interested in teaching them (Q. 27D).

Results indicate that, with respect to theory, there are few positive responses. Only 13.3% of the teachers agree with this principle (Table 2, Pr. 20A). The practical relevance of the principle is not reflected very much in their classroom teaching. Only 13.3% of the teachers reflect it (Table 3, Q. 27B).

**Principle 16. Dialogues centered around communicative functions are normally not memorized.**

Analysis of the data indicates that responses to theory are similar to those for practice. Responses to this principle, as shown in Table 2, Pr. 22, indicated that 60% of the teachers surveyed disagree with this principle (Pr. 22B). The remaining 40% of the teachers agree with this principle (Pr. 22A).

Table 3, Q. 2 shows that 50% of teachers indicated that they give pre-made dialogue to be memorized by students (Q. 2B); 23.3% claimed to create the dialogues themselves to be memorized by students (Q. 2A); 13.3% revealed that they have their students create their own dialogues and spontaneously practice them in the classroom (Q. 2C), and the remaining 13.3% did not choose any of these options (Q. 2D).

Thus, results revealed that teachers' responses to theory and practice are not very positive. Only 40% (Table 2, Pr. 22A) of the teachers agree with this principle, and with respect to practice, only 13.3% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 2C).

**Principle 17. Students may be encouraged to attempt communication from the very beginning.**

Teachers' responses to this principle are not consistent with their responses regarding practice. Table 2, Pr. 23 indicates that the majority of the teachers surveyed (73.3%) agree with the principle (Pr. 23A). The remaining 26.6% of the teachers do not agree with this principle (Pr. 23B).

In practice, however, Table 3, Q. 16 shows that 73.3% of the teachers believe communication must be taught after students master other skills (Q. 16C). The remaining 26.6% claimed that communication must be taught from the very beginning (Q. 16B). None of the teachers claimed that communication must not be taught from the very beginning, and that communication is not important to be taught from the very beginning (Q. 16 A & D).

Thus, the results reveal that teachers (73.3%) positively believe in this principle (Table 2, Pr. 23), while in their classroom practices, 26.6% reflect this principle (Table 3, Q. 16B).

**Principle 18. Translation is allowed at the later stage.**

Responses concerning theory are in contradiction to responses concerning practice. As can be seen from Table 2, Pr. 24, 56.6% of the teachers believe in this principle (Pr. 24A), while the remaining 43.3% do not believe in this principle (Pr. 24B)..

In practice, Table 3, Q.6 indicates that 50% of the teachers surveyed claimed that they usually use their native language and translate it into English every time, in order to get the meaning across, but do not do this at the later stage (Q. 6C); 33.3% of the

teachers claimed that they mainly speak the target language and translate it into their native language at the later stage (Q. 6A). The remaining teachers (16.6%) indicated that they use translation whenever the students require it (Q. 6D). None of the teachers claimed to believe that translation is not important in language teaching (Q. 6B).

Results show that 56.6% of the teachers' theoretical knowledge of this principle is positive (Table 2, Pr. 24A), while the practical relevance is not very positive. Only 33.3% of the teachers revealed this principle in their classroom teaching (Table 3, Q. 6A).

**Principle 19. Sequencing in the curriculum is determined by considering content, function, or meaning which sustain interest.**

Responses of both theory and practical relevance are somewhat similar. As shown in Table 2, Pr. 26, responses indicated that 50% of the teachers surveyed do not have any background knowledge concerning this principle (Pr. 26C). Another 26.6% indicated that they do not agree the syllabus should be arranged in this manner (Pr. 26B), while the remaining 23.3% agreed to this kind of syllabus (Pr. 26A).

As shown in Table 3, Q. 18, in their classroom practices, 60% of the teachers do not deal with this type of syllabus/curriculum (Q. 18B); 23.3% of the teachers indicated that they normally teach the linguistic form of the language without examining the function of language (Q. 18A); 3.3% claimed that they generally deal with function without examining linguistic form, but they still do not know this type of

syllabus/curriculum (Q. 18C), and 10% claimed that they deal with this type of syllabus/curriculum because this is what they use in their classrooms (Q. 18D).

Table 3, Q. 17 shows the types of syllabi used by the teachers surveyed: 50% use a communicative syllabus (Q. 17C), 33.3% use a structural syllabus (Q. 17A), 10% use a semi-structural syllabus (Q. 17B), and 6.6% use a semi-communicative syllabus (Q. 17D).

Both of the results with respect to theory and to practice are not very positive. Only 23.3% of the teachers believe in this principle (Table 2, Pr. 26A). In practice, only 10% of the teachers deal with this type of syllabus (Table 3, Q. 18D), even though one half of the respondents claimed to use communicative syllabi in their classroom teaching (Table 3, Q. 17C).

**Principle 20. Relevant aspects of native speaker competence should be made use of at the initial stage.**

Responses to this principle are inconsistent with responses concerning teaching practice. As shown in Table 2, Pr. 28, results indicated that 73.3% of the teachers agree that relevant aspects of native speaker competence should be made use of at the initial stage (Pr. 28A); 10% of the teachers do not agree with this principle (Pr. 28B). The remaining teachers (16.6%) do not have background of this principle (Pr. 28C)..

With respect to practice, Table 3, Q. 26 shows that 56.6% of the teachers do not employ relevant aspects of native speaker competence because it is not relevant to their classroom settings (Q. 26C). Only 26.6% indicated that use this aspect in their classrooms (Q. 26A). The

remaining 16.6% of teachers claimed that they do not have these choices (Q. 26D). None of the teachers claimed that relevant aspects of native speaker competence are not important in the current theory of language teaching (Q. 26B).

Thus, the results show teachers' positive responses towards the principle. 73,3% of the teachers believe in this principle (Table 2, Pr. 28A). Unfortunately, in practice, only 26.6% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 26A).

**Principle 21. Reading and writing can be started from the very beginning.**

Results indicated that teachers' responses to this principle are contradictory with their practices. Table 2, Pr. 29 shows that 73.3% of the teachers surveyed agree that these two skills must be taught early in the language learning process (Pr. 29A). The remaining 26.6% disagree with this principle (Pr. 29B).

In contrast, as shown in Table 3, Q. 7, 40% of the teachers claimed that they do not teach reading and writing in their classrooms early in the language learning process (Q. 7D). Only 23.3% of the teachers claimed that they start teaching reading and writing at the initial stages (Q. 7C). In addition, 20% of the teachers indicated that they teach reading, but not writing, at the initial stages (Q. 7A). The remaining 16.6% claimed that they teach writing, but not reading, at the early stages of the language learning process (Q. 7B).

The findings indicate that, with respect to theory, teachers (73,3%) responded positively to this principle (Table 2, Pr. 29A). In



practice, only 23.3% of the teachers reflect this principle in their classrooms (Table 3, Q. 7C).

**Principle 22. Comprehensible pronunciation is the goal.**

Teachers' responses to this principle are somewhat consistent with practice. As shown in Table 2, Pr. 31, 36.6% of the teachers agree with this principle (Pr. 31A), while 56.6% disagree (Pr. 31B). The remaining teachers (6.6%) have no background knowledge on this principle (Pr. 31C).

Table 3, Q. 14 indicates that, in classroom teaching, 56.6% of the teachers do not spend much time teaching this element of language (Q. 14A), 13.3% spend much time teaching it (Q. 14B), and the remaining 30% of the teachers surveyed claimed that they teach pronunciation whenever it is needed (Q. 14D). None of the teachers indicated that pronunciation is not important (Q. 14C).

Thus, responses to both theory and practice are not very supportive of the Communicative Approach principle. Only 36.6% of the teachers agree with this principle (Table 2, Pr. 31A), whereas in practice, only 13.3% reflect it in their classrooms (Table 3, Q. 14B).

**Principle 23. Meaning is of primary importance.**

Responses to this principle are somewhat inconsistent with responses regarding teaching practices. As indicated by Table 2, Pr. 32, 60% of the teachers surveyed believe that meaning is of primary importance in the current method of English teaching (Pr. 32A). Only 26.6% claimed that they disagree with this principle (Pr. 32B), and

the remaining 13.3% indicated that they have had no prior knowledge of this principle (Pr. 32C).

In their teaching practices, however, Table 3, Q.1 indicates that 50% of the respondents claimed that they teach meaning and structure simultaneously, with priority given to structure (Q. 1C). Another 30% indicated that they mainly focus on structure, because it is more relevant to their settings (Q. 1A). In addition, 10% of the teachers claimed that they do not have sufficient knowledge, and, thus, do whatever they believe to be the best for their students (Q. 1D). Furthermore, 10% of the teachers revealed that they teach meaning because it is very relevant to their current way of teaching language (Q. 1B).

Thus, teachers (60%) positively believe in this principle (Table 2, Pr. 32A). Unfortunately, only 10% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 1B).

#### **Principle 24. Teachers act as facilitators or advisors.**

Teachers' responses to theoretical and practical issues on this item were consistent. Table 2, Pr. 34 indicates that 73.3% of the teachers surveyed disagree with this principle (Pr. 34B), and the remaining 26.6% agree with this principle (Pr. 34A).

Similarly, Table 3, Q. 22 shows that 60% of the teachers surveyed claimed that, in their classroom practices, they act as presenters, rather than facilitators or advisors (Q. 22A); 16.6% indicated they act as presenters, but sometimes as facilitators or advisors (Q. 22B), and 16.6% claimed that they act as facilitators or

advisors (Q. 12G). The remaining 6.6% indicated that they do not have any of these options (Q. 22D).

The results show clearly that 73.3% of the teachers do not believe in this principle (Table 2, Pr. 34B). Only a small number of teachers (16.6%) reflect the principle in their classroom (Table 3, Q. 22C).

**Principle 25. Language skills must be taught integratively.**

Teachers' responses to this principle contradict those regarding practice. As shown in Table 2, Pr. 35, the principle was presented as a negative statement. Results indicated that 60% of the teachers disagree that language skills must not be taught integratively (Pr. 35B). In other words, they agree with this principle. The remaining 40% of the respondents gave the opposite response (Pr. 35A).

Regarding classroom practices, Table 3, Q. 24 indicates that 43.3% of the teachers surveyed integrate only one or two skills (Q. 24B). Another 26.6% claimed that they generally integrate language skills (Q. 24D). Furthermore, 20% of the teachers indicated that they do not know how to integrate these skills (Q. 24C). The remaining 10% of the respondents indicated that they do not integrate these skills (Q. 24A).

The results show that teachers (60%) gave positive responses to the theoretical issue (Table 2, Pr. 35B). 26.6% of the teachers reflect this principle in practice (Table 3, Q. 24D).

**Principle 26. Desired goal is communicative competence.**

The responses indicate that there is a confusing correlation between theory and practice on this principle. Communicative Competence is an important principle in the Communicative Approach, and includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. In this study, Table 2, Pr. 37 shows that 70% of the teachers surveyed agree that the desired goal in the current approach to language teaching is communicative competence (Pr. 37A); 30% disagree with this principle (Pr. 37B).

In practice, communicative competence is reflected through each competence type. In the case of grammatical competence, Table 3, Q. 1 indicates that 50% of the teachers teach meaning and structure simultaneously, with priority given to structure (Q. 1C). Another 30% indicated that they mainly focus on structure because it is more relevant to their settings (Q. 1A). In addition, 10% of the teachers claimed that they do not have sufficient knowledge, and, thus, do whatever they believe to be best for their students (Q. 1D). The remaining 10% revealed that they teach meaning because it is very relevant to the current way of teaching language (Q. 1B).

In the case of discourse competence, the teaching of cohesion and coherence, Table 3, Q. 27 shows that 73.3% of the teachers surveyed are aware of the importance of teaching these elements, but do not have the background knowledge necessary to do so (Q. 27C). Only 13.3% of the teachers claimed that these elements are important, and, thus, they teach them (Q. 27B). In addition, 6.6% of the teachers claimed that these elements are not important, and, therefore, they do not teach them (Q. 27A). Moreover, 6.6% of the

teachers indicated that these elements are important, but they are not interested in teaching them (Q. 27D)..

Regarding sociolinguistic competence, Table 3, Q. 28 indicates that, of the teachers surveyed, 56.6% claimed that the language students learn must be contextualized. They do not exactly know the meaning behind this (Q. 28C); 33.3% of the respondents claimed that they are aware that language must be contextualized in order to get across meaning (Q. 28A), and 10% claimed that they do not have any of these options (Q. 28D). None of the teachers indicated that language must not be contextualized (Q. 28B).

In terms of strategic competence, Table 3, Q. 29 shows that 73.3% of the teachers do not employ this strategy due to their lack of knowledge with it (Q. 29B). Only 16.6% of the teachers claimed that they employ this strategy (Q. 29A), and 10% of the teachers indicated that they think this strategy is not important in the current approach of language teaching (Q. 29C). None of the teachers claimed to have none of these options (Q. 29D).

Results show that, in theory, teachers (70%) believe in the importance of this principle (Table 2, Pr. 37A). In practice, however, results are not consistent with the theory. In terms of teaching competence, 50% of the teachers reflect grammatical competence (Table 3, Q. 1C), 13.3% reflect discourse competence (Table 3, Q. 27B), 33.3% reflect sociolinguistic competence (Table 3, Q. 28A), and 16.6% of the teachers reflect strategic competence (Table 3, Q. 29A) in their classroom teaching. Thus, grammatical competence appears to be the greatest element presently taught.

**Principle 27. Contextualization is the basic premise.**

Responses indicated that there is a correlation between theory and practice. As seen in Table 2, Pr. 39, the principle is presented as a negative statement. Results indicate that 40% of the teachers disagree with this principle (Pr. 39B). In other words, they agree that contextualization is the basic premise. Another 40% have no knowledge concerning this principle (Pr. 39C), and only 20% of the teachers claimed to agree with this principle (Pr. 39A).

In practice, as shown in Table 3, Q. 28, 56.6% of the teachers claimed that the language the students learn must be contextualized, but they do not know the meaning behind this statement (Q. 28C); 33.3% of the teachers claimed that the language the students learn must be contextualized in order to get meaning across (Q. 28A). Furthermore, 10% of the teachers have nothing to indicate about any of these options (Q. 28D). None of the teachers claimed that the language learned by students must not be contextualized in order to get meaning across (Q. 28B).

The study shows no positive results for theory and practice: 40% of the teachers (Table 2, Pr. 39B) agree with the principle, and 40 % of the teachers (Table 2, Pr. 39C) have limited knowledge about this principle. In the classroom, only 33.3% of the teachers reflect this principle in their teaching, and slightly more than one-half of the respondents claimed that they do not know the meaning behind this principle (Table 3, Q. 28A & 28C).

**Principle 28. Use of mother tongue is accepted whenever it is needed.**

Teachers' responses to this principle are consistent with practice. As can be seen in Table 2, Pr. 40, 56.6% of the teachers indicated that they disagree with this principle (Pr. 40B), 36.6% claimed that they agree with this principle (Pr. 40A), and the remaining 6.6% indicated that they do not have background knowledge concerning this principle (Pr. 40C).

Regarding classroom practices, Table 3, Q. 30 indicates that 83.3% of the teachers surveyed spend much time using Indonesian (Q. 30A). Only 10% claimed to use Indonesian when necessary (Q. 30C), and 6.6% revealed that they rarely use Indonesian (Q. 30B). None of the teachers claimed that they never use Indonesian (Q. 30D).

Results from both theory and practice are not very supportive: 36.6% of the teachers agree with this principle (Table 2, Pr. 40A), while only 10% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 30C).

**Principle 29. Students should develop strategies for interpreting language as it is actually used by native speakers.**

Teachers' responses on the theoretical issue are consistent with practice. As can be seen from Table 2, Pr. 42, the principle was presented as a negative statement. Results indicated that 40% of the teachers have no prior knowledge of this principle (Pr. 42C). In addition, 33.3% of the teachers agree with this principle (Pr. 42A). The remaining 26.6% do not believe in this principle (Pr. 42B).

Table 3, Q. 29 indicates that, in the classroom, 73.3% of the teachers do not introduce such strategies, since they do not have background knowledge about them or how to implement them (Q.

29B); 16.6% of the teachers claimed that they always introduce these strategies (Q. 29A). The remaining 10% of the teachers indicated that they think these strategies are not important in the current approach to language teaching (Q. 29C). None of the teachers chose any of the options (Q. 29D).

Results indicated that teachers' theoretical knowledge and practical relevance of this principle is very limited. Only 26.6% of the teachers disagree with this principle (Table 2, Pr. 42B). In other words, they agree with this principle. In practice, however, only 16.6% of the teachers reflect this principle in their classroom teaching (Table 3, Q. 29A).

**Principle 30. Grammar and vocabulary that students learn must follow function, situational context, and role of interlocutors.**

Results indicate similar responses regarding both theory and practice. This principle is presented as a negative statement, as seen in Table 2, Pr. 43. According to the data, 60% of the teachers surveyed indicated that they have no previous knowledge of this principle (Pr. 43C). Also, 36.6% claimed that they agree with this principle (Pr. 43A), while only 3.3% indicated that they disagree (Pr. 43B). In other words, they agree with this principle.

Regarding teaching practices, Table 3, Q. 23 indicates that 73.3% of the teachers teach grammar and vocabulary, but do not extend the relationships to functional and situational contexts (Q. 23A). Another 16.6% claimed that their syllabus has relationships to functional and situational context (Q. 23B). The remaining 10% of the



teachers revealed that they are not familiar with this type of teaching (Q. 23C). None of the teachers chose any of the options (Q. 23D).

Results indicate that teachers' theoretical knowledge and understanding of the practical relevance of this principle is very limited. Only 3.3% of the teachers believe in this principle (Table 2, Pr. 43B). In practice, as indicated by Table 3, Q. 23B, only 16.6% of the teachers reflect this principle in the classroom.

TABLE 2

## English Teachers' Awareness of the Theoretical Concepts of the Communicative Approach

No.	Principles	Type of Approach	Agree	Disagree	Cannot Judge	Correct (%)
			(%) A	(%) B	(%) C	
1.	A central concept in materials development and methodology is linguistic variation.	CA	40	60	-	40
2.	Internal motivation will not increase from an interest in what being communicated.	CA	56.6	43.3	-	43.3
3.	The units in the curriculum should be sequenced solely by principles of linguistic complexity.	AL	70	30	-	70
4.	Language is created by the individual, often through trial and error.	CA	93.3	6.6	-	93.3
5.	Target linguistic system is learned through struggling to communicate.	CA	83.3	16.6	-	83.3
6.	Students success is determined as much by their fluency as it is by their accuracy, errors are seen as natural outcomes	CA	40	60	-	40
7.	Desired goal of learning is linguistic competence.	AL	80	20	-	80
8.	Students are not expected to interact with others, either in pair or group work, or through their writing.	CA	20	80	-	80
9.	Pronunciation should be as native-like as possible.	CA	13.3	86.6	-	13.3

TABLE 2 (Cont.)

No.	Principles	Type of Approach	Agree	Disagree	Cannot Judge	Correct (%)
			(%) A	(%) B	(%) C	
10.	The teacher can predict what language the students need to use.	CA	70	30	-	30
11.	Learning a language is not learning to communicate.	CA	33.3	66.6	-	66.6
12.	Talk involves memorization and drills in structure- based dialogues.	AL	63.3	36.6	-	63.3
13.	One function cannot have many different linguistic forms. Since the focus is on real language use, a variety of linguistic forms are presented together.	CA	40	6.6	53.3	6.6
14.	Students should not be given opportunities to express their ideas and opinions.	CA	20	80	-	80
15.	Grammatical explanation is avoided at the initial stage.	AL	10	90	-	10
16.	There may be drilling but only peripherally.	CA	40	60	-	40
17.	Students communication is the basic need.	CA	90	10	-	90
18.	Use of students native language is not allowed.	AL	86.6	13.3	-	86.6
19.	Any device that helps the learners is accepted.	AL	70	30	-	70

TABLE 2 (Cont.)

No.	Principles	Type of Approach	Agree	Disagree	Cannot Judge	Correct (%)
			(%) A	(%) B	(%) C	
20.	Students should work with language at the discourse or supra-sentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.	CA	13.3	40	46.6	13.3
21.	Learning the language is learning its structures, sounds and words.	AL	63.6	26.3	-	63.6
22.	Dialogue centred around communicative functions are normally not memorized.	CA	40	60	-	40
23.	Students may be encouraged to attempt communication from the very beginning.	CA	73.3	26.6	-	73.3
24.	Translation is allowed at the later stages.	CA	56.6	43.3	-	56.6
25.	Communicative activities are conducted only after drills and exercises are given.	AL	70	30	-	70
26.	Sequencing in the curriculum is determined by considering content, function, or meaning which sustain interest.	CA	23.3	26.6	50	23.3
27.	The target linguistic system is learned through direct teaching of the language forms.	AL	63.3	36.6	-	63.3
28.	Relevant aspects of native speaker competence should made use of at the initial stage.	CA	73.3	10	16.6	73.3
29.	Reading and writing can be started from the beginning.	CA	73.3	26.6	-	73.3

TABLE 2 (Cont.)

No.	Principles	Type of Approach	Agree	Disagree	Cannot Judge	Correct (%)
			(%) A	(%) B	(%) C	
30.	Recognition is given to varieties of language, but not emphasized.	AL	16.6	43.3	40	16.6
31.	Comprehensible pronunciation is the goal.	CA	36.6	56.6	6.6	36.6
32.	Meaning is of primary importance.	CA	60	26.6	13.3	60
33.	Drilling is a central technique.	AL	40	60	-	60
34.	Teacher acts as facilitator/advisor.	CA	26.6	73.3	-	26.6
35.	Language skills must not be taught integratively.	CA	40	60	-	60
36.	More attention to structure and form should be given than to meaning.	AL	43.3	50	6.6	43.3
37.	Desired goal is communicative competence.	CA	70	30	-	70
38.	Reading and writing are done after speech has been mastered.	AL	76.6	23.3	-	76.6
39.	Contextualisation is not the basic premise.	CA	20	40	40	40B
40.	The use of the mother tongue is accepted, when necessary.	CA	36.6	56.6	6.6	36.6
41.	Language items are sometimes not contextualised.	CA	23.3	56.6	20	23.3

TABLE 2 (Cont.)

No.	Principles	Type of Approach	Agree	Disagree	Cannot Judge	Correct (%)
			(%) A	(%) B	(%) C	
42.	Students should not develop strategies for interpreting language as it is actually used by native speakers.	CA	33.3	26.6	40	26.6
43.	Grammar and vocabulary that the students learn do not follow from function, situational context, and the role of interlocutors.	CA	36.6	3.3	60	3.3

Note: N = 30

AL= Audio Lingual Method

CA= Communicative Approach

TABLE 3.

## Teachers' Awareness of the Practical Relevance of the Communicative Approach

No	Q u e s t i o n s	Score (%)
<b>1.</b>	<b>In teaching English</b>	
	A) I mostly focus on structure because it is more relevant to my setting.	30
	B) I mostly focus on meaning because it is more relevant to the current approach of language teaching.	10
	C) I do teach form (structure) and meaning simultaneously with priority to structure.	50
	D) I do not have enough knowledge so I do whatever I think the best for my students.	10
<b>2.</b>	<b>In teaching dialogue/conversation,</b>	
	A) I create the dialogue myself to be memorized.	23.3
	B) I give students pre-made dialogues to be memorized.	50
	C) I have my students spontaneously practice the dialogue it in the classroom.	13.3
	D) None of A, B and C.	13.3
<b>3.</b>	<b>Teaching Materials:</b>	
	A) I usually use authentic materials such as magazines, newspaper articles, etc.	13.3
	B) I am very much textbook oriented.	80
	C) I do not use authentic materials because of a lack of resources/facilities.	6.6

TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	D) I create my own materials based on the current theory underpinning materials development.	0
<b>4.</b>	<b>In teaching,</b>	
	A) I spend most of time communicating in English.	0
	B) I spend most of time communicating in my native language.	26.6
	C) I do not use much English in the classroom because my students have problems in understanding and communicating.	70
	D) I spend most of my time having students communicating in English.	3.3
<b>5.</b>	<b>Information gap, role play, simulation, problem solving, game, information processing activities are activities that are likely to stimulate interaction.</b>	
	A) I use all of them.	6.6
	B) I do not use them because I am not familiar with these kinds of activities	50
	C) I'm familiar with these kinds of activities but I am not able to implement them because of limited resources, facilities, class size.	10
	D) I only use one or two of these activities that I'm familiar with.	33.3
<b>6.</b>	<b>Translation is one of the techniques I use in language classroom.</b>	
	A) During the session I mostly speak English and translate it into the native language at the later stage.	33.3
	B) I do not use translation because it is not a good technique in language teaching.	0
	C) I usually use the native language and translate it into English in order to get the message across but not at the later stage.	50



TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	D) I use translation whenever it is needed.	16.6
<b>7.</b>	<b>When do you start teaching Reading and Writing.</b>	
	A) I start teaching reading from the very beginning but not writing.	20
	B) I start teaching writing from the very beginning but not with reading.	16.6
	C) I start teaching reading and writing from the very beginning.	23.3
	D) I do not start teaching reading and writing from the very beginning.	40
<b>8.</b>	<b>In learning the linguistic forms of language,</b>	
	A) My students are not struggling to communicate.	10
	B) My students are struggling to communicate through trial and error.	33.3
	C) My students prefer to use their native language because they are struggling to communicate.	50
	D) My students are not interested in communicating.	6.6
<b>9.</b>	<b>Students' motivation in learning English.</b>	
	A) Some students are motivated to learn.	33.3
	B) All of the students in each class are motivated.	10
	C) Only one or two are motivated.	56.6
	D) None of them are motivated.	0

TABLE 3 (Cont.)

No	Q u e s t i o n e s	Score (%)
10.	<b>How do you motivate your students to work with the language?</b>	
A)	By creating structural exercises through drilling.	3.3
B)	By creating interactive or communicative activities.	26.6
C)	By creating my own activities that I'm more familiar with.	66.6
D)	None of A, B and C.	3.3
11.	<b>What indicators do you use in determining students' success?</b>	
A)	I determine students' success by looking at their fluency and accuracy.	26.6
B)	I do not pay a great attention to fluency and accuracy as long as the students understand the structure.	0
C)	I do not know how to measure fluency and accuracy of the students.	56.6
D)	Fluency and accuracy are not important in my setting. I do not use them as indicators in determining students' success in learning English.	16.6
12.	<b>Interactive activities encourage cooperative relationships among students that give them an opportunity to work on negotiating meaning. How do you deal with these activities?</b>	
A)	I usually have students work in pairs or groups by sharing common knowledge, asking questions, etc.	33.3
B)	I do not deal with meaning, I focus more on structure because it is more important.	16.6
C)	I do not use these activities because my students are not motivated to communicate.	0
D)	I'm not familiar with these activities. I need more practice.	50

TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	<b>13. Drilling is one of the techniques in language teaching. Do you use it in your classroom ?</b>	
	A) It is used whenever it is needed.	30
	B) It is used quite a lot because it is more relevant and more effective in my setting.	50
	C) It is not used since it is not relevant with the current theory of language teaching.	20
	D) None of A, B and C.	0
	<b>14. Pronunciation is one language element taught in language class. How often do you deal with it?</b>	
	A) I do not spend much time teaching pronunciation.	56.6
	B) I spend much time teaching pronunciation.	13.3
	C) I do not think pronunciation is important in language teaching.	0
	D) I sometimes teach pronunciation whenever it is needed.	30
	<b>15. Teaching aids are made in such a way that they motivate students to work with the language according to their age and interest. Do you use teaching aids?</b>	
	A) I'm not using teaching aids in my classroom due to the very limited resources or facilities available in my school.	13.3
	B) I'm using teaching aids but they are not based on students' age and interest.	66.6
	C) I'm using teaching aids according to students' age and interest.	10
	D) Do not know how to develop and use teaching aids.	10

TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	<b>16. In developing oral skills,</b>	
	A) communication cannot be taught from the beginning.	0
	B) communication must be taught from the beginning.	26.6
	C) communication must be taught after students master other skills.	73.3
	D) communication is not important to be taught at the very beginning.	0
	<b>17. What kind of English syllabus or curriculum do you use? My syllabus or curriculum is very much</b>	
	A) structural.	33.3
	B) semi-structural.	10
	C) communicative.	50
	D) semi-communicative.	6.6
	<b>18. In a communicative syllabus/curriculum, one function can have many different linguistic forms, for example making/receiving telephone requires the use of different tenses. Do you deal with this in your English classroom?</b>	
	A) I normally only teach the linguistic forms of English without looking at their function. I do not know this type syllabus.	23.3
	B) I do not deal with it because I do not use that kind of syllabus/curriculum.	60
	C) I teach only function without looking at linguistic forms of language, but I do not know the type of syllbus.	3.3

TABLE 3 (Cont.)

No	Questions	Score (%)
	D) I'm dealing with it because that what I have in my syllabus/curriculum.	10
19.	<b>In your classroom practices, do you give opportunities to your students to express their ideas and opinions?</b>	
	A) Students are mostly given opportunities to express their ideas and opinions.	30
	B) Students are not given opportunities to express their ideas and opinions due to their low ability to communicate.	13.3
	C) Students are not motivated to communicate in English.	53.3
	D) None of A, B and C.	3.3
20.	<b>Meaningful tasks/exercises/experiences should be provided to meet the communicative needs of your students.</b>	
	A) I do not do a lot of tasks/exercises/experiences due to my very limited knowledge of teaching experiences in creating and developing meaningful tasks/exercises/experiences.	20
	B) I do a lot of exercises/tasks/experiences since they are quite effective in getting meanings across.	26.6
	C) I do give these types of exercises/tasks/experiences but they are not real communicative ones, they are more structural.	40
	D) I provide meaningful tasks or exercises which are based on my own experiences.	13.3
21.	<b>Materials and methodology should show linguistic variation. What do you think of the materials and methodology you have in you classroom?</b>	
	A) Materials do not show linguistic variation, only the methodology that shows it.	56.6

TABLE 3 (Cont.)

No	Q u e s t i o n e s	Score (%)
	B) Methodology does not shows linguistic variation, but only materials.	20
	C) Both methodology and materials show linguistic variation.	10
	D) None of A, B and C.	13.3
<b>22.</b>	<b>As an English teacher, do you act as an advisor or a facilitator?</b>	
	A) I do not act as an advisor or facilitator, I mostly act as a presenter.	60
	B) I act as presenter but sometimes as an advisor or facilitator.	16.6
	C) I do act as an advisor or facilitator.	16.6
	D) None of A, B and C.	6.6
<b>23.</b>	<b>Grammar and vocabulary that you deal with should be consistent with the function, situational context. Do you have that in your classroom?</b>	
	A) In teaching grammar and vocabulary, I do not see relations to function and situational context.	73.3
	B) Grammar and vocabulary, in my syllabus/curriculum are consistent with function and situational context.	16.6
	C) I'm not familiar with that type of teaching.	10
	D) None of A, B and C.	0
<b>24.</b>	<b>In teaching a skill such as the speaking skill, do you integrate this skill with other skills : listening, reading and writing?</b>	

TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	A) I do not integrate those skills.	10
	B) I only integrate one or two skills.	43.3
	C) I do not know how to integrate those skills.	20
	D) I usually integrate those four language skills.	26.6
<b>25.</b>	<b>Can you and one of your students predict the language that is going to be used by a student?</b>	
	A) In the traditional methods or approaches, we cannot predict.	30
	B) In the current approach, we cannot predict.	13.3
	C) In both approaches, we can predict.	20
	D) I do not know the meaning behind this.	36.6
<b>26.</b>	<b>When you start teaching English,</b>	
	A) relevant aspects of native speaker's competence should be introduced.	26.6
	B) relevant aspects of native speaker's competence are not very important in the current theory of language teaching.	0
	C) relevant aspects of native speaker's competence must not be introduced according to my setting.	56.6
	D) None of A, B and C.	16.6
<b>27.</b>	<b>Cohesion and Coherence are</b>	

TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
	A) not important in the current theory of language teaching, therefore I do not teach them.	6.6
	B) important, therefore I usually teach them.	13.3
	C) important, but I do not have enough knowledge to teach them.	73.3
	D) important, but I'm not interested in teaching them.	6.6
<b>28.</b>	<b>The language that the students learn,</b>	
	A) must be contextualised in getting the meaning across.	33.3
	B) must not be contextualised in getting the meaning across.	0
	C) must be contextualised. I do not know the meaning behind this statement.	56.6
	D) None of A, B and C.	10
<b>29.</b>	<b>In classroom, do you introduce some strategies that can be used by students to interpret the language as it is used by native speakers, for example, guessing the meaning from the context.</b>	
	A) I always introduce such strategies.	16.6
	B) I don't introduce such strategies because I do not have background knowledge strategies and how to use them in the classroom.	73.3
	C) I think they are not important in the current approach of language teaching.	10
	D) None of A, B and C.	0



TABLE 3 (Cont.)

No	Q u e s t i o n s	Score (%)
30.	<b>How much time do you spend using Bahasa Indonesia or the mother tongue to help getting the message across.</b>	
	A) I almost spend all of my time using Bahasa Indonesia as medium of instruction.	83.3
	B) I rarely use Bahasa Indonesia.	6.6
	C) I use it whenever it is needed.	10
	D) I never use Bahasa Indonesia.	0

### **3.2. Teachers' Practical Relevance of the Communicative Approach Through Classroom Observations (Table 4).**

Twenty items are investigated in this section. These items were selectively collected from the 30 principles of the Communicative Approach to be investigated in the classroom. They are considered as supportive of the primary data.

Observations were conducted on 20 selected teachers out of 30 respondents. Thus, 10 teachers from each district from more than 10 different secondary schools were observed. All of the selected teachers have experience teaching English for over three years. They are considered to be qualified enough to be representative.

The purpose of the classroom observations was to examine and study what is presently occurring in TEFL classrooms. It was conducted with each teacher for 45 minutes, regardless of grade, as long as the Communicative Approach was employed in all grades. The main question to be investigated here is: "Is the theory underlying the Communicative Approach reflected in practice?".

The data is analyzed by examining the number of teachers found to reflect the characteristics of the communicative Approach in their classroom teaching. Students' participation and involvement in the learning process were observed as well, in order to validate the findings. The following is a description of the research findings.

As mentioned in chapter III, there was a meeting with the school principles and EFL teachers in order to arrange a time for classroom observation. Teachers were asked to be prepared for their observation. They were also told that they would not be judged on the

their teaching methods. The emphasis was on what actually happened in the classroom.

**Item 1. Meaning is of primary importance.**

The results obtained were unexpected. Only 5 of the 20 teachers (25%) teach meaning by using authentic materials (Table 4, Question 1). The focus is on the use of language, rather than on the linguistic forms of language. The majority of the teachers teach the linguistic form of language. Generally, they introduce the syntactical patterns first, with the objective that, by the end of the class, students should have mastered these patterns. No pre-tests are given. However, post-tests are given which mainly involve writing. The linguistic forms of the target language appear to play the greatest role in language teaching. Thus, the reflection of this principle in classroom practices is not very positive.

**Item 2. Dialogue and conversation are not normally memorized.**

Only 8 teachers (40%) use pre-made dialogues which are practiced by the students in the classroom without having to memorize them (Table 4, Question 2). The teachers observed mainly use pre-made dialogues/conversations in their teaching. The dialogues are merely taken from the textbooks (Buku Paket), and students are usually assigned to work in pairs to practice the dialogue.

**Item 3. Contextualization is the basic premise.**

The results obtained were quite positive. Most of the teachers observed (70%) use contextualized materials which have been developed by the Ministry of Education (Table 4, Question 3). However, some problems occur in presenting the materials, due to their irrelevancy. Students still have difficulties grasping the ideas behind the socio-cultural aspects of the materials that are not found in their community. Only two teachers (10%) use authentic materials taken from newspaper articles and magazines. The remaining teachers (20%) do not use the standardized instructional materials, but, rather, use their own materials, which they develop based on their setting.

**Item 4. Learning a language is learning to communicate.**

No positive results on this topic were obtained from observations. There is no indication of practices in the classrooms which illustrate the communicative nature of language. The majority of the teachers are structurally oriented, and use Indonesian to explain the syntactical patterns, without providing opportunities for the students to communicate in the target language. The teachers themselves still have difficulties communicating in English, and, as a result, Indonesian is generally used. At the end of the class, students are usually given a structural test to evaluate their understanding of the grammar. However, five of the 20 teachers (25%) do have communication as the end-of-the-class goal (Table 4, Question 4).

**Item 5. Drilling is used when necessary.**

Surprisingly, the majority of the teachers observed (70%) do not use drilling as a technique. Rather, they generally introduce and drill certain syntactical patterns only when required. The technique they mainly used was to explain the grammatical patterns and have students do the exercises in the textbooks. Only 5 teachers (25%) spend much of their classroom time drilling when teaching the linguistic forms of the language (Table 4, Question 5).

**Item 6. Teaching Aids are used as a supportive element.**

The study indicated that teaching aids are still a major problem in language teaching. Specifically, only 8 of the teachers (40%) use supportive aids to assist them in getting the message across (Table 4, Question 6). The remaining teachers show no sign of employing these aids.

**Item 7. Communication must be shown from the beginning.**

Oral or speaking skills must be developed early on. However, the results indicated that only 7 teachers (35%) show communication in use from the very beginning (Table 4, Question 7). These teachers generally open and close the lessons in English. When presenting materials, these teachers tend to use Bahasa Indonesia.

**Item 8. The use of mother tongue is allowed whenever it is needed.**

Surprisingly, 20 of the teachers (100%) use Indonesian as the language of instruction (Table 4, Question 8). The students still use

their local language in the classroom, and, often, teachers do not understand them. Indonesian is not used when necessary.

**Item 9. Translation is allowed at the later stage.**

Unexpected results were obtained on this item. Observations indicated that all of the teachers (100%) use translation throughout the process of teaching the target language (Table 4, Question 9). Most of the sentences need to be translated, and this begins at the initial stages of the language learning process.

**Item 10. Communicative competence is a goal.**

It is obvious from the observations that few teachers show the use of any aspects of communicative competence in their teaching. Only five teachers (25%) show any indication of having communicative competence as a goal in language teaching (Table 4, Question 10). Specifically, attention to linguistic competence and sociolinguistic competence is normally given, while attention to discourse competence and strategic competence is not.

**Item 11. Linguistic forms are learned through struggling to communicate.**

All of the students (approximately 30-45) in the classrooms observed show a struggle to communicate in English, even with the simplest syntactical patterns (Table 4, Question 11). Linguistic forms are taught by teachers using Indonesian, rather than English. This suggests that students must master certain kinds of syntactical patterns in isolation prior to using them in conversation.

**Item 12. Teachers' role as facilitator or advisor.**

Observations indicated that most of the teachers do not act as facilitators or advisors. Specifically, only two of the teachers (10%) show this role (Table 4, Question 12). The majority of the teachers act as presenters. A one-way interaction is predominant--teachers, not students, are the active participants, and students are passive receivers. Thus, learner-centered teaching does not appear to be an important aspect of EFL classrooms nowadays.

**Item 13. Meaningful communicative tasks and materials are required.**

Negative results were obtained for observations on this topic. Specifically, 70% of the teachers do not develop or create communicative tasks. Rather, the teachers are very textbook-oriented, following the procedures and instructions that have been designed by the Department of Education and Culture to be employed in classrooms. Only six teachers (30%) develop meaningful communicative tasks to support the textbook material (Table 4, Question 13).

**Item 14. Communicative interaction must be shown.**

Observations of classroom interactions were not very positive. Generally, students are not communicatively active or interactive. Not much interaction exists among students or between students and teachers. The teachers are the only active participants in the classroom. A great deal of grammatical explanation occurs, without providing students with the opportunity to work with the language so as to show their interaction through a variety of communicative

activities. Only 2 out of the 20 teachers use their active role to make their classes more communicative (Table 4, Question 14).

**Item 15. Supported techniques and methods are important.**

Observations did not indicate that teachers use supportive of communicative techniques and methods. Rather, the majority of the teachers (75%) use individual or pair work. Techniques such as group work, simulation, problem solving, and role play are rarely practiced. Only 25% of the teachers use one or two of these supportive techniques (Table 4, Question 15).

**Item 16. Evaluation is very communicative.**

Teachers tend to directly correct students' grammatical mistakes every time they occur. It appears that accuracy is used as an evaluative indicator of students' success in learning the language. However, two of the teachers (10%) do carefully evaluate their students' progress, viewing errors as natural outcomes of language learning (Table 4, Question 16).

**Item 17. Students' motivation to learn the language.**

Observations indicated that five of the teachers (25%) enthusiastically attempt to develop valuable and creative materials to motivate their students' to work with the language (Table 4, Question 17). However, only three to four out of 30 to 45 students appear highly motivated. The remaining 15 teachers (75%) are not well prepared to enhance motivation in the classroom. Rather, they follow the procedures in the textbook without integrating many interactive



activities, which, in turn, tends to decrease the students' motivation to learn.

**Item 18. Learner-centered teaching is required.**

Observational analysis indicated that the students are rarely at the center of the learning/teaching process. Specifically, the majority of the teachers dominate the classes. Approximately 90% of class time is used by teachers talking or being active. During this time, students tend to be passive respondents and receivers. Only two of the teachers (10%) use 50% of their class time for students' active participation with the language (Table 4, Question 18).

**Item 19. The use of English as the basic need.**

Only two of the teachers (10%) provided students with the opportunity to actively work with the language (Table 4, Question 19). The activities employed are quite communicative and interactive, such that students have no choice but to use the target language. However, most of the teachers observed (90%) are quite dominant in the classroom, and do not provide their students with adequate time to communicate in the target language.

**Item 20. Integrated skills.**

Observations indicated that most of the teachers do not teach skills integratively. Rather, each skill is taught independently. For example, in teaching the skill of reading, students read the text and answer comprehension questions by heart. Thus, listening, writing, and speaking are not properly integrated with the teaching and

learning of reading. In fact, these skills are implicitly taught (e.g., if speaking is being taught, listening must also be there, since there must be a speaker and a listener). Only two of the teachers observed (10%) integrate these skills (Table 4, Question 20).

TABLE 4

## Observations of Teachers and Students Classroom Performance

No	Questions	Found	Score(%)
1.	Is meaning important?	5	25
2.	Are dialogues/conversations memorized?	8	40
3.	Is contextualization a basic premise?	14	70
4.	Is learning a language is learning to communicate?	5	25
5.	Is drilling used when necessary?	14	70
6.	Do teachers use teaching aids?	8	40
7.	Do teachers start communication from the very beginning?	7	35
8.	Is mother tongue used when necessary?	0	0
9.	Is translation used at the later stage?	0	0
10.	Is communicative competence a goal?	5	25
11.	Do students struggle to communicate?	20	100
12.	Do teachers act as facilitators advisors?	2	10
13.	Are activities materials meaningful and communicative?	6	30
14.	Do teachers create communicative interaction?	2	10

TABLE 4 (Cont.)

No	Questions	Found	Score(%)
15.	Do teachers use supported techniques methods?	5	25
16.	Are errors seen as natural outcomes?	2	10
17.	Are students motivated to learn the target language?	5	25
18.	Is it a learner-centred classroom?	2	10
19.	Is there an opportunity for students to communicate?	2	10
20.	Do teachers integrate the four language skills?	2	10

### **3.3. Interview Results: Teachers' Theoretical and Practical Knowledge of the Communicative Approach (Graphic 2).**

The interview is primarily used as a source to check the validity and reliability of the data, and is therefore supplementary to the research findings mentioned previously. Five basic questions were raised. These questions are believed to be representative of the primary data (checklist and questionnaire), and, thus, act as validity and reliability checks.

There were 20 teachers selected to be interviewed. These were the same teachers observed in the classroom. Each teacher was interviewed for 30 minutes, immediately after he or she was finished teaching. Most of the teachers interviewed were asking for feedback about their teaching performance. Another 30 minutes was spent for this purpose. The interviews assist in gaining some valuable insights for discussions and interpretations regarding the way these teachers teach English, the constraints which exist in their settings, and solutions to various problems. The following is a description of the interview findings.

#### **Question 1. How do you teach English? (Graphic 2.a)**

Interviews indicated that teachers use four methods or procedures in teaching English. As illustrated in Graphic 2.a, 30% of the teachers state that they follow the procedures outlined in the curriculum (2.aA). In addition, 20% of teachers state that they use the Semi-Communicative Approach (2.aB). Only 10% of teachers state that

they employ the Audio Lingual Method (2.aC), and, surprisingly, 40% of the teachers state that they use the Communicative Approach (2.aD).

**Question 2. Where did you learn these methods? (Graphic 2.b)**

Results from the interview showed that this question was answered in three different ways. First, 50% of the respondents claim that they learned English teaching methods at universities or colleges (2.bC). Second, 25% of the teachers assert that these methods were learned though in-service teacher training (2.bB). Third, 25% of the teachers maintain that the methods they use are based on their own experiences (2.bA).

**Question 3. What is the name of the approach you use? (Graphic 2.c)**

Interview results, as shown in Graphic 2.c, indicated that various approaches are used by the different teachers. First, 40% of the teachers said they used the Communicative Approach (2.cA). Second, 20% of the teachers claimed that they employ the Semi-Communicative Approach (2.cB). Third, 10% of the respondents indicated they use the Audio Lingual Method (2.cC). Finally, 30% of the teachers did not know the names of the approaches they use (2.cD).

**Question 4. What is the Communicative Approach? (Graphic 2.d)**

Three different answers were provided for this question (Graphic 2.d). First, 65% of the teachers claimed that the Communicative Approach prioritizes communication as primary (2.dA).

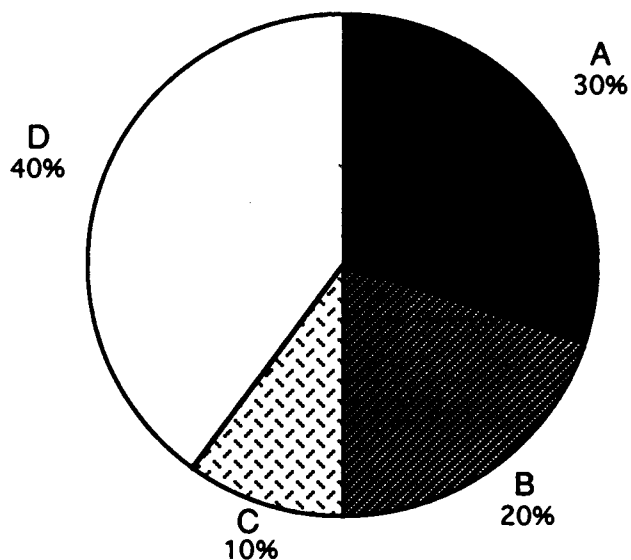
Second, only 5% of the teachers described this approach as having two characteristics--communication and contextualization (2.dB). Third, 30% of the teachers provided no answer, stating they had a very limited theoretical knowledge regarding language teaching (2.dC).

**Question 5. What is the difference between the old and the new way of language teaching? (Graphic 2.e)**

Interview responses to this question were of two types. The majority of the teachers (70%) claimed that the difference lies in what each method focuses on (2.eA). Specifically, they claimed that, in the old way of teaching language, priority is given to grammatical rules, whereas in the new way, the emphasis is on communication. The remaining 30% of the teachers could not provide answers, due to their very limited theoretical knowledge regarding language teaching (2.eB).

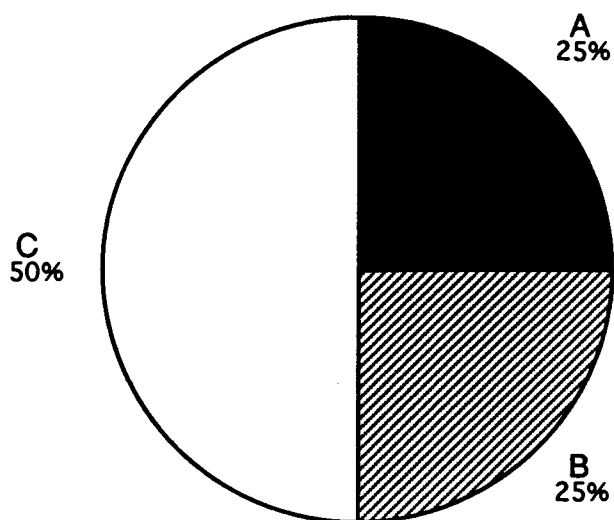
**GRAPHIC 2. Observations of Teachers and Students'  
Classroom Performance**

**2.a How do you teach English?**



- A. Follow the methods in the curriculum
- B. Semi-Communicative Approach
- C. Audio-Lingual Approach
- D. Communicative Approach

**2.b. Where did you learn that method?**

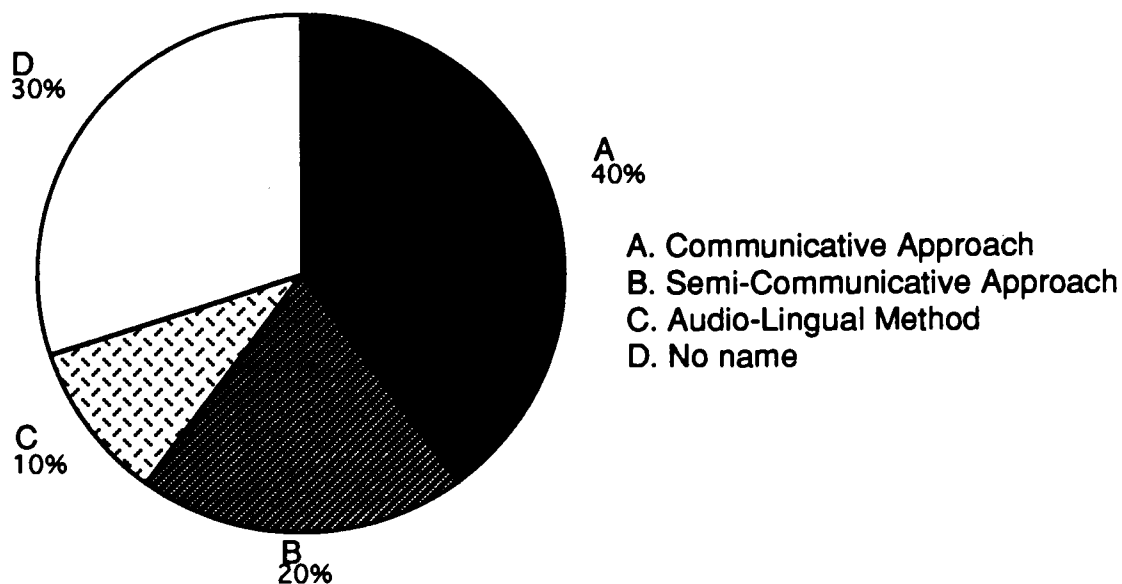


- A. Own experience
- B. In-Service Teacher Training
- C. Universities/Colleges

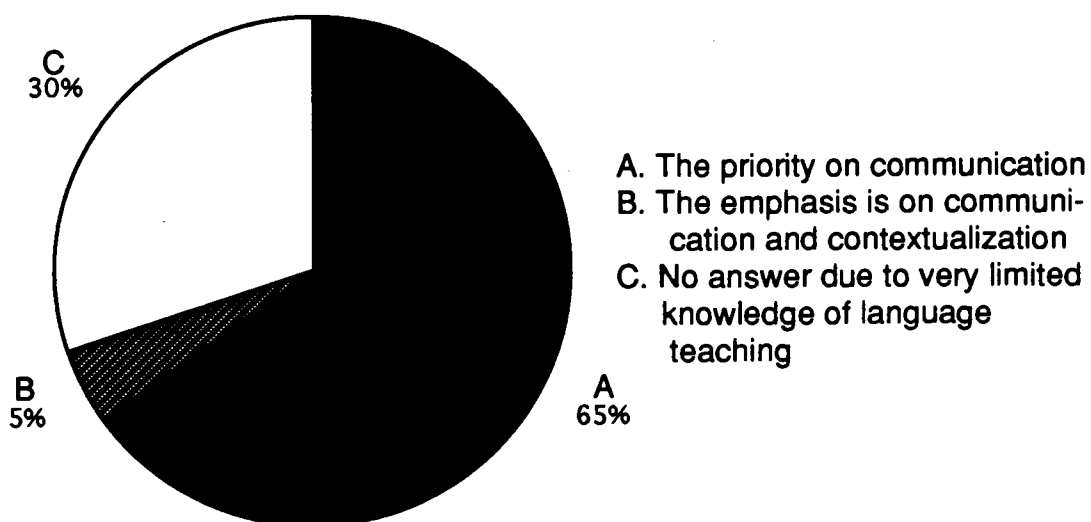


GRAPHIC 2 (Cont.)

## 2.c. What is the name of the approach you use?

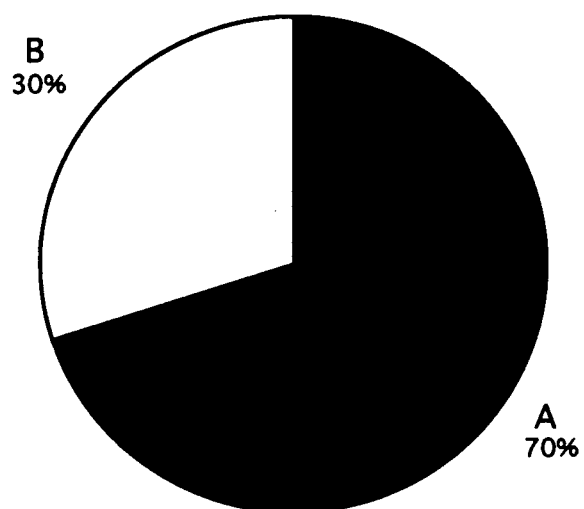


## 2.d. What is the Communicative Approach?



**GRAPHIC 2 (Cont.)**

2.e. What is the difference between the old way of teaching and the new one?



- A. Teach 'structure' for the old one and 'communication for the new one
- B. No answer (lack of knowledge on language teaching)

Note: N = 20

#### **4. Summary**

The data collected have been descriptively analyzed. This chapter provides valuable findings about teachers' responses concerning the theoretical and practical relevance of the Communicative Approach. These research findings will be further analyzed and discussed in the following chapter. Discussions on the constraints found by EFL teachers and how these problems may be resolved are included.

## **CHAPTER V DISCUSSION**

### **1. Introduction**

This chapter discusses the research findings presented in the previous chapter. The findings of 30 principles are placed under 4 main categories. Each category below indicates the principles which come under it. These categories address both the theoretical and practical relevance of the Communicative Approach. Section 2 provides the rationale for using these categories, and section 3 comparatively discusses both the first and second questions. Section 4 provides answers for the first and second research question with some speculations.

## **2. Background**

The principles presented in the research findings are broken down into 4 main categories. These categories are used so as to be able to discuss the theoretical and practical issues concerning the Communicative Approach.

The theory is translated into practice by looking at the common view of the Communicative Approach. Richards and Rogers (1986: 69) maintain that the Communicative Approach is

. . . a theory of language teaching that starts from a Communicative Model of Language and Language Use and that seeks to translate this into design for an instructional system for materials, for teachers and learners' roles and behaviours, for classroom activities and techniques.

The categorical breakdown presented is primarily based on these theoretical concepts, which have already been described in the literature review (Chapter II). The four categories are: 1) The Communicative Approach: Its Nature and Its Goal; 2) The Communicative Syllabus/Curriculum; 3) Communicative Activities and Materials; and, 4) The Communicative Classroom: Teachers'/Students' Roles, Students' Motivation, and Evaluation.

### **3. Discussion of Question One and Question Two.**

#### **English Teachers' Views of the Theoretical and Practical Relevance of the Communicative Approach.**

##### **3.1. The Communicative Approach: Its Nature and Its Goal**

###### **3.1.1. The Nature of the Communicative Approach (Principles 9, 13).**

Results show that slightly more than one-half of the respondents believe that learning a language is learning to communicate (Table 2, Pr. 11B). In addition, 90% of the teachers surveyed believe that students' communication is the basic need (Table 2, Pr. 17A). Unfortunately, in their classroom teaching, the results are not very supportive. Specifically, only 30% of the students are given the opportunity to speak, and only 3.3% of the teachers spend most of their time for students to communicate in English (Table 3, Q. 4D & Table 3, Q. 19A).

Results concerning the theoretical issues of the nature of language indicate that the majority of teachers surveyed and interviewed in this study still believe the nature of the two approaches is that learning a language is learning to communicate and learning a language is learning its words, sounds, and structures (Table 2, Principles 11 & 21). The latter is a principle from the Audio Lingual Method, which is considered to be an older conception of language teaching. Thus, the teachers are unable to understand, describe, and see clearly the nature of language underlying the Communicative Approach and the Audio Lingual Method.

With respect to practice, results show no sign of communication going on in their classrooms. According to observations, there is no indication of practices which illustrate the communicative nature of language (Table 4, Q. 4). Most of the teachers surveyed are structurally-oriented, and, thus, spend most of their time teaching syntactical patterns without providing opportunities for students to communicate in the target language. As can be seen from Table 4, Q. 8, all of the teachers surveyed used Bahasa Indonesia as a medium of instruction in teaching the target language. Moreover, 90% of the teachers are quite dominant (Table 4, Q. 19).

Regarding the theoretical and practical issues of the Communicative Approach, it is readily apparent from the study that the teachers believe that learning a language is not directly learning to communicate, but, rather, involves learning its linguistic forms at the initial stage. It is possible that, due to their values and beliefs, there is a low probability of being communicatively competent in English, for both teachers and students, unless they learn grammatical rules. Thus, teachers' understanding of the nature of language is a combination of the old and the new conceptions of language teaching. These teachers strongly believe that the communicative nature of language is important, perhaps because they have been told repeatedly by language instructors, educators, and curriculum designers, that the nature of language is communication. The national curriculum (Kurikulum Bahasa Inggris 1984), clearly states that learning a language is learning to communicate.

In practice, most of the teachers studied do not model the value of communication in their classrooms. One obstacle which prevents

this from occurring is the language barrier, a common aspect of the society. Students who are not native speakers of Bahasa Indonesia continue to have problems communicating and understanding some of the words or phrases in that language. The classroom observations revealed that, in teaching English, students have difficulties comprehending simple sentences because they have problems understanding certain words and phrases which the teachers translate using Bahasa Indonesia. Thus, the use of Bahasa Indonesia is assumed to be a constraint on the educational development of the society.

Regarding the language barrier, the study indicated that a large number of teachers continue to use Bahasa Indonesia in teaching, while only a small percentage use English in their classrooms. This was revealed by the classroom observations. Specifically, it was discovered that all of the teachers observed (20) use Bahasa Indonesia (Indonesian) as the language of instruction (Table 4, Q. 8). Only 5 of the teachers (25%) model that learning a language is learning to communicate (Table 4, Q. 4). In addition, Bahasa Indonesia is used as the language of instruction because it is assumed that all individuals speak and understand it. Furthermore, observational data revealed that teachers sometimes have difficulties understanding words and phrases spoken by the students in the students' own local language (Table 4, Q. 8). This seems to support the notion that the multiplicity of languages in the classroom is a barrier to the learning of English.

The outstanding factor contributing to this problem is the language barrier. To address this issue, the teachers continue to have problems in understanding the local language, and, thus, use Bahasa Indonesia to convey their messages to the local students. Ayamiseba



(1987: 5) has discovered that the high drop out rate in schools is due to the "language problem". This may be because Irian Jaya contains over one third of the nation's languages (250 out of 558). An investigation into the languages found in this area alone indicated that no less than 17 Melanesian-based and 4 Austronesian-based languages existed. If one includes the 770 reported languages in Papua New Guinea (PNG), the greater island of New Guinea contains nearly 1000 languages, close to one fifth of the world's languages.

Fortunately, Bahasa Indonesia is used as the medium of instruction in all schools, although students still do not know this language well, even at the secondary level. It is necessary that Bahasa Indonesia be taught well to students in the primary level, so as to provide a solid foundation from which their linguistic knowledge for mastering foreign language skills at the secondary level can build. There must be a kind of bilingual education introduced in primary education to help resolve practical problems such as communication between teachers and students, finding teachers who are able to fit in with the local culture, and developing effective literacy programs in which students would learn to read with comprehension, for both pleasure and information.

In addition, teachers from other areas (tribes) who are teaching in the region covered in this study do not know or speak local languages. Piter (1983) conducted a study which discovered that one of the teachers used the vernacular in his class, and, as a result, the class made better progress than the other classes investigated. This emphasizes the importance of having bilingual education at the primary level.

If such a bilingual education program were not introduced at the primary level, then English as a first foreign language will not be easily learned. If students have difficulties understanding and communicating in Bahasa Indonesia, the language of instruction at the secondary level, then how can students understand and communicate in English? Are students able to learn English directly, using the local language as the language of instruction? If so, who will teach them? The local people? And how do we convince the local people to do this? If non-locals are used to teach English, how could they be trained so as to be able to cope with the situation? This study and these observations raise many challenging questions, which must be investigated by language educators, curriculum designers, language instructors, EFL scholars, and researchers, in order to develop an adequate EFL program in this region.

Thus, theoretically, EFL teachers in the region where the study was conducted believe in both the Communicative Approach and the Audio Lingual Method, with priority given to the latter, as it is considered to be relevant to their settings. Most teachers still use the government blueprints. However, consistent with the educational setting, the language learners, and sociolinguistic backgrounds, in practice, teachers continue to use their own values, beliefs, and attitudes in their teaching.

### **3.1.2. Communicative Competence as a Goal (Principles 15, 26, 27, 29)**

With respect to theory, most teachers studied are aware of the goal of the Communicative Approach, in the current approach to

language teaching (Table 2, Pr. 37). As stated by Richards and Rodgers (1986), one of the aims of Communicative Language Teaching is to make Communicative Competence the goal.

Unfortunately, the meaning of Communicative Competence is not well understood by most of the teachers studied. What they do understand and agree upon is the notion of gaining the ability to communicate. Thus, only the surface of the concept is understood, rather than the specifics.

Communicative competence comprises grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. In practice, in the case of grammatical competence, the majority of the teachers studied teach only grammatical rules. Results indicated that they teach both meaning and structure, with priority given to structure (Table 3, Q. 1). This is clearly demonstrated in the grammatical rules of language. As indicated by Table 4, Q. 1, in their classroom, most of the teachers believe that teaching a language involves teaching its structure or grammatical rules.

Discourse, sociolinguistic, and strategic competence are terms that are quite new for the majority of teachers involved in the study. Specifically, these teachers were not well equipped with knowledge regarding communicative competence and the implications it has in their settings.

In the case of discourse competence, instructional subjects such as cohesion and coherence of texts are implicitly outlined in the curriculum (composition), but do not appear to be present in concrete situations. In fact, teachers do not even know the meaning of

cohesion and coherence, although they deal with them indirectly in composition, rather than in discourse or rhetorical skills. The study indicated that the majority of the teachers surveyed (73.3%) are aware of the importance of teaching discourse competence, but they have no background knowledge available to teach it in its true sense (Table 3, Q. 27). As stated by Ahmad (1989/1990), learners should present the information/message in a logical and understandable manner. This involves the knitting together of discourse and rhetorical skills. Unfortunately, only 13.3% of the teachers claimed to introduce discourse competence in their classroom teaching (Table 3, Q. 27).

In addition, most of the teachers (73.3%) do not introduce strategies that could assist their students in interpreting the language as it is actually used by the native speaker (Table 3, Q. 29). Classroom observations (Table 4, Q. 10) indicated that there is no sign of strategic competence introduced in the classroom. This is because the teachers have no knowledge of these strategies, such as guessing and getting the meaning from context, and they do not know how to use them. Thus, students tend to use their own thoughts in their own native language to interpret native speaker's voices. Sometimes, it is not even completely understood by the native speakers.

Sociolinguistic factors must be considered in this society. The data collected in this study indicated that slightly more than one-half of the teachers (56.6%) do not fully acknowledge this linguistic term, nor understand its meaning (Table 3, Q. 28). However, the generalities of this concept are partially understood, due to their experience with instructional materials that have been socially and culturally designed (Table 4, Q. 10). The problem is that these kinds

of instructional or standardized materials, which are quite general, are more likely to be irrelevant in this society. Such an area, with hundreds of languages and various cultures and customs could not easily accept standardized instructional materials imported from other areas (outside of Irian Jaya).

It would be beneficial to develop locally designed materials to be implemented at the initial stage, thus providing a stepping stone to the standardized materials. How could a student follow the communicative materials that have been designed nationally, if he or she does not have any background knowledge concerning sociocultural aspects not found in this local setting? Most of the teachers involved in the study realize the constraints, and recognize the importance of having these materials in this setting. They also realize that there is a need to examine and experience the way of life of the local people, so as to improve their involvement in the educational development of society.

It appears that teachers do not have sufficient knowledge of the theoretical and practical relevance of Communicative Competence as a goal in Communicative Language Teaching, in its true sense. One minor problem is terminology. The largest problem is the meaning underlying this terminology, and its implication for EFL classrooms. Communicative Competence as a final goal continues to be a questionable and controversial issue. Some constraints, such as linguistic and sociocultural problems, have had a great impact on teachers' teaching practices. These factors influence teachers' attitudes, values, and beliefs towards language teaching in their settings. Thus, there is a need to prepare student teachers with some

theoretical and practical knowledge of communicative competence in Communicative Language Teaching.

In sum, the study indicated that most teachers have limited theoretical and practical knowledge of communicative competence. They are aware of the importance of communicative competence as a goal, but do not have sufficient theoretical knowledge of it in its true sense. In addition, in their classroom teaching, these teachers mainly deal with grammatical competence and sociolinguistic competence. Discourse competence is presented, as well, but only in written forms, not in a logical and understandable manner (Table 4, Q. 10). It appears that strategic competence is never introduced.

Thus, the nature of the Communicative Approach and its goal are two important aspects of this approach which need to be acknowledged by EFL teachers. These components of the Communicative Approach have had a great influence in all aspects of present language teaching, especially the curriculum/syllabus.

### **3.2. The Communicative Syllabus/Curriculum (Principles 10, 19, 23, 30)**

The Junior Secondary School's English Curriculum is said to be a communicative syllabus by 50% of the teachers studied (Table 3, Q. 17). According to the theoretical review on the communicative syllabus presented in Chapter II, the existing syllabus is not communicative, but, rather, is structural in nature.

The communicative syllabus must be sequenced or graded by considering content, function, and meaning. However, one half of the teachers surveyed do not have background knowledge regarding this type of syllabus (Table 2, Pr. 26). In fact, the existing syllabus does not have those characteristics (Appendix D).

The teachers are much more familiar with the structural type of syllabus, than with the communicative one. Perhaps this is because student teachers are not well-equipped with knowledge on the types of syllabi that exist, since they were still in colleges or universities. Thus, they are not able to compare one type of syllabus to another. Another plausible explanation is the limited resources available to broaden their knowledge, such as qualified resource people and resource materials. Certainly, it is the duty of the Faculty Members and EFL instructors who are involved in pre-service teacher training to introduce this knowledge to student teachers or teacher trainees.

Regarding the notion that the communicative syllabus must be sequenced by considering content, function, or meaning, in practice, a large number of the teachers studied indicated that they do not use a communicative syllabus (Table 3, Q. 18). However, in theory, one-half

of the respondents claimed to use the communicative syllabus (Table 3, Q. 17). Thus, there is some confusion concerning the name of the syllabus, and perhaps because of the limited knowledge of the teachers surveyed, confusion exists as to the differences between the communicative and the structural syllabi.

The fact that the majority of teachers continue to deal with linguistic forms rather than function or meaning supports the above findings. In theory, the curriculum is said to be communicative. However, in practice, the syllabus is structurally-oriented. In addition, the syllabus or curriculum does not actually state or depict one of the goals of Communicative Language Teaching--that is, to achieve communicative competence.

The syllabus is contextualized nationally, and is likely more structural, considering the linguistic form difficulties, which are graded from the simplest syntactical patterns to those which are most difficult. There are no notional, functional, or meaningful components in this type of syllabus, such as the notion that one function can have many different linguistic forms. For example, the function "at the office" must have a variety of syntactical patterns and tenses (form). As can be seen from Table 3, Q. 18, this is supported by the fact that more than one-half of the respondents claimed that they do not utilize this principle, since there is no supportive syllabus. In addition, grammar and vocabulary do not follow the function and situational context. The teachers surveyed (73.3%) claimed to have no relations with this type of syllabus (Table 3, Q. 23). Unfortunately, more than one-half of the respondents (60%) have no previous knowledge of this (Table 2, Pr. 43).



Furthermore, Table 2, Pr. 32 illustrates that one-half of the teachers surveyed believe meaning is of primary importance. However, in practice, priority is given to structure, rather than meaning. Table 4, Q. 1 reveals that the majority of teachers do teach structure, not meaning. Thus, the syllabus is solely skills-integrated, with priority given to grammatical rules. Unfortunately, in reality, teachers do not integrate the four skills. Rather, they teach one skill at a time (Table 4, Q. 20).

It may be advantageous for language educators or curriculum designers to consider designing syllabi that are entirely based upon the nature of Communicative Language Teaching and its goals. The conceptual and theoretical development of this type of syllabus must take into account the theoretical concepts described previously in the "Communicative Syllabus" section in Chapter II. Emphasis should be placed on the notional, functional, or meaningful aspects of language, rather than the linguistic forms of language. Linguistic forms should be taught implicitly, as teachers focus on teaching function or meaning in all integratively taught language skills. This would then assist teachers in obtaining a better understanding of what a Communicative Syllabus is, as well as its theoretical and practical implications in EFL classrooms.

With regards to these implications, in order to lessen the constraints of sociolinguistic factors, the Secondary School English Syllabus must be flexible enough to meet students' needs. As mentioned previously, one of the specific problems in some secondary schools in the highlands is the EFL teachers' attitudes towards the existing curriculum. According to the standardized national

curriculum, teachers cannot communicate with students who still do not understand and speak Indonesian (Bahasa Indonesia) well. Because students do not have a sufficient linguistic background in Indonesian, it is quite difficult to teach and learn the English language. Knowledge of Indonesian can provide a stepping stone for learning a foreign language such as English.

Teaching reading comprehension is still a problem for students in remote areas, such as the highlands where the study was conducted. Observations revealed that students are struggling to learn phrases or words (e.g., by rote, sounding out the words, etc.) of Indonesian, the language of instruction. Consequently, when learning English, students have even more difficulties learning the words, attempting to sound out the words without the slightest knowledge of their meaning. Observations also indicated that students have problems understanding some words and phrases in textbooks due to the abstract nouns--things they never see and experience. This provides some insight into how the materials can be best developed and exploited, based on contextually developed materials that meet learners needs. In addition, it illustrates the importance of linguistic knowledge, such as phonology, syntactical patterns, and morphology. These must be introduced prior to dealing with exercises concerned with notion, function, or meaning.

In the teaching of reading, the first skill which should be emphasized, the syllabus must consider how meaningful the material is to the students' everyday life (i.e., words, phrases, and simple syntactical patterns which they can use daily). According to Ayamiseba

(1987), it is in this way that the concept of reading is gradually established.

English teachers are quite concerned with the existing curriculum, and they need the flexibility in the curriculum in order to meet students' needs. The syllabus/curriculum designers must consider instructional objectives, content, activities and methodologies, and evaluation when creating this type of syllabus/curriculum.

To summarize, EFL teachers do not have adequate knowledge, on either the theoretical and practical level, regarding the Communicative Syllabus. The implementation of EFL programs, which have been stated in the curriculum, is inadequate, due to constraints such as the multiplicity of the languages used in the schools and the inability of materials to meet students' needs. What teachers do in the classroom today is based on their own beliefs and values concerning their setting and their learners' backgrounds. Thus, their beliefs and values are present in the implementation of activities and materials.

### **3.3. Classroom Activities and Materials (Principles 1, 6, 11, 12, 14, 16, 18, 20).**

#### **3.3.1. Classroom Activities (Principles 6, 11, 12, 14, 18).**

The majority of the teachers (80%) involved in this study realize and believe in the importance of having students interact with each other in pairs or in groups (Table 2, Pr. 8). In addition, the teachers agree that having typical activities based on the Communicative Approach, which stimulate interaction and encourage cooperative relationships among students, is beneficial. These activities, such as information gap, role play, simulation, problem solving, games, and information processing activities, provide students with the opportunity to work on negotiating meaning. Moreover, 80% of the teachers surveyed agree that students should be given opportunities to express their ideas or opinions through these types of activities (Table 2, Pr. 14).

In practice, however, 50% of the teachers surveyed are not familiar with these activities, with the exception of working individually versus working in pairs (Table 3, Q. 5). This same number of teachers (50%) claimed that they are not familiar with communicative activities and they need more practice with them (Table 3, Q. 12).

In classroom observations, Table 4, Q. 13 indicates that the majority of teachers observed do not use communicative activities in their classroom teaching. Rather, they primarily use activities from textbooks, which focus on individual or pair work. As illustrated in Table 4, Q. 17, students are not motivated to work with the language

because there are not a variety of communicative activities present in the classroom. Furthermore, Table 3, Q. 19 reveals that one-half of the teachers surveyed claimed that their students are not motivated to work with the language. This is supported by a study conducted by Susilawati (1991/1992). In the activities that she investigated, most teachers who employed the Communicative Approach used only individual and pair activities, whereas discussion, problem solving, role play, and other typical communicative activities were rarely practiced.

Supported techniques, such as drilling and translation, are still employed, because of their relevancy to the setting and the learners' backgrounds. Although approximately one-half of the respondents disagree with drilling, they still employ this technique in the classroom (Table 2, Pr. 16 & Table 3, Q. 13). Translation is often used by the teachers (Table 2, Pr. 24 & Table 3, Q. 6). In the Communicative Approach, the target language must be used and translated into the mother tongue or first language. The study indicates the opposite sequence (Table 4, Q. 8).

A possible explanation for this is that the teachers were not equipped with the knowledge of such activities prior to entering the school system. Consequently, this phenomenon tends to decrease the students' motivation to learn the target language. On the other hand, these teachers may not have been able to implement these activities due to sociocultural and linguistic factors, or large class size. One possibility is that these activities may not be present in the curriculum, and teachers can, in a sense, be dictated by the curriculum and textbooks. There is a great need to include such

communicative activities in the curriculum, as well as employ in-service teacher training sessions for strengthening teaching skills in this area.

Thus, in terms of theory, EFL teachers agree that communicative activities should exist in a classroom, even though they do not know what these activities are or how to use them in their classrooms. In terms of teaching practices, the typical communicative activities do not exist. Rather, only individual and pair activities are employed. In addition, techniques such as drilling and translation are still employed by teachers, in accordance with the setting and the learners' backgrounds.

### **3.3.2. The Communicative Materials (Principles 1, 8, 16, 20).**

The central theoretical concept of materials development and methodology is linguistic variation. The majority of the teachers surveyed do not agree with this principle (Table 2, Pr. 1). It appears that these teachers do not have sufficient knowledge regarding how to develop communicative materials which vary linguistically.

This is supported by Table 4, Q. 13, which indicates that the majority of the teachers observed did not develop meaningful communicative materials in their teaching. Rather, they continue to be influenced by the old concept that in teaching, they must introduce a single linguistic pattern, in order from easiest to most difficult. This way of teaching is consistent with the Audio Lingual Method.

As a result, teachers can predict what language the learner will use--there is no linguistic variation. This is what they believe (Table 2,

Pr. 10). A large number of teachers claimed that they have never come into contact with this principle. In the Audio Lingual Method, teachers already know the expected answer, based on the linguistic pattern being introduced. For example, if the pattern introduced is "where do you go?", then the obvious answer is "I go to school, work, etc."

In contrast, when using the Communicative Approach, teachers cannot predict what language the learner will use. This is due to linguistic variation. In the Communicative Approach, one function has a variety of linguistic forms, and students may use any one of these. Thus, predictions cannot be made. The discourse sentences must be different, and include different tenses (e.g., present tense, progressive tense, present progressive tense, future tense, etc.) which are generally found in dialogues or conversations.

Data from both the questionnaire and classroom observations revealed that a large number of the teachers studied are very textbook-oriented (Table 3, Q. 3 & Table 4, Q. 13). In the communicative classroom, dialogues and conversations provided in textbooks are generally not memorized. However, the teachers involved in this study have their students memorize the dialogues while practicing in pairs (Table 3, Q. 2). This is a characteristic of the Audio Lingual Method (Table 2, Pr. 12).

The teachers do not appear to be well-equipped with theoretical concepts regarding material development or supplementary materials for the communicative classroom. Communicative materials must be carefully and clearly designed. They must be based on the nature of language and involve grammatical competence, discourse competence,

sociolinguistic competence, and strategic competence. Authentic materials which are taken from newspaper articles and magazines can help students interact with the world around them. Unfortunately, most of the teachers do not use such communicative materials (Table 3, Q. 3).

A study conducted by Susilawati (1991/1992) supports the notion that the teachers are very textbook-oriented. Results of the study revealed that all teachers use the textbooks published by the Department of Education and Culture. Most EFL teachers center their lessons on these textbooks. Unfortunately, this does not guide teachers towards developmental competence to be active and creative, particularly in materials development. In addition, it does not train teachers to be critical about what should be taught and how to get about teaching the standardized materials so they are consistent with the setting and learners' backgrounds. Are the materials in the textbooks sufficiently communicative to show that learning a language is learning to communicate? EFL teachers as practitioners must critically analyze this question.

In Malaysia, Ahmad (1989/1990) evaluated the textbooks in secondary schools, and found that their use is encouraged and recommended by the Bureau of Textbooks, Ministry of Education, Malaysia. This situation is similar to the one in Indonesia. No textbook can be used in Malaysian public schools except with the approval of the Ministry of Education.

In sum, teachers' understanding of the central theoretical concept of materials development is inadequate. They do not even know the generalities. It can be assumed that EFL teachers, in



practice, are very textbook-oriented. Thus, they only know and teach what is presented to them in books, without extracting meaning from it. These teachers must be critical about the existing materials, in order to meet their students' needs.

### **3.4. Communicative Classrooms: Language Skills, Teachers' and Learners' Roles, and Students' Motivation and Evaluation.**

#### **3.4.1. Language Skills (Principles 7, 17, 21, 22, 25, 28).**

The majority of the teachers (73.3%) are theoretically aware of the teaching of speaking and listening at the initial stage of the language learning process (Table 2, Pr. 23). In practice, however, these teachers teach the skill of speaking only after students have mastered other skills, such as listening, reading, and writing (Table 3, Q. 16). Thus, theory and practice are not consistent. Teachers continue to place the least emphasis on speaking, making reading primary, and following with the other skills first.

With regards to the teaching of speaking and listening, comprehensible pronunciation is important in the Communicative Approach. The majority of the teachers disagree with this principle (Table 2, Pr. 31). This is consistent with classroom practices, in that only slightly more than one-half of the teachers spend much time teaching pronunciation (Table 3, Q. 14). How can pronunciation be as native-like as possible if the teachers do not believe in this principle and do not reflect it their classroom teaching (Table 2, Pr. 9 & Table 3, Q. 14)? These teachers do not see the significance of teaching pronunciation.

In the teaching of reading and writing, theory and practice are inconsistent. Most of the teachers involved in the study (73.3%) recognize the importance of teaching these skills early on (Table 2, Pr. 29). However, 40% of the teachers claimed that they do not teach these skills at the initial stage of language learning (Table 3, Q. 7).

According to classroom observations, the teachers do not begin to teach language skills initially, but, rather, focus on teaching the elements of language, such as grammatical rules and vocabulary (Table 4, Q. 1). Generally, grammatical rules are taught prior to the teaching of language skills. It appears that the teachers believe that mastering certain grammatical rules or patterns will make it easier for the students to master the skills of listening, speaking, reading, and writing.

The Communicative Approach emphasizes that the four language skills must be taught integratively. Teachers' responses to this principle (Table 1, Principle 25) are quite positive (Table 2, Pr. 35). However, in practice, only a small number of the teachers observed reflect this principle in the classroom (Table 4, Q. 20). Table 3, Q. 24 indicates that the teachers claimed they only integrate one or two skills. These responses are not consistent with the theory of the Communicative Approach.

Most of the teachers, then, are aware of the importance of teaching language skills early on, but do not employ this concept in their teaching practices. They do not even integrate the four language skills. It appears as if they believe that what they are doing in their classrooms is relevant to the setting and the learners. The emphasis is initially on language forms, rather than on mastering the skills of listening, speaking, reading, and writing. In addition, the first skill to be taught is usually reading. One interpretation of these findings is that EFL teachers are using these methods to prepare students for national exams, that comprise both structure and reading.

Unfortunately, these methods are not theoretically or practically relevant to the current approach of language teaching.

### **3.4.2. Teachers' and Learners' Roles (Principle 24).**

The results of this study indicate that the teacher as a facilitator or advisor is not reflected in theory or practice. The majority of the teachers studied (73.3% & 60%) do not agree with this principle on a theoretical nor a practical level (Table 2, Pr. 34 & Table 3, Q. 22). In practice, the teachers tend to act as presenters, not facilitators or advisors, which clearly illustrates the role of the teacher is traditionally structural.

Classroom observations indicated that most of the teachers involved in the study act as presenters, while students become passive participants (Table 4, Q. 18). The activities used are not learner-centered. In addition, observations revealed that teachers talk approximately 90% of the time. (Table 4, Q. 18 & Q. 19)

Theoretically, EFL teachers do not understand the meaning behind this principle, nor do they know the definition of "teacher as facilitator". Rather, they appear to believe that teachers must act as presenters in the classroom.

### **3.4.3. Students' Motivation (Principle 2).**

One-half of the teachers studied agree that what is being communicated to their students will not enhance the students' internal motivation (Table 2, Pr. 2). This belief is opposite to the principle advocated by the Communicative Approach.

In practice, one-half of the teachers claimed that only one or two of their students are well-motivated (Table 3, Q. 9). In addition, more than one-half of the teachers create their own materials or activities (Table 3, Q. 10) to motivate students to work with the target language. In contrast, as indicated by Table 4, Q. 17 and Table 4, Q. 14, only two of the teachers create a communicative atmosphere in the classroom by creating communicative interaction. Table 4, Q. 13 indicates that the majority of the teachers surveyed do not create communicative materials or tasks to motivate students. Rather, they are textbook-oriented.

The above findings are consistent with classroom observations. Observations revealed that only 3 to 4 out of 30 to 45 students were highly motivated (Table 4, Q. 17). In addition, no teaching aids were used in the classroom to make the classroom environment more active (Table 4, Q. 6). Moreover, the teachers spent most of their time speaking in Indonesian, without creating opportunities for students to use the target language.

The results appear to suggest that the majority of students in each class do not have any motivation to learn English (Table 4, Q. 17). This problem may stem from the students themselves, from the teachers' inability to create meaningful materials and activities, or from other factors such as the curriculum, the environment, the limited facilities, and the lack of resources. These potential factors create interesting and valuable questions for further research.

Most students appear to have a desire to learn English for special purposes (ESP) only, such as passing exams, and preparing for

further study in English. Thus, it is more likely that English is needed for special purposes only, rather than for daily life.

In terms of theory, teachers did not provide any positive responses to this principle, which raises some questions concerning how adequate the materials are. Are the materials used interesting? Are the materials authentic enough to describe the learners' environment? In addition, results of the study raise questions regarding how EFL teachers present the materials. There are many factors which may be involved, and many questions which arise. In practice, only one or two students are sufficiently motivated to learn English -- those who have a desire or talent to learn languages. Others appear to learn English only for special purposes.

#### **3.4.4. Evaluation (Principles 3, 4, 5).**

In the communicative classroom, students' grammatical errors should not be corrected directly. The majority of the teachers studied claimed that their students are struggling to learn the linguistic forms of the target language (Table 2, Pr. 5). Trial and error is common in the communicative classroom, and these teachers are aware of this (Table 2, Pr. 4). However, in the case of fluency and accuracy, most of the teachers do not have sufficient previous knowledge regarding this principle (Table 3, Q. 11). In practice, accuracy is more dominant than fluency (Table 4, Q. 16). Students are evaluated on the use of correct grammar in written exercises or tasks, or in written tests. Classroom observations revealed that most of the teachers directly correct students' grammatical errors, which is contradictory to the

theory underlying the Communicative Approach to language teaching - that is, errors are natural outcomes of the language learning process.

It may be the case that this evaluation system is like that of standardized national written tests, and that it is more likely to achieve students' understanding of the grammatical rules. This is supported by a study conducted by Susilawati (1990/1991). The study found that national examinations were still based on textbooks, and the form was structural, rather than communicative. Thus, no oral test exists which measures how well students use the target language or if communicative competence is achieved by students. Where are the valuable elements of the Communicative Approach in this type of evaluation system?

Thus, it appears that one reason why teachers tend to deal more with structure or grammatical rules, rather than function or meaning, is because the latter cannot be measured. Teachers are more likely to prepare secondary school students for national final exams, so that students may obtain high grades and go on to further study, and so schools' reputations can be enhanced. This, in turn, constrains EFL teachers and instructors, language educators, and curriculum designers to develop the teaching of English in this region.

In sum, teachers do not fully understand communicative evaluation. In practice, they generally do whatever they believe to be best for preparing students to pass final exams or for further study.

#### 4. Answers to Question 1 and Question 2.

The findings and discussions provide general answers to the two main research questions:

1. Are teachers cognizant of theory underlying the Communicative Approach?
2. Are teachers able to reflect this theoretical knowledge in their teaching practices?

In order to answer these questions, it is necessary to examine teachers' responses to the previously discussed theoretical and practical issues of the Communicative Approach. The general findings are provided in the following Table 5.

**TABLE 5**  
**General Findings of Teachers' Theoretical and Practical Relevance of the Communicative Approach.**

Number	Principles	Theory	Practice
1	A central concept in materials development and methodology is linguistic variation.	D (-)	NR (-)
2	Students' internal motivation will increase from an interest in what is being communicated.	D (-)	NR (-)
3	Language is created by the individual, often through trial and error.	A (+)	NR (-)
4	The target linguistic system is learned through struggling to communicate.	A (+)	NR (-)



Table 5 (Cont.)

Number	Principles	Theory	Practice
5	Students' success is determined as much by their fluency and accuracy. Errors are seen as natural outcomes.	D (-)	NR (-)
6	Students are expected to interact with others, either in pair or group work, or through their writing.	A (+)	NR (-)
7	Pronunciation should be as native-like as possible.	D (-)	NR (-)
8	Teachers cannot predict what language students need to use.	D (-)	NR (-)
9	Learning a language is learning to communicate.	A (+)	NR (-)
10	One function can have many different linguistic forms. Since the focus is on real language use a variety of linguistic forms are presented together.	D (-)	NR (-)
11	Students should be given opportunities to express their ideas and opinions.	A (+)	NR (-)
12	There may be drilling, but only peripherally.	D (-)	NR (-)
13	Students' communication is the basic need.	A (+)	NR (-)
14	Any device that helps the learner is accepted but should be based on students' age and interest.	A (+)	NR (-)
15	Students should work with the language at the discourse or supra-sentential (above sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.	D (-)	NR (-)
16	Dialogue centered around communicative functions are normally not memorized.	D (-)	NR (-)
17	Students may be encouraged to attempt communication from the very beginning.	A (+)	NR (-)
18	Translation is allowed at the later stage.	A (+)	NR (-)
19	Sequencing in the curriculum is determined by considering content, function, or meaning which sustain interest.	D (-)	NR (-)
20	Relevant aspects of native speaker competence should be made use of at the initial stage.	A (+)	NR (-)

Table 5 (Cont.)

Number	Principles	Theory	Practice
21	Reading and writing can be started from the very beginning.	A (+)	NR (-)
22	Comprehensible pronunciation is the goal.	D (-)	NR (-)
23	Meaning is of primary importance.	A (+)	NR (-)
24	Teachers act as facilitators or advisors.	D (-)	NR (-)
25	Language skills must be taught integratively.	A (+)	NR (-)
26	The desired goal is communicative competence.	A (+)	NR (-)
27	Contextualization is the basic premise.	D (-)	NR (-)
28	The use of mother tongue is accepted when necessary.	D (-)	NR (-)
29	Students should develop strategies for interpreting language as it is actually used by native speakers.	D (-)	NR (-)
30	Grammar and vocabulary that students learn must follow functions, situational context, and role of interlocutors.	D (-)	NR (-)

## Notes:

A = Agree

D = Disagree

NR = Not Reflected

From the results, it is readily apparent that the answer to question A is not satisfactory. Teachers' responses to the 30 principles are not adequate, in that only fourteen principles out of thirty are believed to be the current theory of the Communicative Approach (Table 5). The majority of the teachers surveyed have very

limited theoretical knowledge regarding the Communicative Approach.

In addition, the answer to question 2 is negative also. None of the teachers reflect these principles in their classrooms. In fact, they use their own beliefs and values to guide their teaching practices. In this case, the hypothesis that teachers' understanding of the theoretical knowledge of the Communicative approach will be reflected in their classroom teaching is not accepted.

A possible reason why this type of situation exists is illustrated in Graphic 1, which depicts EFL teachers' educational and experiential backgrounds. Most of the teachers surveyed graduated in the 1980s (Graph 1.c) from universities and colleges (Graph 1.a), with only a one-year diploma degree (Graph 1.b). Their teaching experience seems sufficient--that is, between 10 and 15 years (Graph 1.d). The majority of the teachers had teaching experience prior to obtaining their diploma degrees.

Another possible reason can be interpreted from the interview, which indicates a lack of theoretical and practical knowledge regarding the Communicative Approach. The answers provided by the teachers are not knowledgeable, and no specific answers were given. For example, the answer provided for the question "What is the Communicative Approach?" is "Its emphasis is on communication." No further answers are provided which describe the characteristics of this approach.

Surprisingly, the majority of the teachers (30% & 40%) claimed to use the Communicative Approach (Graph 2.aA & a.D). The procedures in the textbooks are said to be communicative. However,

the results indicate that most teachers do not reflect the current approach in their classrooms. Thus, although the majority of the teachers said they used the Communicative Approach, there is no indication of the characteristics of this approach in their teaching practices (Graph 2.cA).

In addition, when asked about the differences between the Audio Lingual Method and the Communicative Approach, the teachers did not provide satisfactory responses (Graph 2.eA & e.B). Furthermore, the majority of the teachers graduated in the 1980s, when the approach was first introduced by the government. The expectation was that the teachers might have had enough knowledge available on the current approach, since it has been employed for a decade. However, the majority of the teachers surveyed claimed that they are not adequately equipped, both in theory and practice, with knowledge of the current approach.

From the data, one could simply assume that most teachers do not have adequate knowledge concerning the theoretical and practical relevance of the current approach. One must keep in mind, however, that the Communicative Approach has been employed since the 1980s. How could EFL teachers be sufficiently qualified and communicatively competent to teach English if their educational background is only one or two years in tertiary level and in-service teacher training? These include teachers who teach English based on their experiences as interpreters or living with foreigners, who have only a high school graduation, or who are non-English teachers with no English background. The length of time teaching is quite reasonable, but are they aware of "what", "how", and "why" they teach? This is quite a

controversial issue which needs to be investigated further. The Department of Education and Culture is challenged to provide opportunities for EFL teachers to obtain further study, in order to enhance their knowledge of English-teaching methodology and other related areas.

## **5. Summary**

This chapter discussed the findings of the study. Each principle has been discussed with some speculations regarding the existing constraints on the implementation of EFL programs in Irian Jaya. Both Questions A and B have been answered, and the hypothesis is not supported well. There is now a necessity for general conclusions, and a discussion of recommendations for further study.

## CHAPTER VI CONCLUSION AND RECOMMENDATIONS

### 1. Conclusion

This study investigated how the theoretical and practical relevance of the Communicative Approach is perceived and reflected by Secondary School English teachers in the highlands of Irian Jaya (West New Guinea) Indonesia. This study provides some insights into the constraints on the educational development of this area, particularly in the teaching of English as the First Foreign Language, and as a compulsory subject in all Secondary Schools throughout the country.

In an attempt to discover teachers' awareness of the theoretical and practical relevance of the Communicative Approach, the study used English teachers as the main subjects. In addition, information about students was also gathered through classroom observations, whereby students' involvement, participation, and performance during the teaching-learning process were directly observed. Student information was necessary as supplementary data.

In order to determine teachers' awareness of the theoretical and practical relevance of the Communicative Approach, the study attempted to find out if EFL teachers understand the principles underlying this approach and how these principles are reflected in their teaching practices. As supplementary data to support the validity and the reliability of the finding, some teachers were selected to be interviewed and observed in the classroom.

The study revealed that EFL teachers' awareness of the theoretical and practical relevance of the Communicative Approach is severely limited. Most teachers have difficulties comprehending the concepts, and do not extract the true meaning of each concept. These teachers do not know the meaning of many of the principles comprising the Communicative Approach, nor their implications with respect to teaching practices. In regard to practice, it was discovered that EFL teachers generally do not reflect the theory in their teaching activities. Rather, they tend to use their own beliefs and values to guide their teaching. In addition, they have not completely discarded the old approach, nor have they completely accepted the current one. That is, they believe that learning a language is learning to communicate, and simultaneously they also believe that learning a language is learning its sounds, words, syntactical patterns, etc. This contradiction runs through their responses to the questionnaire.

It is important to note that the EFL teachers involved in the study are not being judged on the adequacy of their knowledge and teaching practices. Rather, the purpose of the study was to 1) obtain deeper insights into the theoretical and practical relevance of the Communicative Approach; and, 2) obtain some information on their understanding of the Communicative Approach, both in theory and practice. Thus, their values and beliefs are accepted. What they value most is the relevancy and effectiveness of their teaching for their students.

Irian Jaya, particularly the area in which the study was conducted, has many constraints on its educational development. These were discussed in Chapter V. Constraints such as the



multiplicity of the languages barrier and sociocultural differences have had a great impact on the development of EFL programs. Other factors, such as the limited number of teachers, lack of teaching and learning facilities and resources, large class size, and unsupportive environments, have also affected the establishment of an adequate EFL program. The situation which presently exists in this area provides insight into how the Communicative Approach could be effectively and efficiently employed in developing an EFL program.

## **2. Recommendations**

The results of the study provide a foundation upon which recommendations for improving EFL programs in secondary schools in Irian Jaya can be based. These recommendations will now be provided, for EFL teachers, the Faculty of Teacher Training and Education, Cenderawasih University, the Department of Education and Culture, and the Ministry of Education and Culture.

### **2.1. The Suitability of the Communicative Approach to the Situation in the Irian Jaya Highlands**

Because the Communicative Approach requires teachers who are fluent in English, and this is not true of all teachers in the highlands, a more structured approach needs to be available for teachers to use until they acquire greater proficiency in English. Curriculum developers need to develop bridging-the-gap materials which would assist teachers whose English proficiency is limited.

Because the Communicative Approach was developed in second language, rather than foreign language settings, it depends heavily on the use of authentic materials. No such materials are available for the rural setting of the highlands. Thus, the best that can be done is to help teachers understand how to create more contextualized activities for their classrooms, based on reading and talking about objects and activities that are common to the highlands.

### **2.2. EFL Teachers**

It is the teacher's responsibility to determine what is best for his or her students. No one can determine for them if the Communicative Approach or the Audio Lingual Method is best. Teachers are the only individuals who are aware of events occurring in schools, the setting, the learner's background, and other related factors. Thus, teachers must be critical when selecting the methods which they are going to employ in their classrooms.

The Communicative Approach has been used since the 1980s, and it has attracted EFL teachers. All of the Secondary School English Teachers have been requested by the Ministry of Education and Culture to use the Communicative Approach in their classrooms. Thus, there is a need for EFL teachers to broaden their knowledge of the current approach to language teaching. Hopefully, after acknowledging the theoretical and practical relevance of the Communicative Approach in its true sense, teachers can be helped in deciding what is best for fulfilling their students' needs.

All EFL teachers must be involved in carrying out government policy to employ the Communicative Approach in secondary schools. The theoretical and practical relevance of the Communicative Approach must be truly understood and reflected in teaching practices. In addition, teachers should attempt to be selective in choosing techniques and strategies to support the principles advocated by the Communicative Approach. Furthermore, teachers must know how to develop communicative materials that are contextualized and authentic, in order to support textbook information and activities.

### **2.3. The Faculty of Teacher Training and Education**

There is a need to prepare student teachers to be communicatively competent. Speaking courses in the English Department must focus on student teachers' ability to communicate in English. There must be some additional programs available, which focus on oral skills. These would assist student teachers in developing their speaking skills, as well as other related skills.

The emphasis of the course outline of Teaching Methods must be on the current approach. The focus should be placed on the theoretical and practical relevance of the Communicative Approach. In addition, there must be sufficient time for student teachers to do their practicums, in order for them to gain experience using the current approaches, methods, and techniques. Furthermore, student teachers must be trained to be critical when selecting the techniques, methods, facilities, and materials to support communicative teaching and learning.

There is also a need for ESL/EFL specialists in the English Department, Faculty of Teachers Training and Education, to research the sociolinguistic factors having an impact on some areas of Irian Jaya, in order to improve the EFL programs. It is important that the English Department work collaboratively with the EFL instructors from the Department of Education to prepare student teachers before they enter the schools.

The author, as a staff member of the English Department, realizes the importance of continuing studies regarding the Teaching of English as a Foreign Language, based on sociolinguistic perspectives

in Irian Jaya. In addition, further research is needed on the development of communicative activities and materials, which are locally contextualized, according to the setting and the learners.

#### **2.4. The Department of Education and Culture**

There is a need to invite EFL teachers to take part in in-service teacher training, and to provide them with opportunities to study further in undergraduate programs, such that they can extend their theoretical knowledge of educational theory, particularly the theoretical and practical relevance of the Communicative Approach.

The PGK program must focus on the true meanings of the principles underlying the Communicative Approach, both in theory and practice. The PGK program is a project conducted by the Department of Education and Culture, intended to allow individuals to experience teaching English using the Communicative Approach.

#### **2.5. The Ministry of Education and Culture**

The Secondary School English Syllabus must be flexible enough to meet the needs of the students, particularly in the highlands. There is a need for curriculum researchers, language educators, and EFL instructors to study the sociolinguistic constraints, and other related factors, which hinder the implementation of EFL programs in remote areas.

It is important that careful attention be paid to the teaching of the national language in the highlands. In addition to providing a

It is important that careful attention be paid to the teaching of the national language in the highlands. In addition to providing a sense of national unity, effective teaching of the national language facilitates the teaching of the English language. To enrich the authenticity of the instructional materials, perhaps a greater prevalence of movies and other cultural artifacts in the national language would assist people in the highlands to acquire it more quickly and make its acquisition easier.

Because it is a fact common to educational systems in all countries of the world that teachers tend to teach to the test, it is important that national English examinations be consistent with the goals of the curriculum. Teacher practices are determined to a great degree by their understanding of what students need to do in order to perform effectively on national examinations.

## **2.6. Suggestions for Future Research**

Little empirical research has been conducted in Indonesia comparing the actual effectiveness of different approaches to TEFL. An approach that may be very effective in an ESL setting, where the Communicative Approach was developed, may be less effective in other settings, such as the EFL setting. It is therefore important to determine which approaches, and which combination of techniques drawn from various approaches, is most effective in particular situations. Future research could focus on some the questions listed below.

common level of training among teachers in a setting, do those classrooms in which a syllabus is used that provides clear instructional techniques based on a sequencing of linguistic forms produce students with the same, a higher, or a lower level of grammatical competence than do classrooms in which a syllabus is used that is based on a sequencing of communicative functions?

Second, given a common setting such as the highlands, does an instructional approach that provides a consistent focus on pronunciation in the first year of EFL learning produce students who read better than an approach which does not focus on pronunciation? This question is of interest because there is evidence from first language research on reading that effective decoding of phoneme-grapheme correspondences enhances the reading process.

Third, given a common setting such as the highlands, does the instructional technique of peer-peer task work enhance the acquisition of any of the four skills of speaking, listening, reading, and writing, as opposed to the instructional techniques used for whole-class learning?

**Appendix A**  
**The Status of English Teaching in the Curriculum**  
**(Ministry of Education and Culture, 1991)**

No.	Period	Description	Remarks
1.	1962-1967	<p><b>SMP Curriculum 1962</b></p> <p>The lesson scheme was changed and made compatible with the Pancawarshana system.</p> <p>Important changes include:</p> <ol style="list-style-type: none"> <li>1. The abolition of the division into A and B departments.</li> <li>2. The addition of two new subjects, i.e., administration and home economics.</li> <li>3. Inclusion of extracurricular activities (Krida)</li> <li>4. Provision of Guidance and Counselling</li> <li>5. Grouping of subjects into the following four categories:               <ol style="list-style-type: none"> <li>a. Basic</li> <li>b. Creative</li> <li>c. Affective</li> <li>d. Krida</li> </ol> </li> </ol>	
2.	1967-1973	<p><b>SMP Curriculum 1967</b></p> <p>The SMP lesson scheme was made compatible with the demand of the New Order. Modifications included changing the term lesson scheme into Education Scheme.</p>	



No.	Period	Description	Remarks
3.	1973-1975	<p>Political factors were of more influence in the modifications in the Education Scheme rather than other factors. All topics on Communism were abolished. Grouping of subjects were made into the following categories:</p> <ol style="list-style-type: none"> <li>1. Building up of the Pancasila spirit.</li> <li>2. Building up of Basic Knowledge</li> <li>3. Building up of Specific Competences.</li> </ol> <p><b>SMP Transition Curriculum</b></p> <p>One year after the Curriculum 1967 came into effect, various efforts were made to modify the teaching content.</p> <ol style="list-style-type: none"> <li>1. Developments in science and technology necessitated modifications in the science subjects. The time allocated per week was increased from 41 to 43 periods.</li> <li>2. Algebra and geometry were merged into mathematics.</li> <li>3. The teaching content as well as methodology were modified. The spelling system was made compatible with the Newly Modified Spelling System.</li> </ol>	

No.	Period	Description	Remarks
1.	1976-1987	<p><b>SMP Curriculum 1975</b></p> <p>The main goal of this curriculum was to improve the quality of national education. On the basis of this curriculum, the aims of education in the SMP were as follows:</p> <ol style="list-style-type: none"> <li>1. <b>General Aims, i.e., that SMP graduates should</b> <ol style="list-style-type: none"> <li>a. become healthy and strong, both physically and spiritually;</li> <li>b. have a full grasp of the general education which constitutes a continuation of education at the primary level;</li> <li>c. possess the means to continue their studies to the SMA and to be able to find a job</li> </ol> </li> <li>2. <b>Specific aims, i.e., that SMP graduates should</b> <ol style="list-style-type: none"> <li>a. In the cognitive domain               <ul style="list-style-type: none"> <li>- possess knowledge of religion, the basis of affairs of state and government in accordance with the 1945 Constitution</li> <li>- possess a basic knowledge of demography, family welfare, and health</li> </ul> </li> </ol> </li> </ol>	

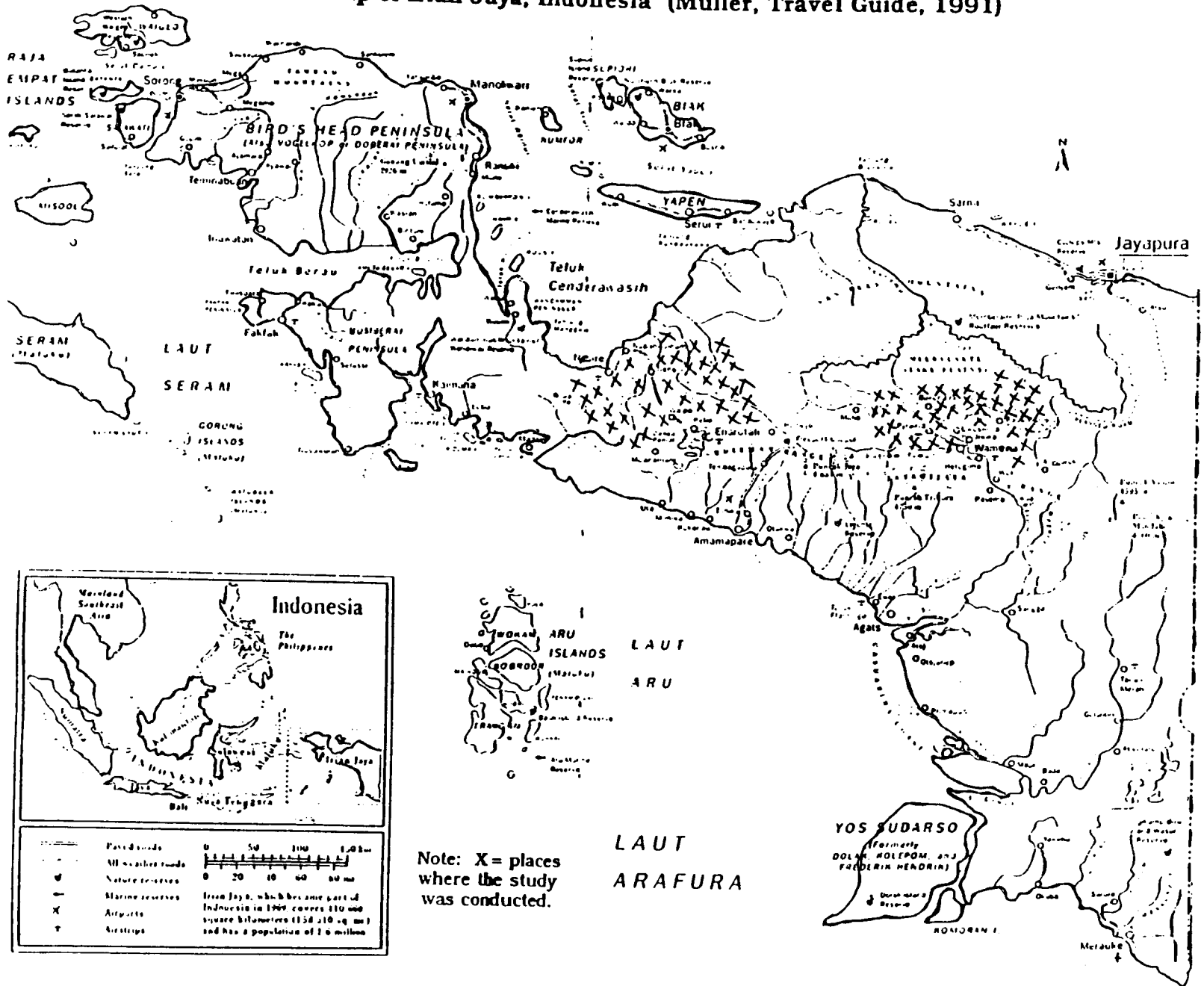
No.	Period	Description	Remarks
		<ul style="list-style-type: none"> <li>- possess a basic knowledge of mathematics, science, social sciences, Indonesian languages English</li> <li>- possess a knowledge of various middle-level occupations in the community.</li> <li>b. In the area of competence               <ul style="list-style-type: none"> <li>- be able to study well</li> <li>- possess the skill to solve simple problems in a systematic way</li> <li>- have the competence to communicate socially both orally and in writing</li> <li>- have the skill of at least one field of art</li> <li>- have a skill in at least one pre-vocational type in accordance with their interest and aptitude and environmental needs</li> </ul> </li> <li>c. In the area of value and attitude               <ul style="list-style-type: none"> <li>- accept and carry out Pancasila and the 1945 Constitution</li> <li>- accept and carry out religious teachings and the teaching of the Belief in one God</li> </ul> </li> </ul>	

No.	Period	Description	Remarks
5.	1988/1989 to date	<p>- be able to love their fellow humans, nation environment</p> <p>- possess a democratic attitude and consideration for others.</p> <p>The Curriculum 1975 consists of three programs:</p> <ol style="list-style-type: none"> <li>1. General Education Programme</li> <li>2. Academic Programme</li> <li>3. Skills Education Programme</li> </ol> <p>The method of presentation at the SMP is based on what is called Instructional System Development Procedure, developed through a unit lesson method.</p> <p><b>Modified Curriculum 1975</b></p> <ol style="list-style-type: none"> <li>a. The goals of education at the SMP level has its basis in the aims of the national education as stated in the Broad Outlines of the State Policies of 1988, i.e., to improve the quality of Indonesians, namely people who are devout believers in the One God, of high moral, disciplined and hard-working, of high integrity, responsible, able to be autonomous, intelligent and competent</li> </ol>	

No.	Period	Description	Remarks
		<p>and of a healthy body and mind.</p> <p>b. On the basis of the above national education aims, the objectives of education at the SMP level are:</p> <p><b>First</b></p> <p>To educate students to become developmental beings as Indonesian Nationals with a strong foundation on the Pancasila and the 1945 Constitution.</p> <p><b>Second</b></p> <p>To provide students with the basic competence needed for education at a higher institution.</p> <p><b>Third</b></p> <p>To provide students with the basic skills to enter life in the society, on the basis of their interest, ability and environment</p> <p>c. Educational Programmes</p> <p>1. <b>General Education Programme</b></p> <p>The programme is designed to achieve the first objective, and comprises the following subjects:</p> <p>1) Religious Instruction</p>	

No.	Period	Description	Remarks
		<p>2) Teaching of the Pancasila Moral</p> <p>3) History of the People's Struggle for Independence</p> <p>4) Physical Education</p> <p>5) Health</p> <p><b>2. Academic Programme</b></p> <p>The programme is designed to achieve the second objective and comprises the following subjects:</p> <p>1) Indonesian Language</p> <p>2) English Language</p> <p>3) Regional Language</p> <p>4) Social Science</p> <p>5) Mathematics</p> <p>6) Science</p> <p><b>3. Skills Education Programme</b></p> <p>This programme is designed to achieve the third objective and consists of one subject, namely Skills Education.</p>	

## Appendix B The Map of Irian Jaya, Indonesia (Muller, Travel Guide, 1991)



**Appendix C**  
**Names of Junior Secondary Schools Where**  
**The Study Was Conducted**

**Paniai District:**

1. SMP Negeri I Nabarua.
2. SMP Negeri II Girimulyo.
3. SMP Negeri III SP I.
4. SMP YPPK Nabire Antonius.
5. SMP YPK Oyehe Nabire.
6. SMP Negeri IV Siritwini.
7. SMP Negeri V Kotabaru
8. SMP Negeri Yaur Wanggar.
9. SMP Negeri Napan Wenami.
10. SMP Negeri Humeyo Topo.
11. ST Negeri Siritwini.
12. SMP Yapis Nabire.
13. SMP Pertanian Nabire.

**Jayawijaya District:**

1. SMP Negeri I Wamena.
2. SMP Negeri II Wamena.
3. SMP Negeri III Wamena.
4. SMP YPPK Wamena.
5. SMP Yapis Wamena.
6. SMP YPK Wamena.
7. SMP Negeri I Kurulu.
8. SMP Negeri I Asologaima.
9. SMP Negeri II Asologaima.
10. SMP Negeri Kurima.
11. SMP PGRI Wamena.



**Appendix D1**  
**A Sample of the Junior Secondary English Curriculum For the First Year Student**  
**(Departemen Pendidikan dan Kebudayaan Kurikulum Bahasa Inggris, 1984)**

Curricular Objectives	General Instructional Objectives	Topics For Presentation		Program			Methods	Sources	Eval.
		Subtopics	Description	Cls.	Sem.	Hrs			
Students have interest & ability to read, to listen, to speak, & to write basic syntactical patterns with 1500 words	1. Students are able to understand & use positive, negative, & interrogative sentences using auxiliary "to be" in present tense.	1.1. Structure 1.1.1. wh Q with what & who + be & the answers 1.1.2. Demonstrative Pronouns "this" & "that" with yes/no answers.	To listen & repeat after the symbolic sounds To see the differences between sentences & find out the type of syntactical patterns. eg. Who is this? It is Hasan. + This is a book. - That is not a book. ? Is this a book? etc	1	1	8	Demonstrating Questions & Answers Exercises	Aids: Object Pictures Flannel Board Source: Textbooks Supplementary	Written Test (objective)
	2. Students are able to understand & use words related to their school, house, & environment	2.1. Vocabulary 2.1.1 words related to classroom, house, & environments. 2.1.2 words related to names & titles.	To listen to words being pronounced, to give the meaning  To use the words in sentences about schools, houses, & environments.				Demonstrating Questions & Answers Exercises	Aids: Objects Pictures Flash card Flip card chart  Source: Textbooks	Directed Test Written Test
	3. Students are able to understand simple sentences	3.1. Reading 3.1.1. Reading passage	To use words related to Mrs., Mr., Miss, Ms. To listen to reading passage To understand the passage To read the passage				Demonstrating Questions & Answers Exercises	Pictures Text books Supplementary Materials	Listening Test
	4. Students are able to understand and interpret the language used to identify objects and people through conversation	4.1. Spaking Conversation about objects and people							
	5	5.1. Writing To write simple sentences using syntactical patterns 1.1.1. and 1.1.2	To write simple sentences using pictures about objects, people, etc				Homework Exercises	Textbooks Pictures	Written Test

**Appendix D2**  
**A Sample of the Junior Secondary School Curriculum**  
**For the First Year Student**  
**Departemen Pendidikan dan Kebudayaan Kurikulum Bahasa Inggris, 1984)**

SEKOLAH : SEKOLAH MENENGAH TINGKAT PERTAMA UNLON (SNMP)  
 KELAS : I

RUJUKAN LITERATUR	RUJUKAN INSTRUKSIONAL (KEMENTERIAN)	BAHAN PENGAJARAN				PROGRAM			METODE	SARANA/ SUMBER	PENILAIAN	AFTERKANGSI
		PROSEDUR BAHASAN	URAIAN	US	SEM	JAW	PEL					
1	2	3	4	5	6	7	8	9	10	11		
<p>Siswa membaca novel dan berdiskusi tentang isi cerita. Siswa diminta mengartikan dan meringkas bagian-bagian novel. Siswa diminta mengartikan dan meringkas bagian-bagian novel. Siswa diminta mengartikan dan meringkas bagian-bagian novel.</p>	<p>1 Siswa akan mengartikan, meringkas dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	<p>11 Berbicara                      111 Cara mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	<p>Mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	1	1	1	8	<p>- Demonstrasi                      - Tanya jawab                      - Latihan</p>	<p>- Peraga                      - Benda-benda nyata                      - Gambar                      - Gambar                      - Pita Card                      - Chart                      - Sumber                      - Buku Paket</p>	<p>- Tes Pilihan                      - Tes uraian                      - Tes uraian                      - Tes uraian                      - Tes uraian</p>		
<p>Siswa akan mengartikan, meringkas dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	<p>2 Siswa akan mengartikan, meringkas dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	<p>21 Berbicara                      211 Cara mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	<p>Mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel. Siswa akan mengartikan dan meringkas bagian-bagian novel.</p>	1	1	1	8	<p>- Demonstrasi                      - Tanya jawab                      - Latihan</p>	<p>- Peraga                      - Benda-benda nyata                      - Gambar                      - Gambar                      - Pita Card                      - Chart                      - Sumber                      - Buku Paket</p>	<p>- Tes Pilihan                      - Tes uraian                      - Tes uraian                      - Tes uraian                      - Tes uraian</p>		

**Appendix E**  
**Letter From SFU for Data Collectin in Irian Jaya**

**SIMON FRASER UNIVERSITY**

FACULTY OF EDUCATION

Graduate Programs



BURNABY, BRITISH COLUMBIA V5A 1S6  
Telephone: (604) 291-3395

291-4787

April 6, 1993

TO WHOM IT MAY CONCERN

**Re: YOHANA YEMBISE**

This letter certifies that Ms. Yohana Yembise is a registered graduate student in the Faculty of Education and is returning to Indonesia to collect data for her thesis on Teaching English as a Foreign Language. She is working under the supervision of Dr. Gloria Sampson of this Faculty.

I would appreciate your assistance in granting Ms. Yembise access to people who can provide information for her thesis research.

Yours sincerely,

Michael ~~Manley~~-Casimir  
Professor and  
Director  
Graduate Programs

MMC:mn

Appendix F  
Letter From Cenderawasih University to the Department of Education  
in the Paniai and Jayawijaya Districts



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS CENDERAWASIH  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jln. Sentani, Adepura Jayapura  
P. O. Box 422

Telp. Oromat : 81305  
TELEX : 7613X

Nomor : 1440 /PT29.H5.VKIP/Q/1993  
Lampiran : --  
Hal : Izin Penelitian  
a.n. Dra. Yohana Yembise

17 89

Kepada : Yth. : 1. Kepala Kantor  
Depdikbud Dati II Jayawijaya  
di  
W A M E N A  
2. Kepala Kantor  
Depdikbud Dati II Paniai  
di  
N A B I R E

Dengan hormat kami beritahukan bahwa Dra. Yohana Yembise Staf Dosen Tugas Belajar pada Jurusan Pendidikan Bahasa dan Seni, Program Studi Bahasa Inggris FKIP Uoneen akan melaksanakan Penelitian dalam rangka penyelesaian **THESIS** pada **SIMON FRASER UNIVERSITY**, maka kami mohon bantuan Saudara memberikan izin kepada yang bersangkutan untuk melakukan Penelitian pada SLTP dilingkungan kerja Saudara.

Atas bantuan dan kerjasama yang baik, kami ucapkan terima kasih.



ka n  
tu Dekan I,

Tembusan :

1. KetJur PBS;
2. KetProg. Studi Bhs. Inggris;
3. Yang bersangkutan.

D. J. KENYAAN, M.Sc  
130 803 308

**Appendix G**  
**Letter From the Department of Education and Culture: Permission to  
 the Author for Data Collection**

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
 WILAYAH PROPINSI IRIAN JAYA  
 KANTOR KABUPATEN JAYAWIJAYA  
 JALAN DIPONEGORO ----- TELP.0969-31179 ----- KOTAK POS 106 WAMENA

S U R A T   P E N G A N T A R  
 NOMOR : 2172/IIS.2/W/93

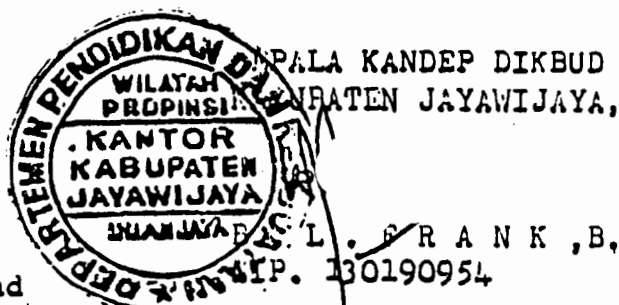
9 Agustus 1993

Kepada  
 Yth : Kepala SLTP Negeri/Swasta  
 di-  
 W a m e n a .

Harap bantuan Saudara memberikan penjelasan-penjelasan yang terkait dengan bidang penelitian Program Studi Bahasa dan Seni disekolah Saudara guna penyelesaian THESIS pada SIMON FRASER UNIVERSITY.

Untuk diketahui bahwa Saudara Dra.Yohana Yembise adalah Staf Dosen Tugas Belajar, Jurusan Pendidikan Bahasa dan Seni pada FKIP Uncen Jayapura.

Demikian untuk maklum dan terima kasih atas bantuan Saudara.



Tembusan Yth :

1. Kepala Kantor Wilayah Depdikbud Prop. Irian Jaya U.p. Kepala Bidang Dikmenum Di - Jayapura;
2. Pembantu Dekan I Universitas Negeri Cendrawasih Jayapura di Jayapura.

**Appendix H**  
**Letter From the Department of Education and Culture in the Paniai**  
**District: Permission to the Author for**  
**Data Collection**

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
 WILAYAH PROPINSI IRIAN JAYA  
 KANTOR KABUPATEN PANIAI

Jln. Merdeka 59 Nabire 98815

Telp. 21048 Kotak Pos 146 Nabire 98801 Alamat Kantor : KANDEPK NABIRE!

Nomor : 2345 / IIR.5 / Q/93

23 Juli 1993

Lampiran : -

Perihal : Izin Penelitian.-

Kepada

Yth. : Dra. YOHANA YEMLISE  
 Staf Dosen Tugas Belajar FKIP-UNCEN  
 di-

N A B I R E.-

Memenuhi permintaan Dekan FKIP-UNCEN dalam surat tanggal 17 Juli 1993 dengan ini kami memberikan Izin kepada Saudara untuk melaksanakan penelitian ke SLTP di Nabire / Kabupaten Paniai dalam rangka penyelesaian Thesis pada SIMON FRASER UNIVERSITY.

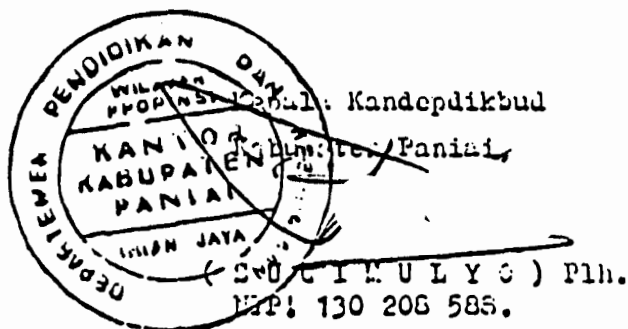
Dengan ketentuan :

1. Tidak mengganggu Jam - jam, pelajaran di Sekolah
2. Sepengetahuan / melapor pada Kepala Sekolah yang menjadi Obyek penelitian sebelum menjalankan penelitian.

Untuk menjadi maklum dan dipergunakan sebagaimana perlu.-

Tembusan Kepada Yth :

1. Kakanwil Dopsdikbud Propinsi Irian Jaya di Jayapura.
2. Pengawas SLTP / SLTA di Nabire.
3. Dekan FKIP-UNCEN di Jayapura.
4. Bupati Kepala Daerah Tingkat II Paniai di Nabire



(SUDJI MULYO) Plh.  
 HP: 130 208 585.

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