

# **Psycholinguistics**

**Some Aspects and  
Classroom Implementation  
In NNs Settings**

**Tagor Pangaribuan**

**Pematang Siantar**

**L—SAPA**

**3<sup>th</sup> Edition**

**2012**

***Psycholinguistics***

***Some Aspects of  
Classroom Implementation  
In NNs Settings***

**Tagor Pangaribuan**

Penerbit L – SAPA  
3<sup>rd</sup> Edition 2012

ISBN 978-979-1155-30-4



9 | 789791 | 155304



## *Foreword*

The 3rd millenium is an information era. With such substantive development in infomation and IT, owrld information becomes global needs, with the English as its media. In he beginning English is a foeign language. Then, it grows as an international language, and now in this M3 become the generic information means for international matters, affairs, state of the arts and the like.

For Indonesia, the vision of ELT has long been motivated as follows<sup>1</sup>:

***Bung Karno:...***

***Internationalisme .... itu bukanlah Indonesia  
Uber Alles Indonesia hanya satu bagian kecil  
dari dunia... .nasionalisme tidak dapat hidup  
subur kalau tidak hidup dalam taman sarinya  
internationalisme<sup>1</sup>***

Learning English in Indonesia is to develop Indonesian mindset to understand Indonesia in its national path, and the strives along.

---

<sup>1</sup> <sup>1</sup>Cyndy Adams, Guruh Sukarno Putra, **Bung Karno Penyambung Lidah Rakyat**, 2009:191 Yayasan Bung Karno,

Despite the matter, English learning and acquisition naturally posits itself a nonnative speaker (NNs) settings at large. This book is a body of strives, research and struggle how English learning and acquisition take place from classroom to classroom in Indonesian learning acquisition matters at various non native settings. The enterprise is to find better and faster acquisition strategies for succesful learning. It is a professional challenge for English teacher in Indonesia in general and in the ELT profession as well, how and what the teaching policy is for.

This book elaborate some realities about language acquisition, discourse acquisition, approximative development, all I call A-Path (Acquisition Path). Every learner are different at times when they speak English, and are different at competencies how well they communicate. This book invites more resources for enlightenment and solution for succesful A-Path in English comunicative competence.



# **C O N T E N T**

<i>Chapter 1 PSYCHOLINGUISTICS IN THE CLASSROOM THE REALITIES OF NNS ENGLISH ACQUISITION .....</i>	<i>1</i>
<i>Chapter 2 DISCOURSE COMPETENCE PSYCHOLINGUISTIC EXPERIMENTS .....</i>	<i>87</i>
<i>Chapter 3 DISCOURSE COMPETENCE .....</i>	<i>97</i>
<i>Chapter 4 DISCOURSE ACQUISITION .....</i>	<i>106</i>
<i>Chapter 5 PSYCHOLINGUISTIC STUDY ON DIARY .....</i>	<i>125</i>
<i>Chapter 6 WRITING COMPETENCIES .....</i>	<i>135</i>
<i>Chapter 7 SOME ASPECTS OF WRITING ACQUISITION IN NS SETTING.....</i>	<i>147</i>
<i>Chapter 8 SOME QUESTS.....</i>	<i>174</i>
<i>REFERENCES .....</i>	<i>175</i>
<i>Index .....</i>	<i>189</i>
<i>Glossary .....</i>	<i>190</i>

## Preface

Successful learners are educational ideals. With respect to Plato's vision "No Scholae sed vitae discimus" and his thesis on innate capacity, education is to pop the leaners's innate capacity. Focus on the learner's acquisition is the nuclear point of English Mastery. English acquisition in NNs (Non Native Speaker) is the focus of English teaching in Indonesia and elsewhere in its nonnative settings. Teachers are confronted to real situations in the classroom and how the NNs learners will gain success in achieving their English communicative competence. With respect to these matters, this bnook posits problems on how the NNs learners acquire English in the classroom and outside. It attempts to configure nature of NNs acquisition in their natural road to English, process of development and how this enlightenment helps English teachers to devlop better teaching and more effective performance acquisition in classroom teaching. It links some instance of lessons plans in grade 10 as area we observe, research and later try out in the classrooms. Hopefully, all these helps teachers build their students as first-class minds.

All the chapters have been presented in national and international seminars. For all, I appreciatre my deep appreciations to English Department students for their contributions and interests in discussing the points.

The writer



ISBN 978-979-1155-30-4





# Chapter 1

## ***PSYCHOLINGUISTICS IN THE CLASSROOM THE REALITIES OF NNS ENGLISH ACQUISITION***

*For millennia, English communicative quality has been the secret and the mystery of successful learners.* Experts for centuries agrees that English communicative quality is the ideal model of global literacy where the learners acquires near native standards and gain the preivilleges to the construct, the structure and the paradigm of the modern mind, the civilized community, the homo academicus. The academe has wisdom. Their saying is the truth. As Ions Plato says, ‘*Of the many excellences which I perceive in the order of our State, there is none which upon reflection phases me better than the rule about poetry*’. But how does the learner get there to the English communicative quality as they dream? Again experts strive, struggles and try out experiments to find its realistic acquisition path.

There are two ends of a paradox that switch the acquisition pendulum, the world views of the experts as her paradigm view and the paths of successful learners they strive to articulate. As scientists, psycholinguist strive to quest for enlightenment in the immanence-transcendental law, to expose what is given and what is processible. Hence, they may sum up to articulate the acquisition path (A-Path) of those successful learners, and the most direct routes to the English communicative qualities.

# Learning Acquisition Paradigms

## Quality Formation in ELT

Schools learners are growing globally. Everyday learners are facing global gadgets such as cellular phone, parabola, internet, laptop, tablet, and various modern IT attach to their learning and life. They live naturally with all this tools and the atmosphere attach to it. Everyday from grade-0 to grade-12 they subconsciously live within these situations, the tools and the socio sphere arises from the situation. Within a decade, each of the school learners will be a generation of their time. How do they learn? The following is a conversation between a kid with her dad.

1. Context: A daughter fifth grader, is chatting with her dad in one afternoon.  
Kid : HP bapa cantik ya ? suka aku.  
Dad : kenapa inang ?  
Kid : ada lagunya ? bisa foto ?  
Dad : ya.  
Kid : ku pinjam dulu.
2. Context: the next few days.  
Kid : HP bapa ini senang aku.  
Dad : kenapa inang ?  
Kid : sama akulah ini ya ?  
Dad : gitu ya.
3. Context: a few weeks later.  
Kid : ini HP bapa yang baru ya ?  
Dad : oh iya

Kid : sama aku lah ini, kakak dua HPnya, jadi aku dua dong.  
Dad : gitu ya.

4. Context at home, a few months.

Kid : Kak bikin dulu facebook-aku.

Kakak : ya nanti kau masih kecil.

Kid : engga kak udah pra remaja aku. Bikin

Kakak : Tanya bapa dulu lah boleh ga?

Kid : ya pak boleh kan ?

Dad : untuk apa mu itu ?

Kid : temanan.

Dad : yang baik-baik kan ?

Kid : iya pak.

Dad : janji ?

Kid : iya pa.

Dad : ok

<5> Context: Grade 11: two students are making contacts.

Jenny : Hi Sri, ada homework kita?

Sri : Ya bahasa Inggris hal 41.

Jenny : Udah siap kau?

Sri : Agak sukar, terutama conditionalnya.  
Share ya?

Jenny : OK. Bawa cd kau, ya.

Sri : ya.

These are the life processes how our school learners live and grow from home to home, and they chat in school what they are doing and how they are doing what they are doing. School learners are home children who comes to schools with their family culture. Our school learners come from a various sociocultural and economic background. They bring to

school their life, how they learn at home through their life webs and how these webs of experiences format their mindset, world view, and intellectual structures. All these construct the learners' prior knowledge and all constitute their capacity to learn as well as its state of the arts.

These phenomena challenges ELT teachers to review his/her learning-acquisition paradigm in teaching English to his/her students. In one way English is a subject in a class, and a means of global communication in the other, and by M3, the learners are growing more and more to use English for interpersonal use, and for daily IT communication, and learnings.

So, how are we doing with our teaching?

## **ESL State of Affairs Learning vs Acquisition**

*The science of Teaching English in NNs Settings*

*The problem of Communicative Beachhead*

Communicative beach head is the basic foundation upon which English communicative of the learners are built overall instruction. One of the basic core for learners in NNs settings are how teacher decides the communicative beachhead for his/her

learners' communicative competence. Reviewing teaching materials on grade-1 to grade-12 nowadays show blatantly that the nature of communicative beachhead for the texts are rarely defined. It follows that the history of ELT in one or the other way may jeopardize how a teacher perceive the nature of communicative beach head in ELT pedagogy.

Since 1960's ELT in NNs setting getting global. But the methodology swings from grammar teaching to audiolingual to communicative. When teachers resort to grammar teaching the functional value of rhetoric and literature with grammar gets premium priority. When teachers resort to audiolingual classroom repetition and aural-oral communication gets priority under SR bonds. The major tenets of pattern practice are: *repetition, replacement, transformation, expansion, contraction, fixed-increment, substitution, and rejoinder and analogy*. Pattern practice discretely maturize learners one problem at a time, and make guided practice.

When teacher resorts to communicative competence, the wide researches grow from psycholinguistics, sociolinguistics, pragmatics, discourse takes new variables to classroom situation in formal-functional uses, styles, meanings and the like. In the last few years, genre teaching gets more and more prominent. Major tenets of communicative

approach is the use of speech acts with roles, the practice of pragmatics and the understanding of discourse competence to develop communicative quality in the learners. So how would NNs ELT teaching look like, especially in Indonesian contexts?

### *Diverse Orientation*

Teaching methodologies vary not only from a given school to another, but from teacher to teacher as well. In one way, teacher expects differences may enlighten resourcefulness to the profession. But still, every teacher assumes a syllabus of his/her own teaching and its orientation that students get vague and bewildered on what the state of the arts is. Some teachers assume learning and acquisition are not matters whereas the methodologist claims them as different.

Many ELT teachers are challenged to respond to the learners' success, teaching quality and learning quality. A few try to develop possible solutions but a lot get lost to the vision, "there are many routes to Rome, and this is not the only road." Teachers to resort to excuses for the various failures and less success. In ELT on Grade-1 to grade-12 in Malaysia for instance in general 11 years of teaching English is not a success (Seminar 2012, May, Pematangsiantar, Indonesia). Indonesian ELT by grade 12 assumes



National state exam functions as parameter to measure professional yields on the average of 60%. For those problems, ELT processes in NNs setting is worth consideration and orientation.

### *Continuous Improvement on ELT Teachers*

Various seminars, meetings, conference and policy analysis recommend *Continuous Improvement on ELT Teachers*. Certification on ELT teachers and teachers in general put this as priority how to keep up to PAR.

## **Learning Paradigm Generic Teaching in ESL Contexts**

Every teaching institution dreams for quality, including ELT in NNs settings. But, how and who will do the quality may sometimes bring to vague victory, and remains a dream. The thesis I would like to explore is that “The quality teaching is dependent on the management of systemic learning in the learner’s learning.” Learning is a process of knowing and doing. The knowing is a continuous comprehending process from a single discrete item of an entity to a holistic problem solution paradigm of the entity. Doing from knowing is just like fitting and fixing a given problem such as repairing when we do them with quality the process and the product are

perfect as the heaven's demand be ' perfect for this to thinks ideal with in this thesis, generic teaching and teaching improvement, the genral aspect pedagogy including ELT in NNs settings.

Generic teaching and its constituents teaching generic constituents are basic elements that account for learning event to take place. They are the learner, the learning, and the learning designer. In teaching it is the learner who does the learning s/he is the focus of all designed effort overall teaching variables. So, the soul of the teaching is only when the learner is doing the learning and does learn. The focus task of the teacher is to accomplish that the learner is doing learning and does learn. For this the teacher need know her or his recognition of the learner.

- < 1> - Knowing the learner
- Knowing who he is
- Knowing what he does know
- Knowing how does he know
- Knowing why does he know, what he know
- Knowing what does he want to know more
- Knowing how much does he want to know
- Knowing his or her vision of life.

A professional teacher does know the answers to “ *Knowing the learner so that's/ he can read what the learners characters are and how methodology difines her task to design the learning and to do*

*learning in the learners true teaching*". Teaching methodology in general divines how learning fosters that the learner are happy in learning and are successful as well. When this can be done, the teacher accomplished the main mission of teaching, the love of learning .

<2> Teaching mission : to accomplished the love of learning

<3> Learning is a process : according to John Dewey, learning is a problem solving process as follows.

*Q→problem-solving competency (John Dewey)*

*step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.*

*step-2: The individual exactly define with the problem is*

*step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.*

*step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.*

*step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.*

<4> For John Dewey education is for life and life is education. Everyone expects and adequate life.

<5> "Education is for an adequate life"

For John Dewey life is the survival of the fittest. The life platform is not nice to any citizen for the citizen are the homo sapiens. In the life platform the waves of the world challenge people to be a star or to be no body and for John Dewey only education, help developed a person to be somebody. Education by value helps empower everybody to be themselves that education help them to know themselves, to know what is going on and to anticipate what happen next.

Learning is the formation belief, capacity and skills. Teachers build confidence in the learners why a truth X is a value and why it is functional.

<6> Truth → A value

A functional principle

For examples,

a) water evaporates by heat

b) water freezes by releasing heat

Scholar studies waters, its moisture and its characters. By this human being controls how water character as a truth value to be functional in life praxis .such as water dam, irrigation, hydroelectric power, weather forecast, cybernetic in refrigerator and steam machine in older railway, and even water needs in big cities. In discourse studies content is an assumption of reality as a text, two sides of a coin. This water character as a simple example does state that the language text makes use of its thesis, principles, and logical notion

attach to it. What matters in language teaching is that the learners study the language meaning but less with the content, the logic and the principles inherent in water character. So, two aspects of comprehension becomes a handicap, *logical blind spot* and *communicative blind spots*.

In the paradigm of “no scholae sed vitae discimus” of Socrates, academy functions to build three acts of intellect to raise “the first class mind”, to think categorically, to think in proposition and to think in syllogism for valid inferential reasoning, to understand how the world is. Since then the structure of logic and human knowledge grows fast that more and more theories arise. Structure of one’s knowledge grow blended in a more complex structure. The following is a state of the arts how knowledge structure in the learner grows towards complexity.

# Learning-acquisition

## Input-intake

1. Discrete items (context free)
2. Context-sensitive:
3. Long term memory
  1. Schema
  2. Schemata
  3. Cognitive structure
  4. long-term memory
4. Metacognitive Competency
  1. Regulative competence
  2. monitor
  3. control
5. Transformative Competency
  1. Metacognitive
  2. Analogy
  3. Metatheory/competence

## INTAKE

- I. explicit learning

1-2

- II. Implicit learning

(3-4)

- III. Embedded learning

(5) → high learning  
processes

Teachers need horizon and resourcefulness to understand to enlighten matter of his subject, the subject of his teaching and the matter of his teaching. This leads ELT educators, teachers and learners to review, to learn to focus on the state of the arts in the subject matter own way as a subject and the state o the matter in communication for his/her academic research.

How learning are perceived in ELT various from its school of methodology. In the course of ELT, the traditional approach since Socrates teaches grammar as discrete aspects of ECC, and knowing grammar is the primary foci to master the language. Then the learners study the logic through sentence

analysis. In general only a few very dedicated learners gain from this approach to its peak prominent.

The structural linguistics introduces behavioristic psychology with the audio-lingual as its tenet to exercise teaching with a number of pattern practice. It makes some success to gain some basic ECC for practical use like immigrants to a new culture-country, entering a work vocation and the like. But many assumes that theory is less reliable for its homo-sapiens assumption for the primacy of TG linguistics with its ideal native speaker although it does not recommend any ELT methodology or pedagogy.

In 1970's Hymes introduces *Communicative Competence* paradigm as to communicate with the nature of communicating power as the tacit knowledge of its native speaker where learners communicate meaning as the native speakers feel, taste and comprehend his/her language. Since then the communicative approach launches as a plausible approach.

# Acquisition Paradigm

Acquisition defines ECC as a complex phenomenon with its dimension linguistic competence, sociolinguistic competence, strategic competence and discourse competence all of which comprises listening, speaking, reading and writing. Acquisition in one way follows creative-construction hypothesis in TG how language competence function creatively to construct novel and congruent sentences in real communication. Meanwhile, meaningfulness of this speech acts is developed following principles of sociolinguistics, discourse and strategic competence all constitute a communicative style of a speaker congruent as to context. This approach views ECC as an integrated competence, holistic in nature. Krashen (1980) proposes its thesis as follows

1. Acquisition-learning hypothesis
2. Natural order hypothesis
3. Comprehension precedes production
4. Monitor hypothesis
5. Affective filter hypothesis

Meaningful learning upon discourses and speech acts become the teacher focus, to conceive meaningful communication with genre and discourse in transactional and interactional value and its relevant styles as to context. Communicative value of a speech



act becomes a function in ECC how each learner sets a mastery of ECC in speech acts. Contextually, operating the ECC follows communicative code needed in adjacent contexts. Speech acts are treated as discourse in adjacency-pair constructs, discourse congruent, and congruent communicative profile.

Viewing acquisition in NNs settings, various researches (Pangaribuan, 2005, 2006, 2007) show that there are approximative gradual development in quality of ECC that a learner swifts gradually from silence-to-staccato, then to fluency, then accuracy and further natural ECC. At its peak, the learner reaches graceful ECC. The totality of the path is framed as follows.

## NNs Acquisitional Path

### COMMUNICATIVE COMPETENCE

	<b>Level-6</b>	<b>GRACEFUL</b>
	<b>Level-5</b>	<b>NATURAL</b>
	<b>Level-4</b>	<b>ACCURACY</b>
	<b>Level-3</b>	<b>FLUENCY</b>
	<b>Level-2</b>	<b>STACCATO</b>
	<b>Level-1</b>	<b>SILENCE</b>
	<b>Level-0</b>	

These levels can be observed explicitly when communicate with an NNs learner. We need to train this learner to manage his/her ECC learnings, using the helps of the learning paradigm to construct how the complexity works.

# Learning-acquisition

## Input-intake

1. Discrete items (context free)
2. Context-sensitive:
3. Long term memory
  1. Schema
  2. Schemata
  3. Cognitive structure
  4. long-term memory
4. Metacognitive Competency
  1. Regulative competence
  2. monitor
  3. control
5. Transformative Competency
  1. Metacognitive
  2. Analogy
  3. Metatheory/competence

## INTAKE

I. explicit learning

1-2

II. Implicit learning

(3-4)

III. Embedded learning

(5) → high learning  
processes

For ELT pedagogy, episodes works to reconstruct congruent meaningful learning in the learners. In the first place, discrete learning help much to build the communicative beach head in the learners. Elaboration theory (reigluth, 1986) dose mention that explicit learning helps cognitive mapping in the mind, and discrete point may help construct this cognitive peg. The episode hypothesis accounts that learners learn and acquire better when they learn meaningfully, and episodes make learning more meaningful. Pruning theory does help how logical construct merges to be higher learning. Any way, ECC complexity need to explicate to make it pedagogic for the learners to acquire.



# Strolling: HEAR



- When I am dying and all my soul so weary
- When troubles come and my heart burdens me
- And I am still wavy with the sadness
- Till you come and save my soul as it be
- You raise me up so I can stand on mountain
- You raise me up to hold a stormy sea
- I am strong when I am on your shoulder
- You raise me up to more than I can be
- You raise me up to more than I can be
- You raise me up to more than I can be

MATERI PELATIHAN KTSP 2009  
DEPARTEMEN PENDIDIKAN NASIONAL

HALAMAN

131  
You raise me up to more than I can be



X

## Problem analysis

- Problem:
- Solution: steps
  1. Identifying THESIS
  2. Identifying context
  3. Identifying information
  4. SPEECH structure: genre
  5. Draft
  6. edit

## sPEECH (Plato)

- Generic constituents
  - Purpose
  - Form
    - Topic sentence
    - Content
    - Concluding sentence
  - genre
- Proxegora → eloquence
- Inergia → vividness

Episodes: e-2

### Proxegora → eloquence

- The man gets up early
- He takes a bath
- He prays
- He has breakfast

E3

### Proxegora → eloquence

- The man gets up early
- He takes a bath
- He prays
- He has breakfast
- He takes his wool & peasant hat
- the sun is rising, the man is already dancing his wools on the soil and he is in his peasant hat.
- He is a good peasant

X

## Proxegora → eloquence

- The man gets up early
- He takes a bathhe
- He prays
- He has breakfast
- He takes his woo & peasant hat
- the sun is rising, the man is already dancing his woos on the soil and he is in his peasant hat.
- He is a good peasant

X

## Editing

Well it is interesting. The man gets up early in the very morning. Then, He takes a bathhe .Later, He prays. Afterwards, he has breakfast. Soon, He takes his woo & peasant hat . Now, the sun is rising, the man is already dancing his woos on the soil and he is in his peasant hat.**He is a good peasant**

## has breakfastProxegora →

## eloquence

Well **it is interesting**. **The man** gets up early. Then, **He takes a bath**. Later, **He prays**. Afterwards, **he soon has breakfast**, **He takes** his woo & peasant hat. Now, the sun is rising, **the man is already dancing his** woos on the soil and **he** is in **his** peasant hat. **He is** a good peasant.

- Coherence



---

Jalan Peratun No. 01 Medan Estate. Telp (061) 664 1781 Fax : (061) 664 1781  
E-mail : [gcmedan@plasa.com](mailto:gcmedan@plasa.com)

---

## English A-Path<sup>2</sup> in NNS Settings

Dr Tagor Pangaribuan MPd  
Growth Centre  
Directorate of Private Universities,  
Region I SUMUT-NAD

### Abstract

This paper is about English A-path (acquisitional-path) in NNS settings. Classroom experience inspires this study in a long qualitative naturalistic observation at teaching English to students in general and at English Departments in particular. Wheresoever, there are some naturalistic patterns of development of NNS learners in English Communicative Competence (ECC) observable in terms of various communicative constructs. Using naturalistic interview and diary journal, this paper quest for *a trend of English A-path in NNS settings*. It shows how NNS struggles and strives for English Communication, the constraints they strive to handle and the communicative affairs they gain.

---

<sup>2</sup> A-path: *Acquisition-path*

Saussure says "language speaks man"<sup>3</sup>. Any one's language reflects herself, her person, her personae, and her personality. This is the very base construct of language functionality. Structuralists view human being as a structure, a reflection of her language, her world view, her mission and her vision of the world. How does this state of affairs in ELT? ELT professionals think that there are natural syllabi where every English learner including nonnative speaker (NNS) of English exerts to some order of language acquisition<sup>4</sup>. This paper is a quest for English acquisition order, or acquisition path.

Research studies in Indonesia states some orders of acquisitions. Huda<sup>5</sup> (1988) stated that Indonesian learners follow similar significant order acquisitions to that of Second Language Learners. Pangaribuan (1992)<sup>6</sup> stated that there are some patterns of discourse competence development of discourse competence among NNS learners at English Departments, observable in functional categories such as cohesion, coherence, textuality and the like. Reaserch in pragmatics () said that

From these studies, it can be concluded that development of communicative competence can be observed in various functional aspects of the language.

---

<sup>3</sup> Philosophy, 2008

<sup>4</sup> Krashen, *Natural Approach*, 1978.

<sup>5</sup> Huda, Nuril, Order of Acquisitions in Indonesian Learners, (dissertation)1985.

<sup>6</sup> Pangaribuan, Tagor, *The development of Discourse Competence at English Department* (dissertation, Graduate School, Malang Institute of Educaxation, July, 1992)



## Methodology

Subjects in the research are of various observations, common NNS learners and English Department (ED) Learners. The NNS learners are those in early (grade-10) and late (NNS 7<sup>th</sup> semester) years of English learning, and English Departments.

This study basically follows an interpretive qualitative approach to quest acquisition order. Meanwhile it starts with order acquisition studies as done by those predecessors (data-1). Then, deals with naturalistic data, using diary (data-2) and speech acts (data-3) of NNS learners. The data were collected 18 months, February 2007- Oct 2008. The EDNNS learners are still active ED learners, with additional exposures to English through English clubs. Through the clubs learners are exercising communicative competence at English zones (ED offices) where they strictly speak English, English lounges at ED subjects and classroom, and English corners where they practice English among club members around campus. Meanwhile students at the 5<sup>th</sup> and 7<sup>th</sup> semesters are assigned to IT resources as subject references, homework activities and discussions in the NNS' major content plane.

Quantitative data follows the model commonly practice datacollecting in BSM<sup>7</sup> measures. Using some parts of Ilyn's Oral interview, the data were collected upon 10 NNS at grade 9 high achievers, 10 NNS learners from non English Departments, 18 NNS English department learners of 3<sup>rd</sup> semester and another 18 from 7<sup>th</sup> semesters.

Diary data are speech acts in written forms. Students are regularly assign to write diary as a prerequisite exercises to

---

<sup>7</sup> BSM, Bilingual syntax measure

elicit NNS data for TEFL techniques, psycholinguistics and Research in ELT subjects.

Other speech acts data are collected naturally observing NNS using English else where.

### 1. Quantitative data-A

Using oral interview, there are four steps are carried out to collect the data:

Step-1. Warming up In this step the interviewer are settling rapport to the interviewee.

Interviewer: Good morning.. what's your name please?

Step-2. Communication starter

This step introduces the interview mechanism to the the interview. Look at this picture-1.....



Step-3: Core activity: asking question 1-35.

Look at Picture-2, the next page.

1. This is Tom . He goes to work at..... He is working at....  
At 6.15 He is with his girl friend.

Now Answer my questions.

What time does Tom go to work?

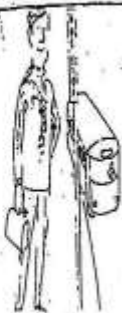
What does he do at 6.15 pm? etc

Step-4: Winding up (question 35-40)

**Direction: Imagine Tom is 26 years old. Browse the whole pictures, and answer the following questions.**

1. Describe what does Tom do.
2. Tell me how does Tom live.
3. Describe Tom's life style
4. Justify if Tom has gained a successful profession.
5. If you are Tom how would be your life style?

YESTERDAY



8:25



9:00-5:00



6:00-8:30



7:00-10:00

TODAY



8:25



9:00-5:00



6:00-8:30



7:00-10:00

SATURDAY



10:15



1:00-3:00



8:15



7:30-9:30

34

## Finding from data-1

### Scoring Points

- 0 Silence or no responses or wrong answers
- 1 correct short answers
- 2 correct, short and complete answers
- 3 correct, with pragmatic congruence.

## Data-2

The following are NNS diary data in a periodical observation. The following are the data.

### Diary

*The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10'o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping to horas market. Back from the market, I must go to field and work in there ... 1/3/2007*

*Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, 'you don't believe for yourself, don't ashamed. You must tanjalin you are as a woman and as a wife. I like bto look her because she has child and I think she is very like and nice. Then I go to my house.*

*30/3/2007*

*S1-3*

*Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jempat me. But he wasn't, and I msat back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house n I'm sick and I pray to God. In order, I healthy and can study.*

*24, 5, 2007*

*Sounds of my alarm make me wake up. But I'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I'm very sleepy, and people of the sit in my beside is very funny to look at me because He looks me sleep and I'm very ashamed ..... etc.*

3, 7, 2007

### Data-3: NNS Speech acts

The speech act data is naturally observed. The followings are some of the data.

**SAct-1 Context: One day, one of ED 1<sup>st</sup> semester students were at Lake Toba Prapat. Ms Siti 1<sup>st</sup> smester ED students (NNS) James (NS) where rowing at Lake Toba.**

.....

**Siti : Do you like the lake?**

**James : Yes, it is very beautiful. Indeed. This is my first day here.**

**Siti : Don't you have like this in Australia?**

**James : Yes, but trully it wa not that beautiful. This is marvellows.**

..... (silence)

**Siti : Why do you have an engel on your chin?**

**James : Turnd red ... (silent)**

..... Silence

**(Then they row to the Lake edge.)**

### Speech act2

Miss Nurmala<sup>8</sup> has known Ms Jane quite some time. She is visiting Susan. They are at home and doing conversation. Then Jane, ask Nurmala for a favour.

Susan : "Nurmala, do you have some time tomorrow?"

Nurmala : "What for?"

..... Silence...

---

<sup>8</sup> Nurmala a nickname

Susan : “ Well, Nurmala, please tell if you are busy”.  
 Nurmala : “..... (wonder, something wrong?”<sup>9</sup>

**Speech act 3**

Some time ago, a friend of mine Mr Yasid<sup>10</sup> was studying abroad, situated as a neighbour with an African Michail<sup>11</sup>. They are classmates. This situates both interlocutors in English NNS functional settings. Courtesy is universal. Every time Michael passes the isle dormitory, my friends greets “ Hallo, where are you going”. After some days, Michael asked for a conference to my friend, as follows.

Michael : Sir, I would like to talk to you.  
 Yasid : Yes, please, come in.  
 Michael : Sir, I wonder why every time I walk out, you always matter where I am going. I have to state that it is none of your business, where I am going. Is that clear, Sir?  
 Yasid : (Turned white face) ....Yes, yes. I’m sorry, I’m sorry.

**Finding and Interpretations**

1. Quantitative

1. Finding-1 Grade-9 NNS Learners of English

The interview was carried to high-achievers at grade-9, and the following are the scores.

No	NNS Learners	N	Scores			
			3	2	1	0
1	High achievers Grade 9	10	1	2	4	3

<sup>9</sup> Nurmala, my student, consults me what is wrong in the state of affair.

<sup>10</sup> A nick name

<sup>11</sup> A nick name

The data shows that some of the NNS learners, at grade-9, are still silent and only 1 at the level of pragmatic-sensitive speech act. This table roughly reflects that after learning English from grade-4 up to grade9, 2 hours per week at NNS settings, learners are not yet communicating in English.

#### Finding-2 NNS learners after grade-12

No	NNS Learners	N	Scores			
			3	2	1	0
2	Non ED, Univ, 7th sm	10	1	4	5	

This data shows that there is a tendency at university level, although more students are gaining more scores, still few communicate pragmatically congruent. Here it is not clear that if learners do not use English or at least do not practice, there is either no increase development or attrition.

#### 3. Finding-3 NNS learners at English Department semester-3

No	NNS Learners	N	Scores			
			3	2	1	0
3	3rd semester	18	5	10	3	

The data shows that at ED, more students are gaining more English.

#### Finding-4 NNS learners at English Department semester-7

No	NNS Learners	N	Scores			
			3	2	1	0
4	7th semester	18	12	5	3	



The data shows that at ED learners with more semesters, more students are gaining more English, no attrition and substantive progress.

#### Finding-5 Total accumulation

No	NNS Learners	N	Scores			
			3	2	1	0
1	Grade 9	10	1	2	4	3
2	Non ED, Univ 7th sm	10	1	4	5	
3	3rd semester	18	5	10	3	
4	7th semester	18	12	5	3	
	Total	56	<b>19</b>	<b>21</b>	<b>15</b>	<b>3</b>

When we combine all the data, the students distribution are in a plateau inclining from grade-9 to university level and a significant inclining at ED settings all of which support a gradual inclining of performances as English-path.

## 2. Qualitative NNS Diary

### *What students learn*

	DATA	What is learned	
		Goodness	Comments
S1.1	The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping	Expressive  The NNS learners are motivated to express ..... And thy did in their own terms	In the beginning

	<p>to horas market. Back from the market, I must go to field and work in there ...</p> <p>21/3/2007</p>		
S1.2	<p>Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, ' you don't believe for yourself, don't ashamed. You must tunjukan you are as a woman and as a wife. I like bto look her because she has child and I think she is very like and nice. Then I go to my house.</p> <p>30/3/2007</p>	<p>Meanwhile after 30 days of free self-expressings learners are getting to control interlanguage meanings but less on forms</p>	<p>Amonth after</p>
S1.3	<p>Today is Thursday. I must... Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to</p>	<p>After a continous two months regular writing, they are beginning to use monitor in controlling forms</p>	<p>The stepping stones to A-Path</p>

	<p>jemput me. But he wasn't, and I must back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house n I'm sick and I pray to God. In order, I healthy and can study. 24, 5, 2007</p>		
	<p>Sounds of my alarm make me wake up. But I 'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I m very sleepy, and people of the sit in my beside is very funny to look at me because He looks me sleep and I'm very ashamed ..... etc. 3, 7, 2007</p>	<p>Learners are beginning to gain her interlanguage style and more gain on form controls</p>	<p>More self-monitored articulation of English use.</p>

The diary language data supports that some aspects of developmental path of pragmatics and discourse performances.

### 3. Qualitative: Speech Acts

The speech act data is naturally observed. The followings are some of the data.

*Speech act-1 How to be polite*

*Context. At Growth Centre, NNS learners are required to use English.*

*Siska : Hallo brother. Wate for me.*

*Ginting: .... (no response)*

A Tobanese speaking English assume cultural pragmatic address is a sine qua none to greet a person, like “ito” (opposite-sex relatedness), “lae” (male-male relatedness) and “eda” (female-female relatedness). The NNS speaker data shows how such L1-meanings and politeness translated by saying “Hallo brother”.

*Speech act-2*

*Context: One day, one of ED 1<sup>st</sup> semester students were at Lake Toba Prapat. Ms Siti 1<sup>st</sup> semester ED students (NNS) James (NS) were rowing at Lake Toba.*

*.....*

*Siti : Do you like the lake?*

*James : Yes, it is very beautiful. Indeed. This is my first day here.*

*Siti : Don't you have like this in Australia?*

*James : Yes, but truly it was not that beautiful. This is marvellous.*

*..... (silence)*

*Siti : Why do you have an acne on your left chin?*

*James : Turned red ... (silent)*

*..... Silence*

*(Then they row back to the edge.)*

The data shows the patterns of talk-silence... talk-silence... talk...silence and the conversations ends in a flat. Three sequences show that speaker NNS at the 1<sup>st</sup> semester

**finally resorts to instant is or impromptu when she has difficulties to topicalize the speaking flows, the native fossil topicalization why do you have ...an acne.**

### *Speech act-3 NNS-NS*

Miss Nurmala<sup>12</sup> has known Ms Jane quite some time. She is visiting Susan. They are at home and doing conversation. Then Jane, ask Nurmala for a favour.

Susan : “Nurmala, do you have some time tomorrow?”

Nurmala : “What for?”

..... Silence...

Susan : “Well, Nurmala, please tell if you are busy”.

Nurmala : “..... (wonder, something wrong?”<sup>13</sup>

This data reveals that even when a NNS has some capacity to communicate, sometimes she fails to recognize pragmatic foregrounding of NS. This is an example of marked pragmatics that only when the NNS feels there is something is wrong, she is beginning to master more the language restricted code, elaborate code, and even the high code.

### *Speech act 4 NNS-NNS Settings*

Some time ago, a friend of mine Mr Yasid<sup>14</sup> was studying abroad, situated as a neighbour with an African Michael<sup>15</sup>. They are classmates. This situates both interlocutors in English NNS functional settings. Courtesy is universal. Every time Michael passes the isle dormitory, my friends

---

<sup>12</sup> Nurmala a nickname

<sup>13</sup> Nurmala, my student, consults me what is wrong in the state of affair.

<sup>14</sup> A nick name

<sup>15</sup> A nick name

greet “ Hallo, where are you going”. After some days, Michael asked for a conference to my friend, as follows.

Michael : Sir, I would like to talk to you.

Yasid : Yes, please, come in.

Michael : Sir, I wonder why every time I walk out, you always matter where I am going. I have to state that it is none of your business, where I am going. Is that clear, Sir?

Yasid : (Turned white face) ....Yes, yes. I’m sorry, I’m sorry.

This data shows that despite one’s mastery of English, some of the common ground becomes fossilization when characterizing the English in real situations.

### **The English Department NNS Community**

Some tentative observations reveal that by 1992, ED community under observation exercises only skills subjects are processed in English instructions and contents are in Indonesian. ED Faculty rarely speaks English to each other and students hesitate to communicate in English.

Then more instructors speak English under the demand of ED chairpersons and the ED begin to enhance English communication. By 2000, most staffs speak English and so are students. By 2005 ED exercises English clubs where there are English zones, longues and corners.

Under natural observation for years, there are some NNS interlanguage paths with respect to the ED learners tas to ELT community language learning they are characterizing, as follows:

**1. Silence**

This path is common to 1<sup>st</sup> and 2nd semester students. Sometimes it extent to next semesters.

**2. Staccato** This path is common to 1<sup>st</sup> and 2nd semester students. Sometimes it extent to next semesters. This is an initial stage of lateralization warming-up

**3. Fluency** This is a stage of lateralization where NNS have resources to perform continuous conversations

**4. Accuracy in form** At this path NNS monitors sentences but more or less not pragmatics, style, or discourse.

**5. Natural Communicative Competence** NNS feels at ease to monitor pragmatics, style, or discourse kinesics during the communicative process and proxemics

**The Horizon**

From the whole findings, it could be possibly concluded that language acquisition at NNS settings is a holophrastic complex system that each English learner passes some paths—the acquisition-paths (A-path) before the reach a natural English communicative competence level. The NNS natural syllabus exerts to some acquisitional - path, as follows.

		English A-Path				
		Path1-4: Interlanguage				
English Department NNS <b>A-Path:</b> State of the Arts	NNS learners enter ED 1 <sup>st</sup> sem				English Communicative Competence Ideals	
					Path-5	Natural Speech acts, monitor discour

					se aspects, less or no global errors
			Path -4	Monitor Grammatical Accuracy, but sometimes with pragmatic global errors	
			Path -3	Fluency with errors	
		Path -2	Staccato		
	Path-1	Silence			

## Discussions and Recommendations

NNS settings have been a rigorous and unique study from country to country. Analogies as to natural order of acquisition may be relativistic nature. Moments of lateralization of English and critical-period hypothesis and their relative periods are subject to how NNS settings are designed in a given institute whomsoever the NNS learners are.

Following the English A-path in NNS settings, it is an interesting challenge to plot the cannon of NNS English Learners' strives. Learners need exercises and practices to process some types of priority inputs relative to each A-path to be its intake. As it has been debated in past decades, English instruction was debated as to either accuracy or fluency models, both were needed.



From pedagogic approach, it can be concluded that the more the learners have made a breakthrough over the English A-path, more sensitivity exercises and practices are needed to more complex speech acts and language functional aspects such pragmatic, styles and the like.

### *Chapter 3*

In the following, you are reading. You are reading lesson plans of an English teacher. In psycholinguistics, you learn and strive to read them in terms of the A-path the teacher is articulating through her classroom acquisition plans, experiences and actions. The focus is simple: What acquisition path does the teacher hold in doing her lesson and how does she realize it in classroom English teaching acts? Now, instead of being a beginner in psycholinguistic study, please read the teacher's minds of teaching, planning and realizing her principles of English teaching, principles of acquisitions, and her CLT approaches.

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-1)

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

## Standar Kompetensi :

**Mendengarkan** : *Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.*

## Kompetensi Dasar :

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.

## Indikator :

- ❖ Mengidentifikasi kata yang didengar
- ❖ Mengidentifikasi makna tindak tutur berterima kasih
- ❖ Merespon tindak tutur berterima kasih (memberi tanggapan)
- ❖ Mengidentifikasi makna tindak tutur memuji
- ❖ Merespon tindak tutur memuji (memberi tanggapan)
- ❖ Mengidentifikasi makna tindak tutur mengucapkan selamat
- ❖ Merespon tindak tutur mengucapkan selamat (Memberi tanggapan)

**Alokasi Waktu :6 x 45 menit**

## B. Tujuan Pembelajaran :

- ❖ Siswa mampu mengidentifikasi kata yang didengar
- ❖ Siswa mampu mengidentifikasi makna tindak tutur berterima kasih
- ❖ Siswa mampu merespon tindak tutur berterima kasih (memberi tanggapan)
- ❖ Siswa mampu mengidentifikasi makna tindak tutur memuji
- ❖ Siswa mampu merespon tindak tutur memuji (memberi tanggapan)
- ❖ Siswa mampu mengidentifikasi makna tindak tutur mengucapkan selamat
- ❖ Siswa mampu merespon tindak tutur mengucapkan selamat (Memberi tanggapan)

## C. Materi Pembelajaran

### a. Expressing how to thank.

1. Situation-1: Teacher-student in the classroom

*Context-1 : The teacher greets a student.*

Teacher : Good morning Linda, how are you?

Linda : Good morning I m fine, thank you.

*Context-2 : a student is asking information*

Linda : Excuse me. Can you tell me where is the internet service, please?

Somebody : Are you a foreigner here?

Linda : Yes I am, I m just here 2 weeks.

S : Oh, you go straightforward this Sutomo street, there near telcom center on the left, there is an internet service.

Linda : Oh, thank you very much.

S : You are welcome.

*Context-3 : Asking information*

Foreigner : Excuse me. Is there any taxi travel here, I d like to go to Medan.

Student : Fine, if go this sutomo straightfowrd, after you pass supermarket Ramayana, on the left you will see Paradep Taxi.

Foreigner : Thank you. It s very kind of you.

Student : You'r welcome.

task-1 : Practice how to thank with your deskmates.

task-2 : Practice how to thank after asking informations

task-3 : Practice how to thank in new situations

Situation-3: Students are meeting a director in a corporate and doing students' practice on filing cabinet from their school assignment

task-4 : Students thank the dirctor for the practice access

task-5 : Students thank the stafs for the practice guide

task-6 : Students thank the worker for the practice tutorial

## 2. How to praise one's performance and doings

*Context : a birthday party*

Susan : Hi Lyn, you look charming tonight.

Linda : Thank you, you also are very nice tonight.

Susan : Don't mention it.

task-1 : appreciate a friend for her/his academic excellence

You are very smart this smester.

task-2 : appreciate one's sport starhood and championship.

task-3 : appreciate one's excellence in a specific field.

(mountain climbing, doing a big push in a basket team, winning pop songs, etc)

Jane : Hi, your mapatala has just finished expedition to Simarajarungjung.

Johnny : Sure, we r there for five days, camping.

Jane : Congratulation. It s very excellent of you.

Johnny : Don't mention it. It is our team compactness and synergy.

Situation-3: Students are in a birthday-party

John : Hi Susan, Many happy returns for your 17<sup>th</sup> birthday.

Susan : Thank you very much John.

Jack : Johnny, you pass ur exam aa?

Johnny : Yess Tom I pass ha ha.

Jack : Congratulation my big brother. Cherio.

Johnny : Cherio.

#### **D. Metode Pembelajaran: Communicative Language Teaching (CLT)**

Students practice listening comprehension through the following situations.

##### ***Situation-1: Teacher-student in the classroom***

task-1 : Practice how to thank with your deskmates.

task-2 : Practice how to thank after asking informations

task-3 : practice how to thank in new situations

task-4 : students thank the director for the practice access

task-5 : students thank the stafs for the practice guide

task-6 : students thank the worker for the practice tutorial

##### ***Situation-2: Students are in a birthday-party***

task-1 : appreciate a friend for her/his academic excellence

task-2 : appreciate one's sport starhood and championship.

task-3 : appreciate one's excellence in a specific field.

##### ***Situation-3 congratulate one's achievement.***

### E. Langkah – langkah Pembelajaran:

Perte- muan	Kegiatan	Alokasi Waktu
1	<p>Situation-1: How to thank</p> <p><u>Kegiatan awal</u> : (introducing the lesson)            task-1 : Teacher-student in the classroom            The teacher demonstrate teacher-student and student-student dialogues interactions in classroom atmosphere.</p> <p><u>Kegiatan Inti</u> :            Simulation and role practice</p> <p>task-2 : A student meet another student and they demonstrate roles in the dialog</p> <p>task-3 : A student meet another student and they practice roles in the contexts.</p> <p><u>Kegiatan Akhir</u> :            ❖ Students demonstrates how to thank, to praise and to congratulate</p>	2 x 45`
2	<p>How to praise one’s performance and doings</p> <p>Context : a birthday party            Susan :Hi Lyn, you look charming tonight.            Linda :thank you, you also are very nice tonight.            Susan :Don’t mention it.</p>	2 x 45`

	<p>task-1 : appreciate a friend for her/his academic excellence  You are very smart this smester.</p> <p>task-2 : appreciate one’s sport starhood and championship.</p> <p>task-3 : appreciate one’s excellence in a specific field (mountain climbing, doing a big push in a basket team, winning pop songs,etc)</p> <p>Jane : Hi, your mapatala has just finished expedition to Simarajarunjung.</p> <p>Johnny : Sure, we r there for five days, camping.</p> <p>Jane : Congratulation. It s very excellent of you.</p> <p>Johnny : Don’t mention it. It is our team compactness and synergy.</p> <p><u>Kegiatan akhir :</u>  The students demonstrate the appraisals to their friends using the dialogs.</p>	
3	<p>Congratulate one’s achievements or excellence</p> <p><u>Kegiatan awal:</u>  Introducing congrat situation:  Hi ..... when is your birthday?  When your mom is on birthday ....  When one of your sister is on birthday  On your 17<sup>th</sup> birthday, do you make party??</p>	2 x 45`

	<p>Situation-3 : Students are in a birthday-party</p> <p>John : Hi Susan, Many happy returns for your 17<sup>th</sup> birthday.</p> <p>Susan : Thank you very much John.</p> <p><u>Kegiatan Inti :</u></p> <p>Jack : Johnny, you pass ur exam aa?</p> <p>Johnny: Yess Tom I pass ha ha.</p> <p>Jack : Congratulation my big brother Cherio.</p> <p>Johnny : Cherio.</p> <p>task-3 : appreciate one's excellence in a specific field (mountain climbing, doing a big push in a basket team, winning pop songs,etc)</p> <p>doing a big push in a basket team</p> <p>La : Hi Ko, I heard your basket team will represent our school.</p> <p>Eko : Sure, we have won the last semi-final.</p> <p>La : Congratulation.</p> <p>Eko : Don't mention it. We stil have to work hard. Would you support?</p> <p>La : Sure, I would watch your competition with friends.</p> <p>Eko : I appreciate. Give us applause.</p> <p>La : Why not. You re our favorite.</p> <p>winning pop songs,etc</p> <p>Jenny : Hi Fris, congratulation for your pop song award.</p>	
--	---	--



	<p>Friska : Thank you. It s the friend’s support.</p> <p>Jenny : How about this independence pop song competition?</p> <p>Friska : I will joint it.</p> <p>Jenny : I support you with friends.</p> <p>Friska : Thank you very much.</p> <p><u>Kegiatan Akhir :</u> Students practice role playing as Friska and Jenny, etc</p>	
--	--	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassetes & tape-recorder

**G. Penilaian:**

- ❖ Ulangan tertulis:  
Context : a student is congratulating her friend in a basket team. In the dialog the student is supporting her favortite team.  
Instruction : Write the dialogue.
- ❖ Performance : Students demonstrate appraisals in front of the class.

Mengetahui:

Guru Mata Pelajaran,

.....

.....

# Communicative Language Teaching (CLT)

Krashen & David Nunnan

## 1. Krashen

### a. Principles

- acquisition learning hypothesis
- comprehension precedes production
- natural order hypothesis
- monitor hypothesis
- input hypothesis
- affective filter hypothesis

### b. Implementation:

- situation
- topic
- genre

## 2. David Nunnan

### a. task-based communicative activity

### b. communicative interaction in listening, speaking, reading & writing

### c. specific focus

## Implementation :

### *Situation-1: Teacher-student in the classroom*

Context-1: The teacher greets a student.

Teacher : Good morning Linda, how are you?

Linda : Good morning I m fine, thank you.

Context-2 : a student is asking information

Linda : Excuse me. Can you tell me where is the internet service, please?

Somebody : Are you a foreigner here?

Linda : Yes I am, I m just here 2 weeks.

Somebody : Oh, you go straightforward this Sutomo street, there near telcom center on the left, there is an internet service.

Linda : Oh thank you very much.

Somebody : You are welcome.

### ***Situation-1: Teacher-student in the classroom***

task-1 : Practice how to thank with your deskmates.

task-2 : Practice how to thank after asking informations

task-3 : Practice how to thank in new situations

task-4 : Students thank the director for the practice access

task-5 : Students thank the staffs for the practice guide

task-6 : Students thank the worker for the practice tutorial

Students practice listening comprehension through the following situations.

### ***Situation-2: Students are in a birthday-party***

task-1 : appreciate a friend for her/his academic excellence

task-2 : appreciate one's sport starhood and championship.

task-3 : appreciate one's excellence in a specific field.

### ***Situation-3 congratulate one's achievement.***

Context-3: Asking information

Foreigner : Excuse me. Is there any taxi travel here, I d like to go to Medan.

Student : Fine, if go this sutomo straightfowrd, after you pass supermarket Ramayana, on the left you will see Paradep Taxi.

Foreigner : Thank you. It s very kind of you.

Student : You r welcome.

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-2)

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

### **Standar Kompetensi : Berbicara**

*Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.*

### **Kompetensi Dasar :**

Mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.

### **Indikator :**

- ❖ Menggunakan tindak tutur berterima kasih
- ❖ Merespon tindak tutur berterima kasih (memberi tanggapan)
- ❖ Menggunakan tindak tutur memuji
- ❖ Merespon tindak tutur memuji (memberi tanggapan)
- ❖ Menggunakan tindak tutur mengucapkan selamat
- ❖ Merespon tindak tutur mengucapkan selamat (Memberi tanggapan)

**Alokasi Waktu : 6 x 45 menit**

## B. Tujuan Pembelajaran :

- ❖ Siswa mampu menggunakan tindak tutur berterimakasih
- ❖ Siswa mampu merespon tindak tutur berterima kasih (memberi tanggapan)
- ❖ Siswa mampu menggunakan tindak tutur memuji
- ❖ Siswa mampu merespon tindak tutur memuji (memberi tanggapan)
- ❖ Siswa mampu menggunakan tindak tutur mengucapkan selamat
- ❖ Siswa mampu merespon tindak tutur mengucapkan selamat (Memberi tanggapan)

## C. Materi Pembelajaran

### a. Thanking

#### *Situation-1: Getting information*

**Context :** A group of students are planning to go for a tour study and asking the vice headmaster 3 .

Student : Good morning sir

HM3 : Good morning, what's that?

Student : Our English study club invites you to accompany us to practice talk with tourist in Parapat. It would be nice if you could be with us?

HM3 : I appreciate your initiatives and congratulation. Thanks for the offereing but I m very sorry that I have a special program for the family this week end. But my applause for your group.

Student : Thanks for your support.

**Task-1 :** A student team is building folksong team and inviting her classmates to be member participants.

Task-2 : A basket ball team is recruiting new members and inviting others.

Task-3 : climbing mountain group are planning a one-day excursion in cross-country and invites to enjoy the trip.

Task-4 : English study clubs are inviting more participants for speech practices.

## b. Offering Appraisals

### *Situation-2: doing negotiation*

Student Board President: We plan a tour study around samosir island, you have any idea?

VHM3 : First have you account for season, cost and value?

SBP : Yes, July is a good Lake Toba atmosphere, no winds and rains, and good sightseeing. Besides our treasurer's reports say that our budget only need 30% from students personal contribution. Meanwhile some students' parents will go and support.

VHM3 : **Great, you have a sound initiative. I totally agree and will report to the headmaster.**

SBP (Ketua Osis) : Thanks, a great cooperation. GBY.

Task-1 : appraisals on tour study

Task-2 : appraisal on success of pop-singers winners

Task-3 : appraisal on welcoming new club members

Task-4 : appraisal on success of speech contests

## c. Saying Hello Success

### *Situation-3: congratulating*

Jimmy : We have just climbed Simarjarunjung

Nelly : Bravo.

Task-1 : congratulating an older class passing a national university entrance test exam

- Task-2 : congratulating speech reward excellence
- Task-3 : celebrating appreciation on basket teams
- Task-4 : celebrating potential singers

***Situation-4: appreciating monumental success***

- Task-1 : congratulating 1<sup>st</sup> award speech winners
- Task-2 : congratulating basket team award
- Task-3 : congratulating cross country

**D. Metode Pembelajaran :**

**CLT (Communicative Language Teaching)**

**E. Langkah – langkah Pembelajaran:**

<b>Pertemuan</b>	<b>Kegiatan</b>	<b>Alokasi Waktu</b>
1	<p><b>a. Thanking</b>  <u>Kegiatan Awal :</u>            The teacher is modeling a thanking situation and students practice.</p> <p><b><i>Situation-1: Getting information</i></b>  <b>Context:</b> A group of students are planning to go for a tour study and asking the vice headmaster 3 .            Student : Good morning sir            HM3 : Good morning, what's that?            Student : Our English study club invites you to accompany us to practice talk with tourist in Parapat. It would be nice if you could be with us?            HM3 : I appreciate your initiatives and congratulation. Thanks for the offering but I m very</p>	2 x 45'

	<p>sorry that I have a special program for the family this week end. But my applause for your group.</p> <p>Student : Thanks for your support.</p> <p><u>Kegiatan Inti :</u> The teacher guide students tutotially in groups to practice the following analogous activities</p> <p>Task-1 : A student team is building folksong team and inviting her classmates to be member participants.</p> <p>Task-2 : A basket ball team is recruiting new members and inviting others.</p> <p>Task-3 : Climbing mountain group a re planning a one-day excursion in cross-country and invites to enjoy the trip.</p> <p>Task-4 : English study clubs are inviting more participants for speech practices.</p> <p><u>Kegiatan akhir:</u> ❖ Group demonstrates in front of the class.</p>	
2	<p><b>b. Offering appraisals</b> <i>Situation-2: doing negotiation</i> <u>Kegiatan Awal :</u> The teacher simulates the dialog</p>	2 x 45'



between the VHM3 and SBP and guide the class to practice.

Student Board President: We plan a tour study around samosir island, you have any idea?

VHM3 : First have you account for season, cost and value?

SBP : Yes, July is a good Lake Toba atmosphere, no winds and rains, and good sightseeing. Besides our treasurer's reports say that our budget only need 30% from students personal contribution. Meanwhile some students' parents will go and support.

VHM3 : **Great, you have a sound initiative. I totally agree and will report to the headmaster.**

SBP (Ketua Osis) : Thanks, a great cooperation GBY.

Kegiatan Inti:

Proceeding from the previous activities the teacher guide students in groups to practice the following tasks interchangeably.

Task-1 : appreasals on tour study

Task-2 : appraisal on success of pop-singers winners

Task-3 : appraisal on welcoming new club members

Task-4 : appraisal on success of speech

	<p>contests</p> <p><u>Kegiatan akhir :</u> The students demonstrate in groups</p>	
3	<p><b>C. Saying Hello Success</b></p> <p><u>Kegiatan Awal :</u></p> <p>1. The teacher reviews last week lessons about students successes in various substantive awards.</p> <p>Situation-3: congratulating</p> <p>2. The teacher models how to congratulate.</p> <p>Jimmy : We have just climbed Simarjarunjung</p> <p>Nelly : Bravo.</p> <p><u>Kegiatan Inti:</u></p> <p>Analogically the teacher guides students in group practices:</p> <p>Task-1 : congratulating an older class passing a national university entrance test exam</p> <p>Task-2 : congratulating speech reward excellence</p> <p>Task-3 : celebrating appreciation on basket teams</p> <p>Task-4 : celebrating potential singers</p> <p>Situation-4 : appreciating monumental success</p> <p>Task-1 : congratulating 1<sup>st</sup> award speech winners</p>	2 x 45'

	Task-2 : congratulating basket team award Task-3 : conratulating cross country  <u>Kegiatan Akhir:</u> Group demonstrates in front of the class.	
--	--	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassettes & tape-recorder

**G. Penilaian:**

- ❖ Ulangan tertulis:  
 Context: a student is congratulating her friend in a basket team. In the dialog the student is supporting her favortite team.  
 Instruction: Write the dialogue.
- ❖ Performance: *Students demonstrate appraisals in front of the class.*

Mengetahui:

Guru Mata Pelajaran,

.....

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-3)

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

## Standar Kompetensi :

**Mendengarkan : *Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.***

## Kompetensi Dasar :

Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: Menyatakan rasa terkejut, tak percaya, serta menerima undangan, tawaran dan ajakan.

## Indikator :

- ❖ Mengidentifikasi kata yang didengar
- ❖ Mengidentifikasi makna tindak tutur berterima kasih
- ❖ Merespon tindak tutur berterima kasih (memberi tanggapan)
- ❖ Mengidentifikasi makna tindak tutur memuji
- ❖ Merespon tindak tutur memuji (memberi tanggapan)
- ❖ Mengidentifikasi makna tindak tutur mengucapkan selamat
- ❖ Merespon tindak tutur mengucapkan selamat (Memberi tanggapan)

**Alokasi Waktu : 6 x 45 menit**

## B. Tujuan Pembelajaran

- ❖ Siswa mampu mengidentifikasi makna tindak tutur menyatakan rasa terkejut
- ❖ Siswa mampu merespon tutur menyatakan rasa terkejut (memberi tanggapan)
- ❖ Siswa mampu mengidentifikasi makna tindak tutur menyatakan rasa tak percaya.
- ❖ Siswa mampu merespon tindak tutur menyatakan rasa tak percaya (memberi tanggapan)
- ❖ Siswa mampu mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan.
- ❖ Siswa mampu merespon tindak tutur menyetujui undangan, tawaran, ajakan (Memberi tanggapan)

## C. Materi Pembelajaran

### a. Comprehending shocks, intjections and surprise.

*Situation-1: Comprehending surprises, shocks, intjections.*

Context: A shock event.

Jack : Hi, Jim. Did you wake last midnight?

Jim : Hi, what happened?

Jack : You don't know?

Jim : No I didn't. I felt cold. I went to sleep early.

Jack : Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale.

Jim : Oh my God. Why nobody ain't wake me? What's the matter?

Jack : You idiot. You must care your life. A man of high blood pressure passed away in Sibolga.

Jim : Thanks God. He still cares for me.

Jack : GBY, but not for another time.

Jim : Thank you.

Context-2: A shock event.

Jack : Hi, Jim. Did you wake last midnight?

Jim : Hi, what happened?

Jack : You don't know? We all ran away outside. Shouting.

Jim : No I didn't. I felt cold. I went to sleep early.

Jack : Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale. Hundreds of houses and fisherman boats are broken and ruined at the coastal area.

Jim : Oh my God. Why nobody ain't wake me? What's the matter?

Jack : You idiot. You must care your life. A man of high blood pressure passed away in Sibolga, just that moment. Nobody helped.

Jim : Thanks God. He still cares for me.

Jack : GBY, but not for another time.

Jim : Thank you.

Task-1 : students practice dialog : the floods on the the village.

Task-2 : students practice dialog: refugees

Task-3 : students practice dialogs about "on fire".

Task-4 : students practice dialog: mountain crash, Sihobuk.

### ***Situation-2: Expressing curiosities, doubts, and suspects***

Context: discussing future events

Sylvia : Last January, there was a flood at USU. I suspect this rainy season January will happen the same.

Jenny : My brother is at USU, teaching there. I doubt it.

Syl : You might think it. But my relative lost 30 million that flood, all the first floor meubels

ruined totally and until now the room still smelt bad.

Jenny : Indeed?

Syl : Sure.

Task-1 : students practice dialog: flood in Langkat.

Task-2 : student practice dialog: flood in Tanah Jawa.

Task-3 : student comprehending dialog: floods and the ruined trans-sumatra high way.

Task-4 : students comprehend dialog: Global warming

Task-5 : students comprehend dialog : Green Operation

***Situation-3: Accepting invitation, offerings, proposals.***

Context: The case of Adelin Lis

SBP : Do you know about Adeline Lis?

Sylvia : No I don t. Who is he?

SBP : He is an alibi. The Government nationally put him at WANTED LIST. He ran away from North Sumatra.

Sylvia : That serous?

SBP : Not only serious. He is the actor of conglomerate illegal lodging, set free in Medan Judicial trial.

Sylvia : That bad?

SBP : Yes, three people of high office from Medan High Court were put at penalty.

Sylvia : **Let s discuss with friends** a lot of floods in North S, smokes and corruptions seem serious.

SBP : Good. You are truly Pro Deo Et Patria students of SMA Campus FKIP Nommensen.

Sylvia : So are you. I m proud of you for being knowledgable.

SBP : Thank you.

Task-1 : Discussing environment and maintenance

- Task-2 : Offering Green Operation in schools.
- Task-3 : Comprehending SOS, Red Flag and crisis center
- Task-4 : Comprehending Educating for loving nature:  
Stop illegal lodging.

**D. Metode Pembelajaran: Communicative Language Teaching (CLT)**

Students practice listening comprehension through the following situations.

***Situation-1: Comprehend surprises, shocks, intrejections***

- Task-1 : practice how to
- Task-2 : practice how to
- Task-3 : practice how to thank in new situations
- Task-4 : students thank the director for the practice access

***Situation-2: Expressing curiosities, doubts, and suspects.***

- Task-1 : appreciate a friend for her/his academic excellence
- Task-2 : appreciate one's sport starhood and championship.
- Task-3 : appreciate one's excellence in a specific field.

***Situation-3 Accepting invitation, offerings, proposals.***

**E. Langkah – langkah Pembelajaran:**

Perte- muan	Kegiatan	Alokasi Waktu
1	<p><b>a. comprehending shocks, intrejections and surprise.</b>            Situation-1 : Comprehending surprises, shocks, intrejections.  <u>Context-1: A shock event.</u>            Jack :Hi, Jim. Did you wake last midnight?</p>	2 x 45'



Jim :Hi, what happened?  
 Jack : You don't know?  
 Jim :No I didn't. I felt cold. I went to sleep early.  
 Jack :Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale.  
 Jim :Oh my God. Why nobody ain't wake me? What's the matter?  
 Jack :You idiot. You must care your life.A man of high blood pressure passed away in Sibolga.  
 Jim :Thanks God. He still cares for me.  
 Jack :GBY, but not for another time.  
 Jim : Thank you.

Context-2 : A shock event.

Jack :Hi, Jim. Did you wake last midnight?  
 Jim :Hi, what happened?  
 Jack : You don't know? We all ran away outside. Shouting.  
 Jim :No I didn't. I felt cold. I went to sleep early.  
 Jack :Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale. Hundreds of houses and fisherman boats are broken and ruined at the coastal area.  
 Jim :Oh my God. Why nobody ain't wake me? What's the matter?  
 Jack :You idiot. You must care your

	<p>life. A man of high blood pressure passed away in Sibolga, just that moment. Nobody helped.</p> <p>Jim : Thanks God. He still cares for me.</p> <p>Jack : GBY, but not for another time.</p> <p>Jim : Thank you.</p> <p>Task-1 : students practice dialog : the floods on the the village.</p> <p>Task-2 : students practice dialog: refugees</p> <p>Task-3 : students practice dialogs about “on fire”.</p> <p>Task-4 : students practice the dialog: mountain crash, Sihobuk.</p>	
2	<p><u>Kegiatan Awal:</u> The teacher modeling dialog for learners to comprehend</p> <p>Situation-2 : Expressing curiosities, doubts, and suspects. Context: discussing future events</p> <p>Sylvia : Last January, there was a flood at USU. I suspect this rainy season January will happen the same.</p> <p>Jenny : My brother is at USU, teaching there. I doubt it.</p> <p>Syl : You might think it. But my relative lost 30 million that flood, all the first floor meubels ruined totally and until</p>	2 x 45'

	<p>now the room still smelt bad.  Jenny : Indeed?  Syl : Sure.</p> <p><u>Kegiatan Inti :</u>  Students practice comprehending dialogs on the following tasks  Task-1 : students practice dialog: flood in Langkat.  Task-2 : student practice dialog: flood in Tanah Jawa.  Task-3 : student comprehending dialog: floods and the ruined trans-sumatra high way.  Task-4 : students comprehend dialog: Global warming  Task-5 : students comprehend dialog : Green Operation</p> <p><u>Kegiatan Akhir :</u>  Students demonstrate points of her/his comprehension through groups.</p>	
3	<p><u>Kegiatan Awal :</u>  The teacher demonstrates dialog and students practice comprehension on the following dialog model.  Situation-3 : Accepting invitation, offerings, proposals.  Context: The case of Adelin Lis  SBP :Do you know about Adeline Lis?  Sylvia :No I don t. Who is he?  SBP :He is an alibi. The Government</p>	

	<p>nationally put him at WANTED LIST. He ran away from North Sumatra.</p> <p>Sylvia : That serious?</p> <p>SBP : Not only serious. He is the actor of conglomerate illegal lodging, set free in Medan Judicial trial.</p> <p>Sylvia : That bad?</p> <p>SBP : Yes, three people of high office from Medan High Court were put at penalty.</p> <p>Sylvia : <b>Let s discuss with friends</b> a lot of floods in North S, smokes and corruptions seem serious.</p> <p>SBP : Good. You are truly Pro Deo Et Patria students of SMA Campus FKIP Nommensen.</p> <p>Sylvia : So are you. I m proud of you for being knowledgable.</p> <p>SBP : Thank you.</p> <p><u>Kegiatan Inti :</u>  The teacher guides students to discuss dialogs in the following listening tasks  Task-1 : Discussing environment and maintenance  Task-2 : Offering Green Operation in schools.  Task-3 : Comprehnding SOS, Red Flag and crisis center  Task-4 : Comprehending Educating for loving nature: Stop illegal lodging.</p>	
--	---	--

	<p><u>Kegiatan Akhir :</u> Students make summary from the dialogs on environments and proceed paragraph on their owns.</p>	
--	--	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassettes & tape-recorder

**G. Penilaian:**

- ❖ Ulangan tertulis:  
Context: make summary from the dialogs on environments and proceed paragraph on their owns, on illegal lodging.  
Instruction : Write the paragraph
- ❖ Performance: Students demonstrate points of discussions on illegal lodgeing.

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-4)

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

**Alokasi Waktu : 6 x 45 menit**

### **Standar Kompetensi :**

**Berbicara : *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.***

### **Kompetensi Dasar :**

Mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: Menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.

### **Indikator :**

- ❖ Menggunakan tindak tutur menyatakan rasa terkejut
- ❖ Merespon tindak tutur menyatakan rasa terkejut (memberi tanggapan)
- ❖ Menggunakan tindak tutur menyatakan rasa tak percaya
- ❖ Merespon tindak tutur menyatakan rasa tak percaya (memberi tanggapan)
- ❖ Menggunakan tindak tutur menerima undangan
- ❖ Menggunakan tindak tutur tawaran
- ❖ Menggunakan tindak tutur ajakan
- ❖ Merespon tindak tutur tawaran, ajakan.

## B. Tujuan Pembelajaran:

- ❖ Siswa mampu menggunakan tindak tutur menyatakan rasa terkejut
- ❖ Siswa mampu merespon tindak tutur menyatakan rasa terkejut (memberi tanggapan)
- ❖ Siswa mampu menggunakan tindak tutur menyatakan rasa tak percaya
- ❖ Siswa mampu merespon tindak tutur menyatakan rasa tak percaya (memberi tanggapan)
- ❖ Siswa mampu menggunakan tindak tutur menerima undangan
- ❖ Siswa mampu merespon tindak tutur menerima undangan (Memberi tanggapan)
- ❖ Siswa mampu menggunakan tindak tutur tawaran, ajakan.
- ❖ Siswa mampu merespon tindak tutur tawaran, ajakan.

## C. Materi Pembelajaran

a. comprehending shocks, intjections and surprise.

Situation-1 : Communicating surprises, shocks, intjections.

Context: A shock event.

Jack : Hi, Jim. Did you wake last midnight?

Jim : Hi, what happened?

Jack : You don't know?

Jim : No I didn't. I felt cold. I went to sleep early.

Jack : Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale.

Jim : Oh my God. Why nobody ain't wake me? What's the matter?

Jack : You idiot. You must care your life. A man of high blood pressure passed away in Sibolga.

Jim : Thanks God. He still cares for me.

Jack : GBY, but not for another time.

Jim : Thank you.

Context-2: A shock event.

Jack : Hi, Jim. Did you wake last midnight?

Jim : Hi, what happened?

Jack : You don't know? We all ran away outside. Shouting.

Jim : No I didn't. I felt cold. I went to sleep early.

Jack : Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale. Hundreds of houses and fisherman boats are broken and ruined at the coastal area.

Jim : Oh my God. Why nobody ain't wake me? What's the matter?

Jack : You idiot. You must care your life. A man of high blood pressure passed away in Sibolga, just that moment. Nobody helped.

Jim : Thanks God. He still cares for me.

Jack : GBY, but not for another time.

Jim : Thank you.

Task-1 : students practice dialog : the floods on the the village.

Task-2 : students practice dialog: refugees

Task-3 : students practice dialogs about "on fire".

Task-4 : students practice dialog: mountain crash, Sihobuk.

Situation-2 : Communicating curiosities, doubts, and suspects.

Context: discussing future events

Sylvia : Last January, there was a flood at USU. I suspect this rainy season January will happen the same.

Jenny : My brother is at USU, teaching there. I doubt it.



Syl : You might think it. But my relative lost 30 million that flood, all the first floor meubels ruined totally and until now the room still smelt bad.

Jenny : Indeed?

Syl : Sure.

Task-1 : students practice dialog: flood in Langkat district.

Task-2 : student practice dialog: flood in Tanah Jawa Simalungun district.

Task-3 : student comprehending dialog: floods and the ruined trans-sumatra high way.

Task-4 : students comprehend dialog: Global warming

Task-5 : students comprehend dialog : Green Operation

Situation-3 : Doing invitation, offerings, proposals.

Context: The case of Adelin Lis

SBP : Do you know about Adeline Lis?

Sylvia : No I don t. Who is he?

SBP : He is an alibi. The Government nationally put him at WANTED LIST. He ran away from North Sumatra.

Sylvia : That serous?

SBP : Not only serious. He is the actor of conglomerate illegal lodging, set free in Medan Judicial trial.

Sylvia : That bad?

SBP : Yes, three people of high office from Medan High Court were put at penalty.

Sylvia : **Let s discuss with friends** a lot of floods in North S, smokes and corruptions seem serious.

SBP : Good. You are truly Pro Deo Et Patria students of SMA Campus FKIP Nommensen.

Sylvia : So are you. I m proud of you for being knowledgable.

SBP : Thank you.

Task-1 : Discussing environment and maintenance

Task-2 : Offering Green Operation in schools.

Task-3 : Sharing SOS, Red Flag and crisis center

Task-4 : Discussing loving nature: Stop illegal lodging.

**D. Metode Pembelajaran : CLT (Communicative Language Teaching)**

**E. Langkah – langkah Pembelajaran:**

Pertemuan	Kegiatan	Alokasi Waktu
1	<p><u>Kegiatan Awal :</u>            The teacher introduces the dialog and guid the students to simulate the role-playng in the dialog.            Situation-1 : Communicate surprises, shocks, intrejections            Context: A shock event.            Jack : Hi, Jim. Did you wake last midnight?            Jim : Hi, what happened?            Jack : You don't know?            Jim : No I didn't. I felt cold. I went to sleep early.            Jack : Hi you did!!!! An earthquake around Padang Sibolga and here, 6.7 Richterscale.            Jim : Oh my God. Why nobody ain't wake me? What's the matter?            Jack : You idiot. You must care your</p>	

	<p>life. A man of high blood pressure passed away in Sibolga.</p> <p>Jim : Thanks God. He still cares for me.</p> <p>Jack : GBY, but not for another time.</p> <p>Jim : Thank you.</p> <p><u>Kegiatan Inti :</u>  The teacher develops the dialog analogy to further the events, like context-2</p> <p>task-1 : Practice how to express a genre of surprises, shocks, intrejections</p> <p>task-2 : Practice how to construct dialog about surprises, shocks, intrejections</p> <p>task-3 : practice how to thank in new situations</p> <p>task-4 : students thank the director for the practice access</p> <p><u>Kegiatan Akhir :</u>  ❖ Group demonstrates in front of the class.</p>	
2	<p><u>Kegiatan Awal</u>  Situation-2 : Communicate curiosities, doubts, and suspects.</p> <p>Context : discussing future events</p> <p>Sylvia : Last January, there was a flood at USU. I suspect this rainy season January will happen the same.</p> <p>Jenny : My brother is at USU, teaching</p>	2 x 45'

	<p>there. I doubt it.</p> <p>Syl : You might think it. But my relative lost 30 million that flood, all the first floor meubels ruined totally and until now the room still smelt bad.</p> <p>Jenny : Indeed?</p> <p>Syl : Sure.</p> <p><u>Kegiatan Inti:</u>  The teacher guides the students in role playing in groups according to the dialog contexts.</p> <p>task-1 : Practice how to express a genre of curiosities, doubts, and suspects.</p> <p>task-2 : Practice how to construct dialog about curiosities, doubts, and suspects.</p> <p>task-3 : practice how to curiosities, doubts, and suspects.</p> <p>task-4 : students makes a review of curiosities, doubts, and suspects.</p> <p><u>Kegiatan Akhir</u></p> <ol style="list-style-type: none"> <li>1. The students practice writing paragraph genre. (speech summary of the dialog in paragraph)</li> <li>2. Demonstrate group dialog in front</li> </ol>	
3	<p><u>Kegiatan Awal</u></p> <p>The teacher introduces the dialog and focus on how the cntext of invitation for action takes place.</p>	2 x 45'

	<p>Situation-3 : Communicate doing invitation, offerings, proposals.</p> <p>Context: The case of Adelin Lis</p> <p>SBP : Do you know about deline Lis?</p> <p>Sylvia : No I don t. Who is he?</p> <p>SBP : He is an alibi. The Government nationally put him at WANTED LIST. He ran away from North Sumatra.</p> <p>Sylvia : That serous?</p> <p>SBP : Not only serious. He is the actor of conglomerate illegal lodging, set free in Medan Judicial trial.</p> <p>Sylvia : That bad?</p> <p>SBP : Yes, three people of high office from Medan High Court were put at penalty.</p> <p>Sylvia : <b>Let s discuss with friends</b> a lot of floods in North S, smokes and corruptions seem serious.</p> <p>SBP : Good. You are truly Pro Deo Et Patria students of SMA Campus FKIP Nommensen.</p> <p>Sylvia : So are you. I m proud of you for being knowledgable.</p> <p>SBP : Thank you.</p> <p><u>Kegiatan Inti:</u></p> <p>The teacher proceeds students to initiate the dialog variations on their own interest and topic focus.</p> <p>task-1 : Practice how to express a genre of doing invitation, offerings, proposals</p>	
--	---	--

	<p>task-2 : Practice how to construct dialog about doing invitation, offerings, proposals</p> <p>task-3 : practice how to doing invitation, offerings, proposals</p> <p>task-4 : students makes a review of doing invitation, offerings, proposals</p> <p><u>Kegiatan Akhir :</u> Group demonstrates their product dialog in front of the class.</p>	
--	--	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassettes & tape-recorder

**G. Penilaian:**

- ❖ Ulangan tertulis:  
Context: student write a genre on one of the contexts of situation 1-3.  
Instruction : Write a summary.
- ❖ Performance: *Students demonstrate dialogs in front of the class.*

Mengetahui:

Guru Mata Pelajaran,

.....

.....

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-5

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

### Standar Kompetensi :

**Mendengarkan : *Memahami makna dalam teks fungsional dan monolog yang ber bentuk narative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari.***

### Kompetensi Dasar :

Merespon makna yang terdapat dalam teks lisan fungsional pendek seerhana (misalnya pengumumam, iklan, undangan, dll) resmidan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

### Indikator :

- ❖ Mengidentifikasi topic sebuah pengumuman lisan
- ❖ Mengidentifikasi informasi tertentu dari undangan lisan
- ❖ Mengidentifikasi tujuan dari pengumuman yang didengar

**Alokasi Waktu : 2 x 45 menit**

## B. Tujuan Pembelajara

- ❖ Siswa mampu mengidentifikasi topic sebuah pengumuman lisan
- ❖ Siswa mampu mengidentifikasi informasi tertentu dari undangan lisan
- ❖ Siswa mampu mengidentifikasi tujuan dari pengumuman yang didengar

### **C. Materi Pembelajaran**

Situation-1: Announcement

Context1: a cellular corporate is offering information

Advertisement-1: Sympathy Telkomsel. You dial with 44 million users.

Adv2: Fren, CHAT only Rp5 per seconds with FREN.

Adv3: As, plus 100% bonus, only Rp.150 per send.

Task-1 : Discuss with desk mates what cellular lines you are using and why, and how it costs.

Task-2 : Discuss your cellular preference and topics

Task-3 : Share global platform among teenagers topics.

Situation-2: Information & direct invitation

Context2 School Announcement : Art Performance for October 28, SB (student board) invites creative participants for our School fan and brand, cultural dances, poetry reading, folksongs, single solo, fashion show and creative dance. Our school institution offers special reward and appreciation will be given to best performance.

Task-1 : Comprehend group interest upon school students cultural performances

Task-2 : Share points on various school music parties.

Situation-3: Announcement

Context1: Student board announces participant groups, solo and individuals in school art performance.

Task-1 : Comprehend which participants are in the school art performance are at prime priority.

Task-2 : Share group plan in school art performance for poetry reading.



## D. Metode Pembelajaran: Communicative Language Teaching (CLT)

### E. Langkah – langkah Pembelajaran:

Pertemuan	Kegiatan	Alokasi Waktu
1	<p><u>Kegiatan awal :</u>            Teacher reads one of the advertisement and ask comprehension questions            Situation-1 : Announcement            Context1 : a cellular corporate is offering information            Adv1 : Sympathy Telkomsel. You dial with 44 million users.            Adv2 : Fren, CHAT only Rp5 per seconds with FREN.            Adv3 : As, plus 100% bonus, only Rp.150 per send.</p> <p><u>Kegiatan Inti :</u>            Teacher leads students to practice listening announcement &amp; information.            Task-1 : Discuss with desk mates what cellular lines you are using and why, and how it costs.            Task-2 : Discuss your cellular preference and topics            Task-3 : Share global platform among teenagers topics.</p> <p>Situation-2 : Information &amp; direct invitation            Context2 : School Announcement:</p>	2 x 45'

	<p>Art Performance for October 28, SB (student board) invites creative participants for our School fan and brand, cultural dances, poetry reading, folksongs, single solo, fashion show and creative dance. Our school institution offers special reward and appreciation will be given to best performance.</p> <p>Task-1 : Comprehend group interest upon school students cultural performances</p> <p>Task-2 : Share points on various school music parties.</p> <p>Situation-3 : Announcement Context-1 : Student board announces participant groups, solo and individuals in school art performance.</p> <p><u>Kegiatan Akhir:</u> Students answer comprehension quiz.</p>	
--	---	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassettes & tape-recorder
- ❖ Media advertisement all around, internet.

## G. Penilaian:

- ❖ Ulangan tertulis:  
Context: write a paragraph from an advertisement
- ❖ Performance: Students answer comprehension quiz:  
Comprehension quiz :
  1. Among the three advertisements, the most economical is:
    - a. As
    - b. FREN
    - c. Simpathy
  2. The most economic sms is:
    - a. As
    - b. FREN
    - c. Simpathy
  3. Doing TALK, the most economical is
    - a. As
    - b. FREN
    - c. Simpathy
  4. Using celluler phones means :
    - a. you can phone anyone personally
    - b. you can contact to anywhere
    - c. your network is as far as the celluler total customers
  5. Nowadays, celluler phone means
    - a. With cellular phone you can be more world-wide.
    - b. You can go worldwide with home phones
    - c. You develop your world circle more effectively.

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP-6)

## A. Identitas

Nama Sekolah : SMA Kampus FKIP Nommensen  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : X / 2 (dua)

## Standar Kompetensi :

**Berbicara :** *Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative , descriptive dan news item dalam konteks kehidupan sehari-hari.*

## Kompetensi Dasar:

Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll) resmi dan tak resmi dengan menggunakan bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari.

## Indikator :

- ❖ Memberi pengumuman lisan
- ❖ Menyampaikan undangan lisan
- ❖ Melakukan monolog untuk mengiklankan sesuatu
- ❖ Menggunakan bahasa lisan

**Alokasi Waktu : 6 x 45 menit**

## B. Tujuan Pembelajaran:

- ❖ Siswa mampu menyampaikan pengumuman lisan
- ❖ Siswa mampu menyampaikan undangan lisan
- ❖ Siswa mampu melakukan monolog untuk mengiklankan sesuatu
- ❖ Siswa mampu menggunakan bahasa lisan

### **C. Materi Pembelajaran**

Situation-1: Announcement

Context1: a cellular corporate is offering information

Adv1 : Sympathy Telkomsel. You dial with 44 million users.

Adv2 : Fren, CHAT only Rp5 per seconds with FREN.

Adv3 : As, plus 100% bonus, only Rp.150 per send.

Task-1 : Discuss with peers what cellular lines you are using and why, and how it costs.

Task-2 : Discuss your cellular preference and topics

Task-3 : Share global platform among teenagers' topics.

Situation-2 : Information & direct invitation

Context-2 : School Announcement:

Art Performance for October 28, SB (student board) invites creative participants for our School fan and brand, cultural dances, poetry reading, folksongs, single solo, fashion show and creative dance. Our school institution offers special reward and appreciation will be given to best performance.

Task-1 : discuss group interest upon school students cultural performances

Task-2 : Share points on various school music parties.

Situation-3 : invitation

Context1: Student board announces participant groups, solo and individuals in school art performance.

Task-1 : Communicate and discuss the school art performance for prime priority.

Task-2 : Share group plan in school art performance for poetry reading.

**D. Metode Pembelajaran : CLT (Communicative Language Teaching)**

**E. Langkah – langkah Pembelajaran:**

Perte- muan	Kegiatan	Alokasi Waktu
	<p><u>Kegiatan awal :</u>                      The teacher demonstrates announcement practice orally in monologue.                      Situation-1: Announcement                      Context1: a cellular corporate is offering information                      Adv1 : Sympathy Telkomsel. You dial with 44 million users.                      Adv2 : Fren, CHAT only Rp5 per seconds with FREN.                      Adv3 : As, plus 100% bonus, only Rp.150 per send.</p> <p><u>Kegiatan Inti:</u>                      1. Teacher guides students to discuss advertisements in groups                      Task-1 : Discuss with peers what cellular lines you are using and why, and how it costs.                      Task-2 : Discuss your cellular preference and topics                      Task-3 : Share global platform among teenagers' topics.                      2. Teacher practice role playing in groups                      Situation-2 : Information &amp; direct invitation                      Context2 School Announcement:</p>	<p>2 x 45'</p>

	<p>Art Performance for October 28, SB (student board) invites creative participants for our School fan and brand, cultural dances, poetry reading, folksongs, single solo, fashion show and creative dance. Our school institution offers special reward and appreciation will be given to best performance.</p> <p>Task-1 : discuss group interest upon school students cultural performances</p> <p>Task-2 : Share points on various school music parties.</p> <p>Situation-3: invitation Context1: Student board announces participant groups, solo and individuals in school art performance.</p> <p>Task-1 : Communicate and discuss the school art performance for prime priority.</p> <p>Task-2: Share group plan in school art performance for poetry reading</p> <p>Task-3: Students narrate the invitation per groups.</p> <p><u>Kegiatan Akhir :</u> Group demonstrates the announcement they write in narratives.</p>	
--	---	--

**F. Sumber Belajar:**

- ❖ Buku Paket “Contextual Learning”
- ❖ Kamus Bahasa Inggris
- ❖ CD “Contextual Learning”
- ❖ Cassettes & tape-recorder

**G. Penilaian:**

- ❖ Ulangan tertulis:  
Context: student write a description on an advertisement.
- ❖ Performance: *Students demonstrate announcements in front of the class.*

Mengetahui:

Guru Mata Pelajaran,

.....

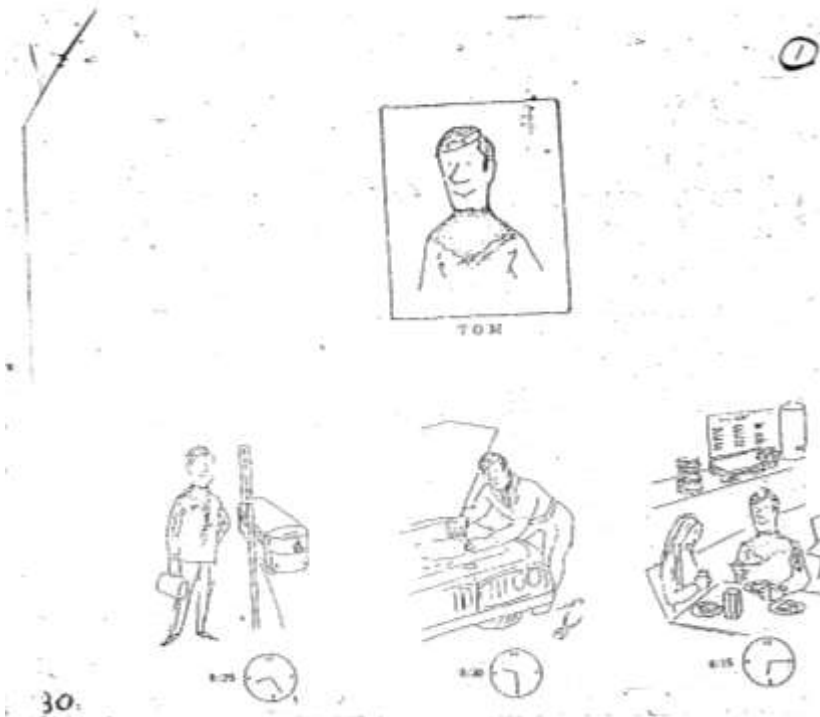
.....



# Chapter 2

## *DISCOURSE COMPETENCE PSYCHOLINGUISTIC EXPERIMENTS*

In the following you are going to study acquisition path. Mean while you are going to practice to test English communicative competence and communicative quality as well. So first, find the meaning of communicative competence for you, then get the gist what quality and English quality does mean.



YESTERDAY



8:25



9:00



6:30



7:00-10:00



TODAY



8:25



9:00



6:30



7:00-10:00



NEXT SATURDAY



11:15



1:00



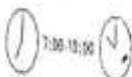
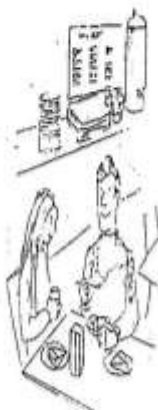
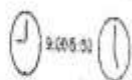
6:15



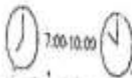
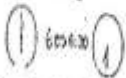
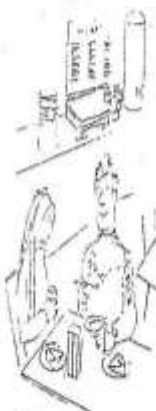
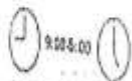
7:30-8:30



YESTERDAY



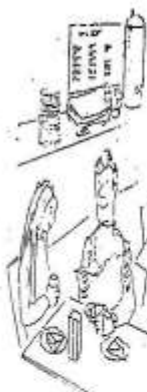
TODAY



YESTERDAY



5:00-5:00



6:00-6:30



7:00-10:00



10:15

TODAY



8:00-8:00



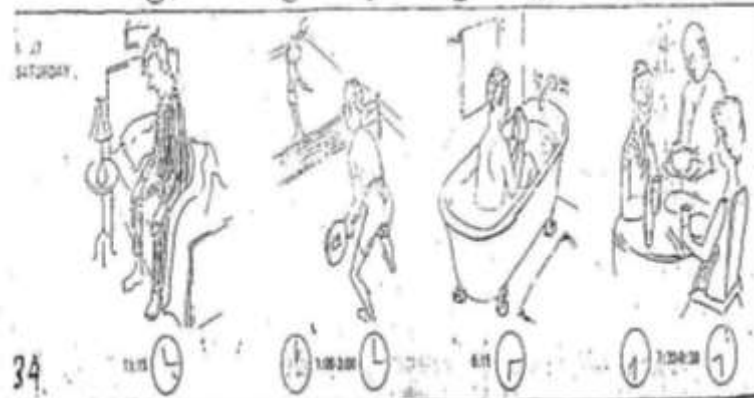
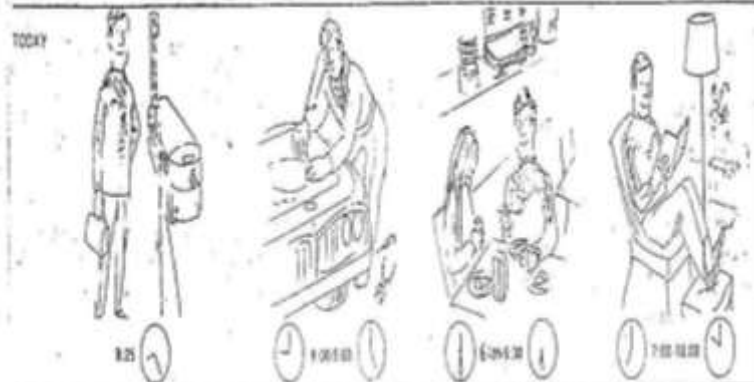
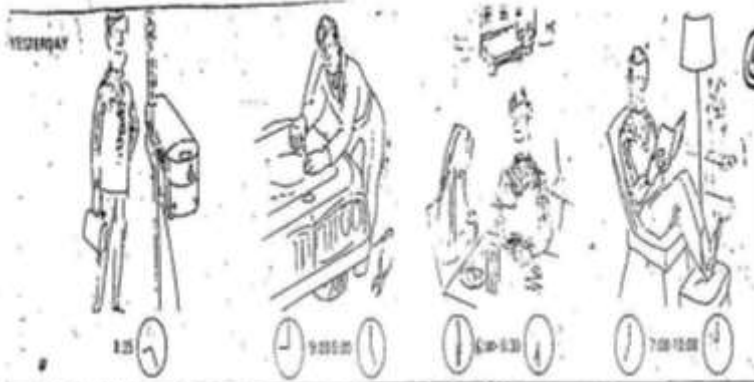
6:30-6:30



7:00-10:00



10:15



34

YESTERDAY



7:45



8:10-8:20



8:25



9:00-5:00

TODAY



7:45



8:10-8:20



8:25



9:00-5:00

NEXT SATURDAY



7:45



11:15



11:30-11:45



1:00-1:00

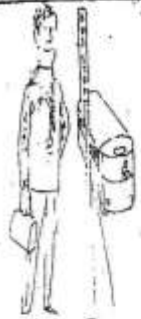
YESTERDAY



7:45 (7)



8:10-8:20 (8)

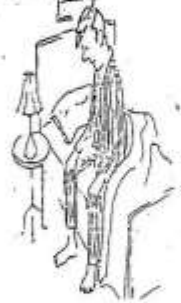


8:25 (8)

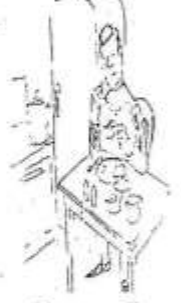


9:00-5:00 (9)

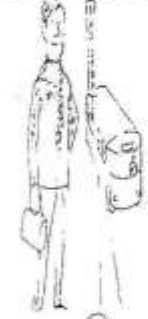
TODAY



7:45 (7)



8:10-8:20 (8)



8:25 (8)



9:00-5:00 (9)

NEXT SATURDAY



7:45 (7)



8:15 (8)



11:30-11:45 (11)

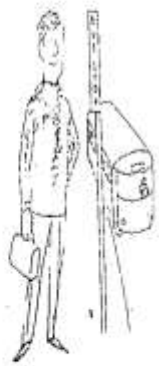


1:00-3:00 (1)

1



TOM



1:25



9:30



6:15

30



## PRACTICE

Look at Picture-1.

2. This is Tom . He goes to work at..... He is working at....  
At 6.15 He is with his girl friend.

Now Answer my questions.

What time does Tom go to work?

What does he do at 6.15 pm?

Etc

No	Questions	Scores			
		3	2	1	0
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

No	Questions	Scores			
		3	2	1	0
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

# Chapter 3

## *DISCOURSE COMPETENCE*

The world is changing. So is orientation to English language teaching (ELT). ELT in the last 30 years worthwhile is undergoing orientation internally in the aspects of communicative language teaching (CLT) and externally on performance priority profile for classroom relevance. Within this frame, this paper attempts to deal with the prospective aspects of ELT to Indonesian nonnative learners' settings, paths and positions in their ongoing renewals in the dimension of discourse competence. In short, it strives to conceive the ELT teacher services to proceed in his/her classroom as a strive in to the quality of nonnative English (NNE) learners' communicative competence.

### *Communicative Competence in English (CCE)*

In Dell Hymes' notion, communicative competence is identified as the tacit knowledge of the native speaker to function in a speech community genuinely. For Hymes, this competence is identified as rule-governed creativity in the form of speech acts or discourse. In one way, the notion of competence of Chomsky's universal grammar is substantiated with the community sociocultural knowledge as the basis of the tacit knowledge rule-governed behavior, and capacity to use speech acts and discourse in speech events as creativity.

Since then the notion of communicative is sprayed as dimensions in terms of psycholinguistic competence, sociolinguistic competence, discourse competence and strategic competence.

But how this rule-governed creativity as the basis to approach the communicative competence in general and to

CCE in particular varies from teachers to teachers in their own strives in Indonesia.

## **1. CCE in 2005 English Curriculum**

The **2005 English curriculum** adopts CCE as the goal of ELT in Indonesia. As it is the following is how it is stated at senior high school English curriculum at grade X semester 1.

**Standard CCE : Listening—understanding the meaning of functional text and monolog in daily narrative, descriptive and news.**

**Base competence: Responding congruently to oral functional text in formal-informal styles**

**Standard CCE : Speaking—communicating in a transactional or interactional functional texts in daily narrative, descriptive and news.**

**Base competence: Responding congruently to a transactional or interactional functional texts in daily narrative, descriptive and news.**

To classroom teachers these CCE goals take strives to realize in day-to-day teaching business and load, to track the English Curriculum path, and to realize it in lesson planning and instructional acts as well.

## **2. CCE Classroom Reality**

One interesting point about this goal is that the concept of the communicative competence is defined as discourse competence in the form of speech acts and communicative functions at text levels. But again, when it comes into classroom implementation and instructional realities, the realization varies from teachers to teachers and subject to the ELT teachers themselves. For example, by cases, teachers in town strives to new CLT texts in the available market whereas their methods are either the traditional or the eclectic. The

teachers in the urbans and the remote areas tend to follow the instructional process they have been attached to, the grammar translation or the audio lingual.

Another interesting point is that few teachers strive to reach even the general CLT practices. These teachers managed to realize communicative approach because they underwent some privileges in CLT trainings or up to date to the strives in the state of the arts.

What our ELT classroom teacher admits is that among the 40 students in our grade-10 in general, only two to three students communicate a very simple conversations or use simple speech acts in their semester end. These are the cases founded during the on going renewal and they are undergoing retraining despite their decade teaching experience background.

### 3. Students' CCE

In many ways, most of our learners' communicative products can be illustrated in the following performance examples:

- <1> Instructor : Good morning  
Student A : ..... (smile)  
Instructor : Good morning, .....  
                  What's your name please?  
Student A : June  
Instructor : What did you do the last December?  
June : Pulang kampung ..... Sir.
- <2> Instructor : Hi.  
Student A : ..... (smile)  
Instructor : Hi, ..... What did you do last week?

Student A : This is my homework  
Instructor : Have you got through?  
Student A : Hmm... Hmmm... (data from classroom event)

<3> Instructor A : hi, where?  
Instructor B : coming from home. Baru tiba.  
Instructor A : what to do?  
Instructor B : biasa.

What we can derive from these cases is that the communicative affairs among our ELT speech communities are a number of phenomenon that needs some explanation. A language setting is the total situation underlying a discourse. In one way, our multilingual settings are either using general English in our non native English (NNE) and in another our attitudinal behavior to resort to use the local lingua franca. In other interpretation, we are trapped to linguistics relativity, language shapes the world view and language influence interpretation and perception (Whorf-Sapir hypothesis, Fishman, 1972). From Pragmatic perspective, our NNE learners manipulate meanings the respectives of violating cooperative ventures Be Relevant, Be Informative, Be Truthful, and Be Clear under the assumption of the NNE restricted code.

#### **4. The state of the arts: *Discourse Competence***

Discourse competence in Dell Hymes' sense is another or a dimension of communicative competence at discourse level, either as speech acts in oral communication, or a text in a written form (Hymes, 1974). For Hymes, a competence is a rule governed creativity, and the discourse competence is the tacit knowledge as the context of a capacity. It is a communication of thought, or an orientation subject in a speech, a discussion, a treaties or seminar. In short, it is a textual competence in the

sense that the capacity of an individual to do genuine communication in oral or written form. Since then, with the influence of pragmatics, discourse analysis, CLT, and various rigorous development

Genuine communication in the global setting of the learners is still really studied. Anyway, there are some possible hints such as the impact of the use of IT for information, the use of cellular phone and e-mail for communication, the use of computer for information processing, and the total combination for multimedia entertainment. One challenge to our youngsters today is that would we been in call to strive to offer them a world force track in the global Indonesia 2020, and if so what possibilities are our offers as relevant to their contexts. First of all, our youngsters need to be prepared to work force competition, IT users, knowledge based society, and understanding of sister countries. For this, one of the priorities is through CCE our youngsters are capable to comprehend the nature of the acquisition of knowledge based society through IT in the notion of LWC and a capacity to be comprehensively understood by others. This is a demand for excellence in the dimension of discourse competence.

Our 2005 English curriculum in one way is already prospecting our track to ECC in our orientation is still in the past, to view English as an EFL. Our challenges are to put our instructional goal with the track in one way and to vision how far our professional development have grown. By curriculum, our English instruction is in a conducive paradigm for ELT teachers to acquire such as the use of English comprehensibly in our NNE speech community, and communicate understandably.

The notion of EFL is now gaining a more visionary orientation from ESL-EFL pendulum to a *language for a wider communication* (LWC; a Dubin and Olshtain 1986) where English by nature and global development become the language of the informative society, and the work force is moved into knowledge based society as the consequence of the telecommunication revolution to cellular phone, and the use of IT information for global communication. Consequently, internal orientation in ELT relates to a relative shift from ESL/EFL approaches to language for wider communication (LWC) in one sense, and from the global communicative competence to ESP. External orientation accommodates the global forces of the information era, knowledge based society and quality movement.

Hence, the realization challenge is now left to the market value demand as the global platform standard and benchmarking. The movement of total quality management in various institutional growth of profession are now calling for customers satisfaction a zero defect as the path from continuous improvement based to quality institutions. Although to a certain extent , a development of English acquisition among high school learners have grown substantively from 2% achievers of higher universities of the five excellence (Sadtono, Teaching English at University, TEU, 1975) to 2-4 out of 40 students in urban areas (2007), the development is still far below to global platform. In spite of the 13-15 participations rate of the university entrance, the rest are still the substantive youngsters work force for the vision 2020. They need to host service position to Indonesian global 2020. In other words, the LWC trend challenges us another strive for our substantive high school graduates.



In our approach to ELT in Indonesia, the nature of CCE is now subject to our classroom ELT teachers and their strives in ELT instruction and 2005 English curriculum. Meanwhile, the shortcomings in our classroom environment and school institute environment is not yet considered as a possibility to simulate a better conducive ELT environment such as a possibility of English zones, English longues, and English corners. These orientation is related to a possibility of understanding the English speech community in an NNE settings to enhance input and intake for language acquisition.

In the context of CLT, a discourse works to articulate meaning beyond sentences either in monolog, conversation, or literary genre from various perspective of psycholinguistics, sociolinguistics, pragmatics discourse analysis, communication and philosophy all of which constitute genuine communication. Psycholinguistics offers a possible view of genre through predicate symmetries (Lakoff, 1972; Hasan, 1980). This leads to the notion of cohesion and coherence as the aspects of discourse competence. Sociolinguistics articulates the notion of context as consists of a speech event variables such as setting, participants, relatedness, process, situation, and style besides how equality functions as locutionary, illocutionary and perlocutionary forces to articulate and maintain genuine communication. Pragmatics constitutes perspectives from context, communicative functions, cooperative principles. Communication offers the nature of codes as expectation of interlocutor in one way and assumption that interlocutor relatively operate discursive social structure of meaning as either micro or macro structure of the meaning the speech community functions. Communication puts priorities the message audience and publicity as the meaning stakeholder. Discourse studies offer principles of analogy and principles of local interpretation as the most of language use or speech acts.

All this offers a guideline to various types of aspects of CCE to construct the communicative quality profile of our NNE learners.

But how could all these notions be articulated? The latest metacognitive studies do mention that language and discourse uses are *thinking and thinking about thinking* as knowledge, monitor and control (Flavell, 2007). A simple language use is a cognitive node, but once we resort to speech acts or discourse use, we manage to articulate our metacognitive capacity at knowing, monitoring and controlling. The use of a given simple speech act is a context-sensitive in character and meaning that to articulate it we control the speech act choice, the speech event and the forces at locutionary, illocutionary and perlocutionary meanings. So, we need our linguistic repertoire and devices to articulate our communicative quality in CCE. This is the apparatus, discourse competence in nature, from simple genre to standard discourse.

## **5. CCE and Students' Genre**

A genre is a discourse type used in the domain of rule governed creativity used in a given sociocultural setting of a speech community orally or in written form. In this view, discourse structure is universal node of governing the information structure and meaning articulation in a given speech community. The meaning of this rule governed creativity in the LWC is that speakers or interlocutors to be cooperative needs and is obliged to use comprehensive English to native speakers of English (NE) and NNE. In Hasan's model (1989), it is a pedagogic discourse by using situation and context into text in a functional way. In a very basic notion, a context is the situation that goes with the text, the total interaction of field and textuality in another (Van Dijk, 2004). Genre constitutes this notion. Simple examples of CCE genres are as follows:

- <4> Genre 1 : Hello! Hello my heart? How are you? I know, I know, a lot of people hurts you. But, do you know? I love you, my mother loves you, my dad loves you. I love you. Forgive them. It is beautiful
- <5> Genre 2 : I am a student. I am sitting on this chair. I study at high school. I am now studying English. Sometimes I am diligent. Sometimes, I am lazy. Oh my God, forgive me, tomorrow I will be a new person.

With these simple genres, it is possible for our teachers to shape the discourse competence of our LCW learners in a more confluent way as their path to genuine CCE. Operating commissive context in genre-1 may substantiate our CLT to suggestopedia, and genre-2 to simple monologue or narrative text. In short, genre as the base for discourse competence may function to serve monitor and control at the metacognitive levels of the NNE learners, and as metacognitive strategies.

# Chapter 4

## *DISCOURSE ACQUISITION*

How is language acquired? It is true that for the 2<sup>nd</sup> millennium the answer and the meaning of language acquisition more or less is governed by word or sentence studies to explore the nature of language learning and language acquisition. Hence, the focus of the exploration is directed to the systemic nature of language in general and less and less in the functional aspect. This paper is a prospective review.

### **1. Discourse and Language Acquisition**

Since Socrates proclaims logos as constitutive with Onoma and Rhema, scholar thinks of language as the act of intellect, the act of the mind. Three acts of intellects are known until today, to think categorically, to think in proposition and to think in discourse. In this way, the realm of rhetoric in particular adverts the studies of ideas, arguments, proposition and logics. It even grows stronger to state that every science as consists of syntax, semantics and pragmatics in the line of the tractacus-logico-philosophicus of Wittgenstein. But the more the language aspects revealed the less the functional aspects of language considered as the field of its sovereign orientation until the last decade of M2 where discourse is viewed as banks of all the notion and mind, and worldview of language. The philosophy that language is culture and the world view and the sophisticated product of literacy of the cultivated mind is nor more the realm of studies on language or language acquisition irrespective of how Saussure develops the paradigm of *la langue, la parole* and *la language*.

Then, in 1957, Chomsky reveals the structure of the mind with the apparatus of Competence-performance by means of generative and transformative rules, and challenge scholars to review how mind and language intermingle. Since then, the studies on sentences move beyond. Inspired by this notion of competence, Dell Hymes (1972, 1974) proclaims and reveals the notion of *communicative competence* which he names as discourse competence (Sociolinguistics, 1974), and Austin (1963) and Searle (1969) reveals the nature of speech acts. Then the notion of discourse rise in linguistic studies. Further, the strives of systemic functional grammar with its ideational, interpersonal and textual meta language functions, Van Dijk reveals again the structure of discourse beyond sentences, and Leech puts contexts as the governing principles of utterances. Bernstein further puts human competencies in the parameter of restrictive and elaborate codes as literacy achievement. Coulthard with his classroom discourse constitutes teacher's discourse as lesson, scene, exchange, move and act, and again reveals. Within all these advance vision, we come to review how language acquisition is on the basis of discourse perspective? Within all these horizon, discourse and pragmatic acquisition gets more attention such as Bates (1976, Children Pragmatics), Gleason (children acquisition), and more others.

## **2. How does Discourse Works in Children Discourse?**

Context : Eins, Chris and are subjects in the following and the rests are their discourse.

<1> (18 month) at home. is going with the family down town, one afternoon.

Wardhana : Mbak, mbak, ndi kua ku mbak. Ndi?

Sri : Mari mas, di kamar.

Wardhana : Elok ama Mama, ke alun alun.

Sri : Wes melok ya.

Within this context, a small kid respond to situation and completes his needs through communicative acts:

<2> : mbak, mbak, ndi kua ku mbak. Ndi?

.....

: melok ama Mama, ke alun alun.

The child articulate is position as the ongoing situation, negotiate his needs and get things done to his satisfactory requirement. He knows who he is to deal with at home, to get solution to his needs, and does a communicative act to get them all through. In terms of acquisition, this data reveals :

<3> A child

- a. by 18 months has not articulated the L1 speech sound (kua ku...)
- b. but get things done through various communicative notions:
  - i. *honorifics* (mbak,mbak)....
  - ii. Doing *an order speech act* through question “.... ndi kua ku mbak. Ndi?”
  - iii. In *a polite manner* “.....mbak. Ndi?”
  - iv. And *does foregrounding* “.....melok ama Mama, ke alun alun....”
  - v. And all are *context-sensitive* (i-iv)
  - vi. And does pragmatic principle (Grice, 1975), cooperative principles.

The following are more samples from kid discourse

<3> Context Eins (7 years), Chris (5 years) and (3 years)

Chris: barkelai kita nanti, nanti bapa bawa kita alun-alun

Eins : Ya, saya mau beli balunan, tiup.

saya mau beli balunan.

Children anticipate discourse, and articulate discourse they like:

- <4> Chris : ..... barkelai kita nanti.....  
 The kid exploits even behaviorisme to fulfill their expressive needs, and even negotiate for that....
- <5> Chris : ..... nanti bapa bawa kita alun-alun..... and so, the other kids:
- <6> a. Eins : Ya, saya mau beli balunan, tiup.  
 saya mau beli balunan.

The data in <1-6> *do reveal how children articulate discourse*

<7> Three days later:

Context Eins (7 years), Chris (5 years) and (3 years) with their parents are in alun-alun (a green yard) and a small boy is looking at the car passangers

Whardhana : ha, liat liat apa, he, talung a?

If we compare <7> to <1-6>, one inference from discourse aspect is that children discourse are much more internal-oriented for notion and value than the ego and superego in Freudian sense but they exploit the ego and superego variables to get things done irrespective of the fact that they sense it or not, and this shows how language use in genetic semantic as subconscious. The following are the children's discourse pragmatics being employed.

- <8> Children discourse pragmatics
- a. *honorifics* (mbak,mbak)....
  - b. *Doing an order speech act* through question “.... ndi kua ku mbak. Ndi?”
  - c. *In a polite manner* “.....mbak. Ndi?”
  - d. *And does foregrounding* “.....melok ama Mama, ke alun alun....”
  - e. And all are *context-sensitive* (i-iv)

f. And does pragmatic principle (Grice, 1975), cooperative principles.

Exploring further, the following are the kids' functional discourse

<9> Context : Eins (7 years), Chris (5 years) and Whardhana (3 years). The boys are in the supermarket with with their dad and mom.

<9a> in the supermarket....

Whardhana : Pa, pa kita beli kue ya?

Papa : Ya.

<9b> .... In the supermarket...

Whardhana : ... ya... ini kuenya.... Pap pa.. aku yang bawa ya....

Papa : Ya... mari Bapa bawa...

Whardhana : .. aku yang bawa.....

<9c>. .... In the car...

Whardhana : Pa... aku yang pegang ya....

Papa : ya.....

Whardhana : Kita buka di lumah ya...

Papa : ... ya....

Whardhana : ... kata Bapa kita buka di lumah..

<9d> ..... at home....

Whardhana : Kita buka ya... pa .... ya ....

Papa : ya.....

Whardhana : Kata Bapa kita buka....

Whardhana : ... aku yang bagi pa ya...

Papa : ... ya....

Whardhana : ... kata Bapa aku yang bagi .... ini abang.... ini kakak... ini... abang...ini kakak.... ini aku...ini kueku kok.

The data process (9a-d) reveal the following phenomenon:

<10> <9<sup>a</sup>> Whardhana : Pa, pa kita beli kue ya?



- <9b> Whardhana : ... ya... ini kuenya.... Pap pa.. aku  
ang bawa ya....  
Whardhana : .. aku yang bawa.....
- <9c> Whardhana : Pa... aku yang pegang ya....  
Whardhana : Kita buka di lumah ya...  
Whardhana : ... kata Bapa kita buka di lumah..
- <9d> Whardhana : Kita buka ya... pa .... ya ....  
Whardhana : Kata Bapa kita buka....  
Whardhana : ... aku yang bagi pa ya.....  
Whardhana : ... kata Bapa aku yang bagi .... ini  
abang.... ini kakak... ini... abang...  
ini kakak.... ini aku...ini kueku kok.

What do all these mean in discourse acquisition? Do they bear a significant observation to our language acquisition beyond sentence levels? Does it bear the quest for the lateralization hypothesis? Data <10> shows how kid construct a number of speech acts in sets, maintain and control situation, build procedure, take acts, and come with a strategy in mind in the ongoing discourse and reaches his communicative goal; and those make him *a happy world*. So, evidence <9-10> shows us how the quest for the matter makes sense to us.

<11> Children total discourse competence:

- i. construct a number of speech acts
- ii. in sets
- iii. maintain and control situation
- iv. build procedure
- v. take acts
- vi. and come with a strategy in mind in the ongoing discourse
- vii. reaches communicative goal.

### 3. The constitutive and the Regulative mind

Searle <1969> identifies the constitutive and regulative rules. Beyond, we may go further to the discourse schemata from discourse perspective. The kids even three years basically operate common discourse (constitutive mind) to reach his communicative goals (regulative mind). In one way, by natural acquisition children exercises regulating the context and the context of situation and constitute his communicative goal by functioning the constitutive aspects of discourse as those in finding <10>. By language use, kids articulate his/her positions in the communicative world of the speech community and the gain his/her communicative goal for the happy world in his mind.

#### <12> Discourse Acquisition

- i. kids basically operate common discourse (constitutive mind)
- ii. to reach his communicative goals (regulative mind).
- iii. It is a natural acquisition
- iv. Within this, children exercises regulating the context and the context of situation
- v. constitute his communicative goal
- vi. by functioning the constitutive aspects of discourse
- vii. By language use, kids articulate his/her positions in the communicative world and in the speech community
- viii. the gain his/her communicative goal for the happy world in his mind.

Kids begin to develop their world view when they begin to use discourse. They perceive and interpret their speech communities, the context of situation and the context of culture in their own terms and hence accommodate what is and articulate themselves congruently within.

<13> Kid's world vies:

- i. Kids develop their world view when they begin to use discourse
- ii. perceive and interpret the world through speech communities around
- iii. they articulate the context of situation and the context of culture in their own terms
- iv. accommodate what is and articulate themselves congruently within.

#### **4. Discourse in ELT Paedagogy**

In the context of CLT, a discourse works to articulate meaning beyond sentences either in monolog, conversation, or literary genre from various perspective of psycholinguistics, sociolinguistics, pragmatics discourse analysis, communication and philosophy all of which constitute genuine communication. Psycholinguistics offers a possible view of genre through predicate symmetries (Lakoff, 1972; Hasan, 1980). This leads to the notion of cohesion and coherence as the aspects of discourse competence. Sociolinguistics articulates the notion of context as consists of a speech event variables such as setting, participants, relatedness, process, situation, and style besides how equality functions as locutionary, illocutionary and perlocutionary forces to articulate and maintain genuine communication. Pragmatics constitutes perspectives from context, communicative functions, cooperative principles. Communication offers the nature of codes as expectation of interlocutor in one way and assumption that interlocutor relatively operate discursive social structure of meaning as either micro or macro structure of the meaning the speech community functions. Communication puts priorities the message audience and publicity as the meaning stakeholder. Discourse studies offer principles of analogy and principles of

local interpretation as the most of language use or speech acts. All this offers a guideline to various types of aspects of CCE to construct the communicative quality profile of our NNE learners.

But how could all these notions be articulated? The latest metacognitive studies do mention that language and discourse uses are *thinking and thinking about thinking* as knowledge, monitor and control (Flavell, 2007). A simple language use is a cognitive node, but once we resort to speech acts or discourse use, we manage to articulate our metacognitive capacity at knowing, monitoring and controlling. The use of a given simple speech act is a context-sensitive in character and meaning that to articulate it we control the speech act choice, the speech event and the forces at locutionary, illocutionary and perlocutionary meanings. So, we need our linguistic repertoire and devices to articulate our communicative quality in CCE. This is the the apparatus, discourse competence in nature, from simple genre to standard discourse.

By nature, discourse competence especially at literacy level merits metacognition that covers metacognitive knowledge, monitor and control for speakers governs all her/his communicative character, process and acts.

The following is the case.

**How metacognitive works in a kid (Dora)?**

**The case, Dora's birthday, she has some money**

**How much is my money?**

**(Dora Pa, brp uangku Pak?)**



**CONCEPTUAL/THEORETICAL**  
(Thinking)

**METHODOLOGICAL**  
(Doing)

**WORLD VIEW:**

The general belief system motivating and guiding the inquiry.

**PHILOSOPHY:**

The beliefs about the nature of knowledge and knowing guiding the inquiry.

**THEORY:**

The general principles guiding the inquiry that explain why events or objects exhibit what is observed.

**PRINCIPLES:**

Statements of relationships between concepts that explain how events or objects can be expected to appear or behave.

**CONSTRUCTS:**

Ideas showing specific relationships between concepts without direct origins in events or objects.

**CONCEPTS:**

Perceived regularity in events or objects (or records of events or objects) designated by a label.

**FOCUS QUESTIONS:**

Questions that serve to focus the inquiry about event and/or objects studied.

**EVENTS and/or OBJECTS:**

Descriptions of the events(s) and/or object(s) to be studied in order to answer the focus question(s)

**VALUE CLAIMS:**

Statements based on knowledge that declare the worth or value of the inquiry.

**KNOWLEDGE CLAIMS:**

Statements that answer the focus question(s) and are reasonable interpretations of the records and are transformed records (or data) obtained.

**TRANSFORMATIONS:**

Tables, graphs, concept maps, statistics, or other forms of organization of records made.

**RECORDS:**

The observations made and recorded from the events or objects studied.

## **How does Discourse Function in ELT?**

This notion of discourse is not yet functionally credited in ELT. In Dell Hymes' notion, communicative competence is identified as the tacit knowledge of the native speaker to function in a speech community genuinely. For Hymes, this competence is identified as rule-governed creativity in the form of speech acts or discourse. In one way, the notion of competence of Chomsky's universal grammar is substantiated with the community sociocultural knowledge as the basis of the tacit knowledge rule-governed behavior, and capacity to use speech acts and discourse in speech events as creativity.

Since then the notion of communicative is sprayed as dimensions in terms of psycholinguistic competence, sociolinguistic competence, discourse competence and strategic competence.

But how this rule-governed creativity as the basis to approach the communicative competence in general and to CCE in particular varies from teachers to teachers in their own strives in Indonesia.

How does discourse function in ELT?

## **Discourse in 2005 English Curriculum (K7-K12, Ind)**

The **2005 English curriculum** adopts CCE as the goal of ELT in Indonesia. As it is the following is how it is stated at senior high school English curriculum at grade X semester 1.

**Standard CCE : Listening—understanding the meaning of functional text and monolog in daily narrative, descriptive and news.**

**Base competence: Responding congruently to oral functional text in formal-informal styles**

**Standard CCE : Speaking—communicating in a transactional or interactional functional texts in daily narrative, descriptive and news.**

**Base competence: Responding congruently to a transactional or interactional functional texts in daily narrative, descriptive and news.**

To classroom teachers these CCE goals take strives to realize in day-to-day teaching business and load, to track the English Curriculum path, and to realize it in lesson planning and instructional acts as well.

Another interesting point is that few teachers strive to reach even the general CLT practices. These teachers managed to realize communicative approach because they underwent some privileges in CLT trainings or up to date to the strives in the state of the arts. What our ELT classroom teacher admits is that among the 40 students in our grade-10 in general, only two to three students communicate a very simple conversations or use simple speech acts in their semester end. These are the cases founded during the on going renewal and they are undergoing retraining despite their decade teaching experience background.

### **Students' discourse competence**

In many ways, most of our learners' communicative products can be illustrated in the following performance examples:

- <1> Instructor : Good morning
- Student A : ..... (smile)
- Instructor : Good morning, What's your name please?
- Student A : June
- Instructor : What did you do the last December?
- June : Pulang kampung ..... Sir.



<2> Instructor : Hi.  
Student A : ..... (smile)  
Instructor : Hi, .... What did you do last week?  
Student A : This is my homework  
Instructor : Have you got through?  
Student A : Hmm... Hmm....  
(data from classroom event)

<3> Instructor A : hi, where?  
Instructor B : coming from home. Baru tiba.  
Instructor A : what to do?  
Instructor B : biasa.

What we can derive from these cases is that the communicative affairs among our ELT speech communities are a number of phenomenon that needs some explanation. A language setting is the total situation underlying a discourse. In one way, our multilingual settings are either using general English in our non native English (NNE) and in another our attitudinal behavior to resort to use the local lingua franca. In other interpretation, we are trapped to linguistics relativity, language shapes the world view and language influence interpretation and perception (Whorf-Sapir hypothesis, Fishman, 1972). From Pragmatic perspective, our NNE learners manipulate meanings the respectives of violating cooperative ventures ***Be Relevant, Be Informative, Be Truthful, and Be Clear*** under the assumption of the NNE restricted code.

Discourse competence in Dell Hymes' sense is another or a dimension of communicative competence at discourse level, either as speech acts in oral communication, or a text in a written form (Hymes, 1974). For Hymes, a competence is a rule governed creativity, and the discourse competence is the tacit knowledge as the context of a capacity.

It is a communication of thought, or an orientation subject in a speech, a discussion, a treaties or seminar. In short, it is a textual competence in the sense that the capacity of an individual to do genuine communication in oral or written form. Since then, with the influence of pragmatics, discourse analysis, CLT, and various rigorous development

Genuine communication in the global setting of the learners is still really studied. Anyway, there are some possible hints such as the impact of the use of IT for information, the use of cellular phone and e-mail for communication, the use of computer for information processing, and the total combination for multimedia entertainment. One challenge to our youngsters today is that would we been in call to strive to offer them a world force track in the global Indonesia 2020, and if so what possibilities are our offers as relevant to their contexts. First of all, our youngsters need to be prepared to work force competition, IT users, knowledge based society, and understanding of sister countries. For this, one of the priorities is through CCE our youngsters are capable to comprehend the nature of the acquisition of knowledge based society through IT in the notion of LWC and a capacity to be comprehensively understood by others. This is a demand for excellence in the dimension of discourse competence.

Our 2005 English curriculum in one way is already prospecting our track to ECC in our orientation is still in the past, to view English as an EFL. Our challenges are to put our instructional goal with the track in one way and to vision how far our professional development have grown. By curriculum, our English instruction is in a conducive paradigm for ELT teachers to acquire such as the use of English comprehensibly in our NNE speech community, and communicate understandably.

Hence, the realization challenge is now left to the market value demand as the global platform standard and benchmarking. The movement of total quality management in various institutional growth of profession are now calling for customers satisfaction a zero defect as the path from continuous improvement based to quality institutions. Although to a certain extent , a development of English acquisition among high school learners have grown substantively from 2% achievers of higher universities of the five excellence (Sadtono, Teaching English at University, TEU, 1975) to 2-4 out of 40 students in urban areas (2007), the development is still far below to global platform. In spite of the 13-15 participations rate of the university entrance, the rest are still the substantive youngsters work force for the vision 2020. They need to host service position to Indonesian global 2020. In other words, the LWC trend challenges us another strive for our substantive high school graduates.

### **CCE and Students' Genre**

A genre is a discourse type used in the domain of rule governed creativity used in a given sociocultural setting of a speech community orally or in written form. In this view, discourse structure is universal node of governing the information structure and meaning articulation in a given speech community. The meaning of this rule governed creativity in language for wider communication (LWC) is that speakers or interlocutors to be cooperative needs and is obliged to use comprehensive English to native speakers of English (NE) and NNE. In Hasan's model (1989), it is a *paedagogic discourse* by using situation and context into text in a functional way. In a very basic notion, a context is the situation that goes with the text, the total interaction of field and textuality in another (Van Dijk, 2004). Genre constitutes this notion. Simple examples of CCE genres are as follows:

- <4> Genre 1 : Hello! Hello my heart? How are you? I know, I know, a lot of people hurts you. But, do you know? I love you, my mother loves you, my dad loves you. I love you. Forgive them. It is beautiful
- <5> Genre 2 : I am a student. I am sitting on this chair. I study at high school. I am now studying English. Sometimes I am diligent. Sometimes, I am lazy. Oh my God, forgive me, tomorrow I will be a new person.

Within these simple genres, it is possible for our teachers to shape the discourse competence of our LWC learners in a more confluent way as their path to genuine CCE. Operating commissive context in genre-1 may substantiate our CLT to suggestopedia, and genre-2 to simple monologue or narrative text. In short, genre as the base for discourse competence may function to serve monitor and control at the metacognitive levels of the NNE learners, and as metacognitive strategies through discourse uses.

## Enclosure

### Discourse data

<1> (18 month) at home. is going with the family down town, one afternoon.

: mbak, mbak, ndi kua ku mbak. Ndi?

Sri : Mari mas, di kamar.

: melok ama Mama, ke alun alun.

Sri : wes melok ya.

<2> Context Eins (7 years), Chris (5 years) and (2 years)

Chris: barkelai kita nanti, nanti bapa bawa kita alun-alun

Eins : Ya, saya mau beli balunan, tiup.

<3> Three days later:

Context Eins (7 years), Chris (5 years) and Whardhana (2 years) with their parents are in alun-alun (a green yard) and a small boy is looking at the car passangers

Whardhana: ha, liat liat apa, he, talung a?

<4> Context : Eins (7 years), Chris (5 years) and Whardhana (2 years). The boys are in the supermarket with with their dad and mom.

a. in the supermarket....

Whardhana : Pa, pa kita beli kue ya?

Papa : Ya.

b..... In the supermarket...

Whardhana : ... ya... ini kuenya.... Pap pa..  
aku yang bawa ya....

Papa : Ya... mari Bapa bawa...

Whardhana : .. aku yang bawa.....

c..... In the car...

Whardhana : Pa... aku yang pegang ya....

Papa : ya.....

Whardhana : Kita buka di lumah ya...

Papa : ... ya....

Whardhana : ... kata Bapa kita buka di lumah..

d. .... at home....

Whardhana : Kita buka ya... pa .... ya ....

Papa : ya.....

Whardhana : Kata Bapa kita buka....

Whardhana : ... aku yang bagi pa ya...

Papa : ... ya....

Whardhana : ... kata Bapa aku yang bagi.... ini abang..  
ini kakak... ini... abang...ini kakak....  
ini aku...ini kueku kok.

# Chapter 5

## PSYCHOLINGUISTIC STUDY ON DIARY

### 4.1 Diary: *What students write*

*The following are examples of what students write. They write in a diary. When they write, they express themselves.*

*The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping to horas market. Back from the market, I must go to field and work in there ... 1/3/2007*

*Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, 'you don't believe for yourself, don't ashamed. You must tunjukan you are as a woman and as a wife. I like*

to look her because she has child and I think she is very like and nice. Then I go to my house.

30/3/2007

S1-3

Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jemput me. But he wasn't, and I msat back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house x I'm sick and I pray to God. In order, I healthy and can study.

24, 5, 2007

Sounds of my alarm make me wake up. But I'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I m very sleepy, and people of the sit in my beside is very funny to look at me because

He looks me sleep and I'm very ashamed..... etc.

3, 7, 2007



*4.2 What students learn*

	data	What is learned	
		Goodness	
S1.1	<p>The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping to horas market. Back from the market, I must go to field and work in there ...</p> <p>21/3/2007</p>	expressive	
S1.2	<p>Hallo my diary? In this day, in morning, I pray to my Father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I look my friend has a child. She don't talk to me, but I go to her, and I ask her, "do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, ' you don't</p>	expressive interactive	

	<p>believe for yourself, don't ashamed. You must tunjuki you are as a woman and as a wife. I like to look her because she has child and I think she is very like and nice. Then I go to my house. 30/3/2007</p>		
	<p>S1-3 Today is Thursday. I must... Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jemput me. But he wasn't, and I must back to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house and I'm sick and I pray to God. In order, I healthy and can study. 24, 5, 2007</p>	<p>expressive interactive articulative</p>	

	<p>Sounds of my alarm make me wake up. But I 'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I m very sleepy, and people of the sit in my beside is very funny to look at me because</p> <p>He looks me sleep and I'm very ashamed ..... etc.</p> <p>3, 7, 2007</p>		
--	---	--	--

Case2

	Data-2	What is learned	
S2.1	<p>Every body are ever doing the solution every day. If they have problem and they shall discussion withy the cooperate together. At the time they made the revorted if their students made by the regulation and based on the rational. Beside that they gotten a new program and do it with good and they do it with though not happy.</p> <p>Sometimes they get the advantage from the good problems If they made matter of the new program. Beside that, they made planning program and organization who</p>	expressive interactive	

	<p>needed by people and they formed the condition program. 21, 4, 2007</p>		
S2.2	<p>Balai kambing is easy to reach. The streets are smooth and transportation is easy. If you use public transportation. From the Arjosari bus terminal you can choose to go to Gadang terminal. Then through Gadang legi and finally to Balai Kembnag. Otherwise you can also reach the spot by mikrolet. The scenery along the way is beautiful . Green crops and vegetables, or yellow paddy fields are there. You will also pass the tea forest on the way. And the beginning to singing birds will entertain you during your travel. All makes it enjoyable for tourists, both domestic and foreign. 28,5,2007</p>	expressive interactive	

### 4.3 Some Aspects

*Analysis Site-1: Opening style*

*The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. ....*

*21/3/2007*

*St.2*

*Halls my diary? In this day, in morning, I pray to my Father.  
.....After that I take a bath,*

*30/3/2007*

*.....St-3*

*Today is Thursday. I must...*

*24, 5, 2007*

*St-4*

*Sounds of my alarm make me wake up.....  
3, 7, 2007*

**g.** *What is a diary?*

A diary is one's life. It is the way s/he looks at and over the world. S/he has life experiences and then puts them in a text. So, as feasible in the diary samples, students express what life is in terms of their known view.

Students learn English. At most they are good at grammar. The ALIGU test does show how well the participants' grammar is for in the average they are in average above 70 scores. But when they are asked to write, they have some difficulties to express in one, two or more paragraphs. The students learn English as a foreign language, and after 12 years studying from grade-1 to grade-12, the language is still "foreign" to them, the meaning of English means knowing grammar. Well, knowing grammar is good, whatsoever.

The point is that in this millennium-3 (M3), the information era, they need English. Why, information is wheresoever, and they make use if they know communicative English. They need English for self-fulfilment of functional tasks such as readings for their academic needs and demands, getting e-net informations, browsing websites and choosing various communicative affairs they functionally need, or even practical tags such as knowing school scholarship, getting free softwares, adapting W-XP to current mode, standard or Vista window, and the like. But *with the good grammar knowledge*, they are still as others grabbing notoriously the functional information they need, and always less effective and efficient.

From functional perspective, students mostly strive English in the domain of logical metafunction language and their teacher and classroom experiences are offering. Language is developed in three stages, the basic functions such as regulatory, directive, expressive and the like to transional function mathetic and pragmatic and then the 3<sup>rd</sup> stage ideational, interpersonal and

textual. The classroom and the teacher right from the beginning exercise only the logical function, rarely the experiential function, let alone interpersonal and textual ones. Of course the 12 years schooling with the logical function will exert good grammar as the test reveals. This is the school choice, although the curriculum has been echoing since 1968, to be *a communicative learner, a communicative learner in English*. In short, they need an English functional literacy for their own sake, and in their own terms, a communicative learner.

To be communicative, students strive English acquisition for communicative competence. They need instructional experiences to exercise and practice *the total language metafunctions, ideational function, interpersonal and textual function altogether*, not just logical function as they undergo in the previous schooling. They need discourse practice such as language characterization through praxis in thematic structure, genre, rhetorical properties, communicative codes, in various domains of job and vocational communities of M3, and in the end *reach the communicative quality*.

*Diary* is a simple activity, just write. It is at the student reach and at teacher's outreach. But it offers total metalanguage functions altogether to articulate a self in and into the world in terms of student's choice. The learner explores and express the exploration, an access to real communicative competence.

*Holistic Approach in an ethnographic analysis*

*Analysis Site-1: Opening style*

*Analysis Site-2: theme*

*Analysis Site-3: Genre*

*Analysis Site-4: coherence*

*Analysis Site-5: cohesion*

*Analysis Site-6: rhetorics*

*Analysis Site-7: Acquisition*

*Analysis Site-8: Writing Acquisition*

*Analysis Site-9: Writing Markedness*

*Analysis Site-10: Metacognitive aspects*

*Analysis Site-11: Literacy*

*Analysis Site-12: Discourse Competence (communicativity and com quality)*

*Analysis Site-13: Student's resources*

*Analysis-14: Reflective writing*

*Analysis-15: Thinking aloud processing*

*Analysis Site-15: the novice message*

*Etc.....*

*Reflection:::The Student's Writing Culture???*



*Where are you going?*



# Chapter 6

## *WRITING COMPETENCIES*

Writing instruction (Sylva in Khrol, 1990:12) to be accountable need to base on sound principles, such as the notion of the writing, the professional demand to instructor, and the assessment (Khrol, 1988). With respect to the construct of writing, approaches to writing can be seen as controlled composition, rhetoric and process. Writing as a controlled composition assumes that the learners are developed step-by-step in their linguistic controls to write a well-developed text. The learners are delivered graded writing instructions from controlling linguistic elements such as tenses, syntax and vocabulary, and step by step move to expressive writing.

In this way, controlled composition approach does not accommodate the creative aspects of writing and that writing teachers resort to writing models in L1 writing, rethoric—or the rhetoric model. The central concern in writing then is the logical construction and arrangements of discourse forms such as topic sentence, paragraph development and organization.

Taylor (1981) claims that writing is not plan-outline-write process that many believe it to be (Taylor in Sylva, p15). They criticize that rethoric approach puts writing problem as a matter of arrangements and organization. Furthermore, they assume that writing is a composing process and composing means expressing ideas, conveying meaning. Composing means thinking. In this way, the composing process is seen as a non-linear, exploratory, and generative process whereby writers discovers and formulates their ideas as they attempt to approximate meaning (Zamel in Silva, p 15).

In a process approach, writing assumes a number of factors such as context, writer, text, and reader as the basis to develop the writing (Silva, p.18 in Khrol, 1990). Furthermore, the basic elements of the writer covers personal knowledge, attitudes, characteristics, cultural orientation, language proficiency, motivation and the process of writing as well. The aspect of reader deals with the primary audience and the way they read. The aspect of text constitutes genre, aims, moods, discourse, styles, and linguistic entities. The context covers the aspect of background reality, the setting of the text and its target reader. In short, a writer situates herself in her orientation to do writing in a given discourse community. This assumption holds for a process approach in writing (Silva, 1990 18).

The process approach in particular perceives writing as an active creative process of communication. In this way, the writer develops the nature of the writer as text-builder in a discourse community, develop concern with the reader audience, and do communicate in text as accepted text, style, genre and codes in the community discourse.

### **Factors Affecting Writing Quality**

In Myles (2007), there are two factors that affect students's text in writing. For Myles, writing involves composing and transforming information into new text. It is viewed as a continuum activities that range from the more formal aspects of writing down one the one end, to the more complex act of composing on the other end. It is to say that formulating ideas can be difficult because it involves Transforming information which is much more complex than writing as telling. In all this process, social and cogtitive factors affect language learning and writing. The social factors are discussed by Gardners (1985), the socio educational model that mentions four social factors affecting language acquisition, namely, (1) the social and cultural mileau, (2) the individual

learner differences, (3) the setting, and (4) the learning outcomes.

The cognitive factors, discussed by Anderson (1985) in model of language production in three stages, as follows (1) construction, (2) transformation and (3) execution. The construction stage is the process in which the writer plans what he/she is going to write by brainstorming, using a mind-map, or outlining. The transformation stage is the process where the writer produces meanings into the form of the message with composing and revising. The execution stage is the writing act of the text. This stage-process hold altogether in structuring information in the text. This is the process where the writer uses various types of knowledge, such as discourse knowledge, understanding of audience, sociolinguistic rules, organization at both sentence and text levels, all of which function to produce effective communication of meaning and ultimately the quality of the writing (Scardamalia & Breitter, 1987 in Myles, 2007). For instance, coherence problems may be due to not knowing how to organize text, or not knowing how to store the relevant information.

Due to this complex process of writing learner often finds it difficult to develop all aspects of the stage simultaneously. As a result, the learners operate different strategies in each stage, namely, metacognitive strategies, cognitive strategies, and social affective strategies ( Omeley & Chamot, 1990 in Myles, 2007). Metacognitive strategies function in planning, and monitoring text writing. Cognitive strategies function to transfer information into linguistic information entities and rhetoric entities. Social-affective strategies by the concern of cooperating teachers and peers function to help improve the writing text.

## Measurement of Writing

There are two approaches to scoring writing (Khroll, 1990), namely holistic scoring and composition feedback scoring (Cohen & Kapalcanti in Khroll, 1990:155-176).

The holistic model is focused on six aspects of writing, as follows:

1. Focus limitation of the topic
2. Remaining on the focus topic throughout the essay
3. effective use of paragraphing
4. consistency in point of view
5. logical sequencing of ideas
6. artful use of transition.

The composition feedback model measures five aspects of writing, namely:

1. grammar
2. mechanics
3. vocabulary
4. organization
5. content.

The score is total sum of the five items. This is the orthodoxy in writing instructon.

But nowadays, approach to writing moves to writing quality, and rated as follows.

**Rater-1**

**Writing II: Nommensen English Department Model  
(Subject: Writing II—Writing Portfolio)**

Subject Writing Score Name: ----- Corpus.....								
	Components	Aspects	Paragraph Scores					TOT AL
			P1	P2	P3	P4	P5	
1	Basic Elements	Topic						
		Topic S						
		Details						
2	Dev	Unity						
		Coherence						
		Genre						
3	Style	Opening						
		Content						
		Closing						
4	Mechanics	Diction						
		Grammar						
		Punctuation						

TOTAL		Composition	Theme	
			Outlining	
			Organization	

**Writing II: Nommensen English Department Model**

(Subject: Writing II—Writing Portfolio)

Subject Writing Score Name: ----- Corpus.....								
	Components	Aspects	Paragraph Scores					TOT AL
			P1	P2	P3	P4	P5	
1	Basic Elements	Topic						
		Topic S						
		Details						
2	Dev	Unity						
		Coherence						
		Genre						
3	Style	Opening						
		Content						
		Closing						
4	Mechanics	Diction						
		Grammar						
		Punctuation						

TOTAL		Composition	Theme	
			Outlining	
			Organization	

*Some Poems*  
*The Road Not Taken*

*Two roads diverged in a yellow wood,  
and sorry I could not travel both  
And be one traveller, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;*

*Then I took the other, as just as far,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that passing there  
Had worn them really about the same,*

*And both that morning equally lay  
In leaves no step had trodden black,  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back,*

*I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I--  
I took the one less travelled by,  
And that has made all the difference.*

*Truth*

*Ballade of Good Advice*

*Flee from the crowd, and live in steadfastness.  
Let what you have suffice, though it be small,  
For wealth brings hate, luck blinds, and enviousness  
Makes tickless climbing of ambition's wall.  
Tastes that exceed your means will turn to gall.  
You who can give advice self-ruled must be,  
And have no fear, the truth shall set you free.*

*Do not waste strength by storming to redress  
All that is crooked; trust the turning ball!  
The less to do, the greater restfulness,  
And there's no profit kicking at an awl.  
Don't fight like pot and kettle. You who appall  
Others, regard your own soul fearfully,  
And make no doubt, the truth shall set you free.*

*What you receive, take in submissiveness.  
Who wrestles for this world asks for a fall.  
Here is no home, here is but wilderness.  
On, pilgrim, on! Come, beast, out of your stall!  
Now your country. Look up, thank God for all,  
Keep the plain path, be guided spiritually,  
And have no fear, the truth shall set you free.*

*Karl Sapiro (1942)*

*University*

*To hurt the Negro and avoid the Jew  
Is the curriculum. In mid-September  
The entering boys, identified by hats,  
Wander in a maze of mannered brick,  
Where boxwood and magnolia brood  
And columns with imperious stance*



*Like rows of ante-bellum girls  
Eye them, outlanders.*

*In whitened cells, on lawns equipped for peace,  
Under the arch, and lofty banister,  
Equal shake hands, unequal blankly pass;  
The exemplary weather shispers, "Quiet, quiet!"  
And visitors on tiptoe leave  
For the row North, the unfinished West  
As the Young, detecting an advantage,  
Practice of face.*

*Where, on their separate hill, the colleges,  
Like manor houses of an older law,  
Gaze down enbankments on a land in fee,  
The Deans, dry spinsters over family plate,  
Ring out the English name like coin,  
Humor the snob and lure the lout.  
Within the precincts of this world  
Poise a club.*

*But on the neighboring range, misty and high,  
The past is absolute; some luckless race  
Dull with inbreeding and conformity  
Wears out its heart, and comes barefoot and bad  
for charity or jail. The scholar  
Sanctions their obsolete disease;  
The gentleman revolts with shame  
At his ancestor.*

*And the true nobleman, once a democrat,  
Sleeps on his private mountain. He was one  
Whose thought was shapely and whose dream was broad;  
This school he held his art and epitaph.  
But now it takes from his name,*

*Falls open like a dishonest look,  
And shows us, rotted and endowed,  
Its senile pleasure.*

*The Ballads*

*together  
Come and be together with me baby  
In all these gloomy days  
Come and be together with me darling  
In all these waves of lives*

*You are the only pearl of mine  
You are the only pearl of mine  
You are the only pearl of mine*

*Now I know my longing heart,  
My searching mind, The feeling in my mind my love  
Longing as riding deers crossing those deserts  
and search for water drops oh baby*

*You are the only pearl of mine  
You are the only pearl of mine  
You are the only pearl of mine*

*Love, your love so gracious as white as snow oh baby  
I wanna know to mean 'n say how deep your love for me Oh baby  
You are the only pearl of mine  
You are the only pearl of mine  
You are the only pearl of mine*

*No stars at night*

*Nights and those dark nights  
Stars r ashamed and leaving away  
So my heart all my loneliness is sobbing  
from the bottom of my heart.*

*Down as pouring down  
Water thundering from heavens  
So my heart is falling down my love  
when u say goodbye my lovely love.*

*Reff*

*Why must there be a meeting and a touch  
Why must be so thrilling in the past  
Now I have nobody oh my lord  
I got an arrow to my heart*

*The nightmare*

*So My nightmare is there  
So Striking poignantly  
It swirls me round away that far  
And downing mind in all the ways  
And now I had got released at last  
and now alone  
and now alone*

*I m getting falling down  
and loose now all my mind  
when the waves are waking up  
and sense my nerves to feel again  
that you but an illusion now*

*to my heart  
to my lost heart.*

*So now where am I going to search my sweet path  
That I wanna see more and never to see you again  
And now my choice a traveler of lonely islands  
That I could keep my mind  
Away all from you*

*If I would ever have known you would be saying no  
I wanna need and come and miss you and*

*Malu-aku-malu pada semut mera*

# Chapter 7

## ***SOME ASPECTS OF WRITING ACQUISITION IN NNS SETTING***

Dr Tagor Pangaribuan  
English Department  
Faculty of Education and Teacher Training  
HKBP Nommensen University  
Pematangsiantar- Medan, Indonesia

### ***Abstract***

**This research is a longitudinal qualitative on English acquisition in NNs settings. The subjects are English Department learners of HKBP Nommensen University from their first up to 6<sup>th</sup> semester. The focus is on writing. The tentative conclusion is that NNs learners need a discourse media to foster their English acquisition in a natural situation of NNs settings. This helps them acquire writing quality better first to use and exercise freely that the more they unlearn and relearn their prior knowledge of language use, and the more they can monitor their use of English. Furthermore, after the students use and exercise continuously for over 700 days, more they unlearn and relearn, then they can monitor their use of English better in grammatical complexities, cohesion and coherence.**

## ***Introduction***

Learning English in non native (NNs) setting is a tough matter. Thousands of English learners in Pematangsiantar Indonesia, and other places as well are striving to achieve more or less some good English. Every year these learners explore the routes, search what other says, and follow what teachers suggest. Every NNs learner hopes to get to the right track. The NNs subjects here are English Department students at HKBP Nommensen University. They are in particular the future teacher candidates in English for all grades.

The following is a longitudinal survey of how NNs English grow through semesters. The learners starts as 12 graders, backgrounded in rural or remote schools entering English department. They start with a strong motive to study English but with very limited prior knowledge after grade-12. In the past Asian predecessors for millennia were thinkers, prophets, writers and philosophers. They put their thoughts in proverbs and propositions. They are sources of wisdom to cultures. But the youngsters and teachers today are align to those past wisdom, and they are indifferent to writing, literacy, and the like. So this study attempts to focus on student's writing and their contemporary culture of writing.

## ***Problem***

This research observes two things: First, to what extent students continuously improve when they learn English during the semester as shown in their writing, secondly, do their performance exert any acquisitional pattern?

## ***Analysis and Discussion***

A diary is a simple activity, just write. It is at the student reach and at teacher's outreach. But it offers total metalanguage functions altogether to articulate a self in and into the world in

terms of student's choice. The learner explores and expresses the exploration, an access to real communicative competence.

*The following are examples of what students write. They write in a diary. When they write, they express themselves.*

<1> Context: These texts are written in the first week 1<sup>st</sup> semester at English department. They are the beginning days at English Department, the first weeks.

Subject-1 d-1

*The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that, I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every wednesday I shopping to horas market. Back from the market, I must go to field and work in there...*

21/3/2007

Subject-2 d-1

*Every body are ever doing the solution every day. If they have problem and they shall discussion withy the cooperate together. At the time they made the reverted if their students made by the regulation and based on the rational. Beside that they gotten a new program and do it with good and they do it with though not happy.*

*Sometimes they get the advantage from the good problems If they made matter of the new program. Beside that, they made planning program and organization who needed by people and they formed the condition program.*

21, 4, 2007

Subject-3 d-1

Wednesday, 19th of March 2007

*God, i hope you stays in my life. please make me be useful person for my family, college and nation. Today, i will attend my first day for college. i hope today is start of my success.*

*Father bless our lectures, please. so, we can finish our problem and our work as well. and they can teaches me and my friends to prepare our future time.*

*I don't forget with my parents, my sister, my brother, my grandparents and my friends who left by me in my village. Please...bless they have more supports, more anything for me, and now, I miss them. This evening, please send my missing to them, please. . . .*



Table-1  
Student's Performance Data

Performance	Acq Problems	Performance	Acq Problems	Performance	Acq Problems
<p>Subject-1 d-1 The night is beautiful. The night is cold but I don't lazy to write my diary. Even though cold, I always spirit to do my activities. In this day, I'm very happy. I go to campus at 10' o'clock. After finish to study that. I go to Horas market to buy the need of my shop. Because in my house I sell any tea and cigarettes, etc. Every Wednesday I shopping to horas market. Back from the market, I must go to field and work in there ... 21/3/2007</p>	<p>Errors sva Sva Sva Dangling modifier Sva Spelling Punctuatio  Problem of predication</p>	<p>Friday, 22nd February 2008  Be a good moment for can picked up my youngest sister again at kindergarten. what a funny to see them, singing, playing and learning. I became remembered my childhood, or most beautiful moment. Aunty invite us to accompany her shopping, followed them. There manY schoolmates were met and most was being conceited. And came back to grandparents house at Balige. Unfortunately, my daily today finished a arather bad event. My lovely mother was ill. She became weak. God, cure her....</p>	<p>Errors sva Sva Sva Dangling modifier Sva Spelling Punctuati  Problem of predication</p>	<p>Subject-3 d-1 Wednesday,19th of March 2007 God, i hope you stays in my life. please make me be useful person for my family, college and nation. Today, i will attend my first day for college. i hope today is start of my success. Father bless our lectures, please. so, we can finish our problem and our work as well. and they can teaches me and my friends to prepare our future time.</p>	<p>Errors sva Sva Sva Dangling modifier Sva Spelling Punctuati  Problem of predication</p>

			Good Night.			
	Discourse errors Cohesion Topical coherence				Discourse errors Cohesion Topical coherence	

In the beginning everything is as it is. The first few days are English campus days for the students. The data shows that in the beginning, a lot of the aspects of English are not well-monitored, errors at sentential level to discourse one. This is related to the fact that the learners have limited English resources from their former prior knowledge from grade-10 to grade 12. They come from remote and rural areas of Pematangsiantar, and their former schools and schooling experiences are very limited to English exposure in the classroom only.

<3> Data analysis-2

Table-2  
Student's Performance Data

Subject-1-d2		Subject-2 d2		Subject 3-d2	
Performance	Acq Problems	Performance	Acq Problems	Performance	Acq Problems
Hallo my diary? In this day, in morning, I pray to my father. After that I take a bath, and go to Campus. In this day I have only one lesson. I don't tired. I go to Ramayana to buy a cloth. I'm very happy because I meet my friend. I surprised because I	Wrong preposition Deictic ref Punctuation Sva Article Sva  Sva  sva	The streets are smooth and transportation is easy. If you use public transportation. From the Arjosari bus terminal you can choose to go to Gadang terminal. Then through Gadang legi and finally to Balai Kembang. Otherwise you can also reach the spot by		good afternoon, my Lord... Thanks Father. you have came true my wish today. i can finished my exam a pure and real answer. I didn't give and accept some question from the others. I want to know that how much my ability	

<p>look my friend has a child. She don't talk to me, but I go to her, and I ask her, " do you married?" She is ashamed, but she says, 'yes, I do. I'm married, not yet graduate SMA. ' But I say to her, ' you don't believe for yourself, don't ashamed. You must tunjukan you are as a woman and as a wife. I like bto look her because</p>		<p>mikrolet. The scenery along the way is beautiful . Green crops and vegetables, or yellow paddy fields are there. You will also pass the tea forest on the way. And the beginning to singing birds will entertain you during your travel. All makes it enjoyable for tourists, both domestic and foreign. 28,3,2007</p>		<p>and my knowledge in English departmen. It's came from Your grace for me. Thank you very much. Also i will attend the exam again on "READING I", the lesson which was not known yey by me. Help me....FATHER 26th of march 2007...</p>	
---	--	---	--	--	--

she has child and I think she is very like and nice. Then I go to my house. 30/3/2007					
Discourse errors Cohesion Topical coherence		Discourse errors Cohesion Topical coherence		Discourse errors Cohesion Topical coherence	

The data in Table -2 shows that the students begin to get more language resources and strives to learn, unlearn and relarn what they have achieved after a few weeks. Although they still have not unlearned their native language influenced and has not done monitor well, they make some fluency improvement.

Table-3  
Student's Performance Data

Subject-1-d3		Subject-2 d3		Subject3-d3	
Performance	Acq Problems	Performance	Acq Problems	Performance	Acq Problems
<p>Sounds of my alarm make me wake up. But I'm very lazy and I sleep again. But I think I must wake up to do my job. Then I wake up even though I am lazy. Then I cook our breakfast. Because I don't go to campus today, my Aunt invite me to follow her go to bank. Arrive in bank, I m very sleepy, and people of the sit in my beside is very funny to look at me because He looks me sleep and I'm very ashamed .... etc.</p> <p>3, 7, 2007</p>	Tense cohesion	<p>Today is Thursday. I must study in campus from morning until afternoon. In campus, I get many assignment. The lecture of speaking, say to us, to make a speech. He says we must go to front of the class one by one and at the afternoon the lecture give assignment again. We must make paper and must can responsible the topic. But we do with homework. Back from campus is the rain is came, and I call my friend to jemput me. But he wasn't and I msut back</p>	Tense cohesion	<p>Every body are ever doing the solution every day. If they have problem and they shall discussion withy the cooperate together. At the time they made the revorted if their students made by the regulation and based on the rational. Beside that they gotten a new program and do it with good and they do it with though not happy.</p> <p>Sometimes they get the advantage from the good problems If</p>	sva

		to house with bus, and I'm forgot to bring my umbrella. I'm very disappointed to my friend decision I don't know why he can't to meet me? I'm disappointed but I think he has a job and he don't leave it and arrive in house n I'm sick and I pray to God. In order, I healthy and can study 11,7,2007		they made matter of the new program. Beside that, they made planning program and organization who needed by people and they formed the condition program.  21, 7, 2007	
Discourse errors Cohesion Topical coherence		Discourse errors Cohesion Topical coherence		Discourse errors Cohesion Topical coherence	

The data reveals that after some more weeks, NNs learners are getting the monitoring function of their English resources. They began unlearn and relearn better language use. They unlearn and reflect what they are learning. In short, the more the students use and exercise freely, the more they can monitor their use of English.

<5> **Rule of use:** the more the students use and exercise freely, the more they unlearn and relearn better language use, and the more they can monitor their use of English.

<6>

Tabel-4  
Student Performance Data

	<b>data</b>	<b>Monnitor</b>	
	<p>Wednesday, 19th of March 2007</p> <p>God, i hope you stays in my life. please make me be useful person for my family, college and nation.</p> <p>Today, i will attend my first day for college. i hope today is start of my success.</p> <p>Father bless our lectures, please. so, we can finish our problem and our work as well. and they can teaches me and my friends to prepare our future time.</p> <p>I don't forget with my parents, my sister, my brother, my grandparents and my friends who left by me in my village. Please...bless they have more supports, more anything for me, and now, i miss them. This evening, pleasee send my missing to them, please.</p> <p>...</p>	Sentential Sva	Discoourse  Cohesion coherence
Sl.I	<p>Tuesday, 6th of May 2007</p> <p>good afternoon, my Lord... Thanks Father. you have came true my wish today. i can finished my exam a pure and real answer. I didn't give and accept some question from the others. I want to know that how much my ability and my knowledge in English department. it's came from Your grace for me. Thank you very much.</p> <p>Also i will attend the exam again on "READING I", the lesson which was not known yet by me.</p> <p>Help me....FATHER...</p>		Better reference cohesion



	<p>I not forget with my parents, my grandparents and my friends who left by me in my village. Please...bless they have more supports, more anything for me, and now, i miss them. This evening, please send my missing to them, please. . . .tonight, I wish My younger sister and others who has been going forward Palembang to attend Mery's graduating ceremony.. I hope they arrived there safety and come back here also. The house is being lonely. I am sad.</p>	sva	
	<p>Monday, 15th of July 2007          Lord, I am hating of myself, my conditions, all of people around me.          While the exam was started, what did I read before, was loosing from my brain suddenly. I confessed that I was not so serious to read my books, and my minds often loaded the bad thinking, so that all my concentration is damaged.          Ohyh...why does my life never filled the great and marvelous makers????          All is the annoyed peoples....</p>		

DATA	WHAT IS LEARNED	
<p>19th of Nov 2007            Thanks Lot. God...for Thy Amazing Grace, that accompany me to walk into 19th in ages. God gives me attentions, loves, and the presence of Lord along time. Thanks God...            HAPPY BIRTHDAY, Krystin... If I may wish, I wanna find all peoples in peace, no tears, no pains, all works together, as like ants. They does work cooperatively. Then, no ills, no starvations and all bow down to say and realize that "WE ARE YOURS". but, no my willing, God's willing takes place.            Lord...in my 19th age. let and help me to be "Good behaving for my family, society and particularly for God. Bless me...and Thank YOU..</p>		<p>Better cohesion, coherence</p>
<p>15 Feb 2008            I fed up with Mariana. Her strange attitude is came. I almost closed ears today and run away from me.</p>		<p>Better cohesion, coherence</p>

<p>Lord, I am glad meeting with my friends and my English Club friend especially. We talked English again every meets.</p> <p>I wish E.C can back get better than before. The leaders asked me to be leaders like them. And I refused because how can I lead my junior???.I love ENGLISH very much, wish new students, we invited, won't be dissappointed.</p> <p>Thanks...That's it</p>		
<p>Thursday, 6th of September 2008</p> <p>Good evening...I am really pleasure to meet Mr. Raymond family. At 7 am, all have to get dinner and had a good talking at home...</p> <p>Lord, I feels glad. I've finished already my READING III exam. I did it very good at the fixed time. It was useful for Mum wake me up twice yesterday to look Ezra getting fever. Helpful...I could prepare on the predawn, where nobody annoy me. Thanks God...</p>	<p>expressive interactive</p>	<p>Better cohesion, coherence</p>
<p>Friday, 19 December 2008</p> <p>Good Evening...my God</p> <p>Lots of appreciation, respects that I show upon a meaningful day. Lord, I love Christmas Days. This year, I found myself in better improvement and a bit progress than last year. I realized How great Thy love toward me and peoples that I love too, on This Christmas Days.</p> <p>God lead us, went away from the evil and treated us, the sinned human, God's children. Please, make us to proper for God's joyful life. Thanks...</p>	<p>expressive interactive articulative</p>	<p>Better cohesion, coherence</p>
<p>Thursday, 20 March 2009</p> <p>G.evening...Im still not focusing for my tasks, there are things make my minds ignored. God help me to get it up. I have my concentration to lost, moreover facing the bored lecturer, particularly ETIKA and SEMANTICS. Everything is flying away and my stomach needs something to digest.</p> <p>Mariana, my friend doesn't keep me any care. I myself should be anger of her missing of promise, but the opposite one occurs. How Mad!!!!</p>	<p>Master grammatical complexities</p>	<p>Better cohesion, coherence</p>

<p>Wednesday, April 28' 09</p> <p>God, I don't fear about my result of exam. I TRUST on You. If it's wrong, my mistake...forgive me. But, I did my utmost exactly. But now, I am a bit sad and shy, finding myself a careless one in some points. Am I a good loser? Hence, promise...i abolish it. I think, that's right and great promise, I ever had. It is impossible being a careless one turn be a teacher....</p>		<p>Better cohesion, coherence</p>
<p>Monday, June 8, 2009</p> <p>I am so sorry, doctor. I brake your suggests. "Do not commit going out of home", "No lectures", "Must eat porridge", etc... I could do them. Impossible I leave my duty and responsibility because my allergy of coldness only. Yes, I do what runs as usual and enjoyable. Thanks for peoples who gave much attention to me,, warned me to have lunch and medicine. Thank you...</p>		<p>Better cohesion, coherence</p>
<p>Monday, 13 July 2009</p> <p>My fresh greatest tree....Actually, your green leaves are bringing a good at atmosphere in my heart. You are my Pure God, fulfill each of my empty.</p> <p>Oh...my God, I am facing silent week toward final test. Tomorrow is my firstday, we began exam. I was wasting one week for nothing...no enough preparation. Yes, it is not too complicated but my self is so hesitate to reach my books. THIS week, my turn is to look after my task, Grammar 4 final paper. I took my priority for that.</p>		<p>Better cohesion, coherence</p>
<p>Monday, 7 September 2009</p> <p>I am dearly happy about all the ways of what I do today that God approve me.</p> <p>I met all again, my fellows and friendships in campus. Oh...nevertheless, I miss peoples that love and need me in Laguboti.</p> <p>My Goodness, I thank for God guide me as I am studying in campus. I achieve one lesson today.</p>		<p>Better cohesion, coherence</p>
<p>Wednesday, 18 November 2009</p> <p>Thank you, My Father</p> <p>Ultimately, I have been dare enough, swimming and diving into the deepest pool in Siantar HoTEL. Actually, It is about 3 metres or more. I learn for a little kid, my private students encouraging me to do it. Thanks a lot my little</p>		<p>Better cohesion, coherence</p>

<p>MONDAY, 25 January 2010</p> <p>Ohh...father. Today is the ultimate day, the final day to stop my big job " Writing Assignment" And also a day, we start first day of UAS 2010.</p> <p>I am bitterly awaking too much for reminding that today is examination. It has been seven days, my diary wasn't shared by my story. Sorry, my sweetie... I set out of home from lectures and continued the assignment to do from 4 pm-night. I was fairly rushed. My concentration didn't work as well. I saw my friend, giving up their paper to the supervisor. Am I working too slowly or am I too stupid for this job??? I just wrote as far as I can, none cheating at all, yup....KEEP MY WORDS.</p> <p>Okay...it's been finished already... I getcha.. Next will be SOSIOLINGUISTICS task. But I will get any rest for a moment.</p>		<p>Better cohesion, coherence</p>
--	--	-----------------------------------

This data reveals that the learner demonstrates more grammatical complexities, better use of cohesion and coherence after four semesters. In short, when the learner continuously practice, what they have unlearn and relearn of language use become more elegant and eloquent in their discourse performance.

<7> **Rule of use:** After the students use and exercise continuously for 700 days, more they unlearn and relearn better language use, they can monitor their use of English better in grammatical complexities, cohesion and coherence.

This findings analogously support the study 2008-2009 on English A-path of NNs learners.

<8> English A-path

		English Acquisition-Path				
		Path1-4: Interlanguage				
English Department NNS <b>A-Path:</b>  State of the Arts	NNS learner's entered 1 <sup>st</sup> sem				English Communicative Competence Ideals	
					Path-5   Natural Speech acts, monitor discourse aspects, less or no global errors	
				Path-4	Monitor Grammatical Accuracy, but sometimes with pragmatic global errors	
			Path-3	Fluency with errors		
		Path-2	Staccato			
Path-1	Silence					

Meanwhile, it can be temporarily concluded that when a learner continuously exercise English use in writing, they better monitor their discourse.

## *Discussion*

A diary is one's life. It is the way s/he looks at and over the world. S/he has life experiences and then put them in a text. So, as feasible in the diary samples, students express what life is in terms of their known view.

From functional perspective, students mostly strive English in the domain of logical metafunction language and their teacher and classroom experiences are offering. Language is developed in three stages, the basic functions such as regulatory, directive, expressive and the like to transional function mathetic and pragmatic and then the 3<sup>rd</sup> stage ideational, interpersonal and textual. The classroom and the teacher right from the beginning exercise only the logical function, rarely the experiential function, let alone interpersonal and textual ones. Of course the 12 years schooling with the logical function will exert good grammar as the test reveals. This is the school choice, although the curriculum has been echoing since 1968, to be *a communicative learner, a communicative learner in English*. In short, they need an English functional literacy for their own sake, and in their own terms, a communicative learner.

To be communicative, students strive English acquisition for communicative competence. They need instructional experiences to exercise and practice *the total language metafunctions, ideational function, interpersonal and textual function altogether*, not just logical function as they undergo in the previous schooling. They need discourse practice such as language characterization through praxis in thematic structure, genre, rhetorical properties, communicative codes, in various domains of job and vovational communities of M3, and in the end **reach the communicative quality**.

For quite a long millennia, the debate on how a foreign language is acquired has never ended. For some era, ELT teachers admire philosophers from Socrates' time of their prior excellence in literacy and literature, and the development of

romanticism. For the tradition they exercise, scientifically, they are claimed and termed as traditional.

Since the Saussurian era, ELT teachers overview various paradigm from structural to transformational, and later functional to communicative paradigm. The development is so sound scientifically but the acquisition of English as a second or foreign language remains subject to ELT classroom. Consequently, for millennia, English communicative quality has been the secret and the mystery of successful learners. Experts for centuries agrees that English communicative quality is the ideal model of global literacy where the learners acquires near native standards and gain the privileges to the construct, the structure and the paradigm of the modern mind, the civilized community. The academe has wisdom. Their saying is the truth. As Ions Plato says, ‘Of the many excellences which I perceive in the order of our State, there is none which upon reflection phases me better than the rule about poetry’. But how does the learner get there to the English communicative quality as they dream? Again experts strive, struggles and try out experiments to find its realistic acquisition path. This leads to two ends of a paradox that switch the acquisition pendulum, the paths of successful learners they strive to articulate and the strive to quest for enlightenment to expose what is given in native language acquisition settings and what is processible in classroom or other settings. Hence, they may sum up to articulate the acquisition path those successful learners, and the most direct routes to the English communicative qualities.

ELT teachers in classroom remains to acknowledge the challenges. The learners assume that their ELT teachers are accountable ideals to bring them to mouse the secret and the mystery of successful English learners for they show and perform that they have a`command of the language in the

classroom. The challenge remains to the ELT teachers upon the secret and the mystery of successful English acquisition. Some day will regret that their teachers have failed upon them. All over else where every teacher reflects this as matter. In short, in all learning enterprises, the learner's success is the focus.

In Myles (2007), there are two factors that affect students' text in writing. For Myles, writing involves composing and transforming information into new text. It is viewed as a continuum activities that range from the more formal aspects of writing down one the one end, to the more complex act of composing on the other end. It is to say that formulating ideas can be difficult because it involves Transforming information which is much more complex than writing as telling. In all this process, social and cognitive factors affect language learning and writing. The social factors are discussed by Gardner's (1985), the socio educational model that mentions four social factors affecting language acquisition, namely, (1) the social and cultural milieus, (2) the individual learner differences, (3) the setting, and (4) the learning outcomes.

The cognitive factors, discussed by Anderson (1985) in model of language production in three stages, as follows (1) construction, (2) transformation and (3) execution. The construction stage is the process in which the writer plans what he/she is going to write by brainstorming, using a mind-map, or outlining. The transformation stage is the process where the writer produces meanings into the form of the message with composing and revising. The execution stage is the writing act of the text. This stage-process hold altogether in structuring information in the text. This is the process where the writer uses various types of knowledge, such as discourse knowledge, understanding of audience, sociolinguistic rules, organization at both sentence and text levels, all of which function to produce



effective communication of meaning and ultimately the quality of the writing (Scardamalia & Breitter, 1987 in Myles, 2007). For instance, coherence problems may be due to not knowing how to organize text, or not knowing how to store the relevant information.

Due to this complex process of writing learner often finds it difficult to develop all aspects of the stage simultaneously. As a result, the learners operate different strategies in each stage, namely, metacognitive strategies, cognitive strategies, and social affective strategies ( Omeley & Chamot, 1990 in Myles, 2007). Metacognitive strategies function in planning, and monitoring text writing. Cognitive strategies function to transfer information into linguistic information entities and rhetoric entities. Social-affective strategies by the concern of cooperating teachers and peers function to help improve the writing text.

NNs learners need a discourse media to foster their English acquisition in a national situation of NNs settings. This helps them acquire writing quality better first to use and exercise freely that the more they unlearn and relearn their prior knowledge of language use, and the more they can monitor their use of English. Furthermore, after the students use and exercise **continuously for over 700 days**, more they unlearn and relearn, then they can monitor their use of English better in grammatical complexities, cohesion and coherence.

*Planning an ESP Approach*  
**COURSE SCHEDULE**

<b>Date &amp; Meeting</b>	<b>Topics</b>	<b>Activities and Assignments</b>
	Getting to know each other  Introduction to the course	Practicing Oncourse and getting to know each other.
	The development of ESP, historical and theoretical perspectives	Discussing - he historical development of ESP - similarities and differences between ESP and EGP - contributions of ESP to the field.
Sat, July 12 Meeting: 5,6	Needs analysis	Identifying as completely as possible a real group of English language learners.  Give and receive feedback on each other's target population.
	Needs analysis	Discussing issues related to the design of needs analysis tools for your specific group of learners  <b>Assignment 1:</b> Design a

		needs analysis plan for your target population that you would carry out if you had sufficient time and money.
	Discourse/Genre analysis	Defining what genre is and operationally identifying different types of genre.
	Discourse/Genre analysis	<b>Assignment 2:</b> Find written or spoken texts for analysis that are appropriate for your learners and conduct genre analysis
	ESP course design	Discussing issues related to planning, conceptualizing, developing, implementing and evaluating ESP programs.
	ESP course design	Discussing how the results of your needs analysis help setting the parameters of your ESP course design. Give and receive feedback.  <b>Assignment 3:</b> Propose a course design plan
	Instructional approaches in ESP	<b>Assignment 4:</b> Prepare a sample lesson plan

	Issues involved in ESP materials development	Discussing factors involved in the identification of ESP materials.
	Issues involved in ESP materials development	<b>Assignment 5:</b> Write a reflection paper on selecting materials for your target population
	Assessment and testing in ESP	Discussing student evaluation methods
	Assessment and testing in ESP	Discussing issues related to the evaluation of the ESP course. <b>Assignment 6:</b> Propose an assessment plan to evaluate your own ESP course.

## ASSIGNMENTS and GRADING

- 1. Needs analysis plan (10%):** Identify a real group of English language learners. Describe this specific group of learners and design a needs assessment plan for them that you would carry out if you had sufficient time and money. Use class readings as guidelines. Include all methods and tools such as questionnaires/surveys/interview protocols that you plan to use to obtain information from this population with your reasoning behind them.

- 2. Discourse/Genre analysis (10%):** Find authentic written texts for analysis that are appropriate for your learners. Outline your goals for your analysis, including
- audiences, contexts, and/or communities from which the discourse arises
  - the apparent purposes for the discourse and specific ways in which the speaker or writer attempts to achieve his/her purposes with the audience
  - the macro-structure of the discourse.(e.g., problem/solution)
  - the headings and metadiscourse features that are employed to hold the entire text together
  - the repeated, or essential, grammatical features and their relationship to discourse function
  - the lexical features and their relationships to each other and the complete text
  - the visual or extra-linguistic features.
- 3. Course design plan (10%):** Develop the main components of a course design plan for your target population. It should include a syllabus outline based on your selected students' outcome goals, the duration of the program, length of lessons, class size, placement considerations, number of instructors and so on. Another component of this assignment is for you to research current foreign language methodologies that are appropriate for the needs of your target population.
- 4. Sample lesson plan (10%):** Develop a sample lesson plan for your target population which includes:
- a. Topic and list of task steps (e.g. steps to: giving a shampoo or manicure; checking the suspension of a car; checking a patient's blood pressure; preparing vegetable soup for 50; etc.)

- b. New vocabulary (5-20 expressions)
  - c. One or two grammatical structures (hint: task steps are usually written in the imperative and often contain prepositional phrases of location)
  - d. Cultural information related to the topic (e.g. proper way to greet customers, talk to superiors or colleagues, etc.)
  - e. List of materials and resources needed
  - f. One learning activity
  - g. One evaluative activity
5. **Reflection paper on materials selection (10%):** Reflect about the types of materials that would be best--more appropriate given time, availability, etc.--for your proposed course. Substantiate your position with information from course discussions, readings, and your own experience.
6. **Course assessment plan (10%):** Propose a plan to evaluate your own ESP course. What criteria for evaluation would you use? Who would you involve? What would you do with the information should your ESP course were one that you regularly teach at an institute, university, etc. Why?

**Revised Final Project (10%):** Prepare a portfolio that includes the revised versions of all the assignments you have done for this course. Also include a short reflection paper that discusses the strengths and weaknesses of your lesson or of your current knowledge.

**Forum participation (30%):** Interaction is at the heart of any learning community and the research confirms this statement suggesting that much if not most of online academic learning takes place in the interaction. It is extremely important that students fully participate in all

OnCourse forum discussions, or via email with the instructor or their peers. Students are required to interact and exchange ideas with their peers and with the professor, particularly about their successes and concerns as they engage in course activities. Students will be evaluated according to whether (a) they posted at least two or more entries, and (b) the postings reflect knowledge of the ESP issues under discussion and a critical integration of what has been learned from lectures, readings, and the student's own experience.

# Chapter 8

## *SOME QUESTS*

How does a learner grow to acquire her/his English Communicative Quality? What are the stages? Are there patterns of Developments?

The vernacular, the design, the cultivated, the modern and the global minds.

Human capacity to be academe grows by her own efforts and terms. What is your idea?

Compare to Chapter X Paradigma Bahasa, do you have any opinion?



## REFERENCES

Allwright, Dick. 1991. *Focus on The Language Classroom*. Cambridge University Press.

Anderson. 2002. *The Role of Metacognition in Second Language Teaching and Learning*. Brigham University, Online Resources, digests.

Anderson, Benedict, ROG, "The Idea of Power in Javanese Culture"**Culture and Politics in indonesia**, Cornell University Press, 1981.

Austin, J.L.1962. *How to do Things with Words*. London: Oxford University Press.

Baugh, John & Sherzer, Joel, 1984. **Language in Use: Readings in Sociolinguistics**, Prentice-Hall, IncThe University of Texas, USA.

Brown H. Douglas, 2000, *Principles of Language Learning and Teaching*, Addison Wesley Longman, Inc.

Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press.

Cruse, D. Alan. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press. 2000.

de Beaugrande, Robert, *Text, Discourse, and Process*, London: Longman, 1980

Dubin, Fraida and Elite Olshatn. 1986. *Course Design*. Cambridge University Press.

Ellis C. Henry and Hun Reed, 2004. *Fundamentals of Cognitive Psychology*. McGraw Hill Book Company.

Halliday, M. A. K. and Ruqaiya Hasan. 1989. *Language, Context, and Text: Aspects of Language in a Social Semiotic Perspective*.

Hymes, Dell. *Foundation in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press. 1974.

\_\_\_\_\_. 1962. *The Ethnography of Speaking*. In T. Gladwin and W. Sturtevant (Eds.). *Anthropology and Human Behavior*. Washington, D.C.: Anthropological Society of Washington: 15-53.

\_\_\_\_\_. *Foundation in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press. 1974.

Krashen and Terrel. 1983. *Natural Approach*. The Allemany Press

Larsen-Freeman, Diane, 1980. *Discourse Analysis in Second Language Research*. Newbury House Publishers, Inc

-----, 1986. *Techniques and Principles in Language Teaching*. Cambridge University Press

Myles, Johanne. *Second Language Writing and Research Writing Process and Error Analysis in Student's Text*, Quinn University.

<http://www.nada.kth.se/~martin/kursers/gslt-ia/GSLT>

Ransdell, Sarah and Barbier. 2002. *New Direction for Research in L2-Writing*. Kluwer

Academic Publisher. Amsterdam University Press.

Searle, J.R. [ed.] *The Philosophy of Language*. London: Oxford University Press. 1985

\_\_\_\_\_, J.R. 1969. *Speech Acts*. Cambridge: Cambridge University Press.

Sinar, Sylvana Tengku. 2004. "Perkembangan Analisis Wacana," *Kajian Linguistik, Jurnal Ilmiah Ilmu Bahasa*, Ikatan Alumni Program Pascasarjana USU Medan

Sinclair, J.Mc.H. (1982), *Teacher Talk*, Oxford University Press, Norfolk

Scott, Rene, 2007. *Composition Theory*. File: //C:\Dr%20TP\composition %20theory1.htm

Smith, N.V., (1982), *Mutual Knowledge*, Academic Press, London.

Stubbs, Michael, (1983), *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*, The University of Chicago Press, Chicago.

Van Dijk, Teun A. 1998. *Discourse as Structure and Process*. SAGE Publications.





## INDEX

- A  
Austin p.107  
Anderson p.138, p.167  
B  
Bates p.107  
Bernstein p.107  
Breitter p.138, p.168  
C  
Chomsky p.97, p.107,  
p.117  
Coulthard p.107  
Chamot p.138, p.168  
Cohen p.139  
D  
Dick, Van p.104, p.107,  
p.121  
Dewey, John p.9, p.10,  
Dubin p.102  
F  
Fishman p.100  
Flavell p.104, p.114  
G  
Gardners p.137, p.167  
Gleason p.107  
H  
Hasan p.103, p.113, p.121  
Huda p.22  
Hymes, Dell p.13, p.97,  
p.100, p.107, p.117, p.119  
K  
Krashen p.14, p.22  
Khroll p.136, p.137, p.139  
Kapalcanti p.139  
L  
Lakoff p.103, p.113  
Leech p.107  
M  
Myles p.137, p.138, p.167,  
p.168  
O  
Olshtain p.102  
Omeley p.138, p.168  
P  
Pangaribuan p.15, p.22  
Plato p.1, p.166  
R  
Reigluth p.17  
S  
Sadtono p.102, p.121  
Socrates p.12, p.106, p.165  
Sapir p.100  
Saussure p.106  
Searle p.107  
Sylva p.136, p.137  
Scardamalia p.138, p.168  
T  
Taylor p.136  
W  
Whorf p.100  
Wittgenstein p.106  
Z  
Zamel p.136

## Glossary

### A

Acquisition p.1, p.15, p.39, p.106

Acquisition pedulum p.1

Acquisition path p.1, p.37, p.87

Acquisition-path (A-Path) p.37

Adjacent p.15

Adjacent Contexts p.15

Arts p.100,

A Professional Teacher p.8

Articulate p.1

State of the Arts p.100

Approach p.13, p.23

Acquisition p.1, 14, 21, p.87, p.107

Analogy p.113

Areas p.121

Aspects p.136

Arrangements p.136

Artful p.139

Artful use of Transition p.139

Altogether p.165

Affective p.168

Affective Strategies p.168

Assignments p.168

Assignments and Grading p.168

Analysis p.171, p.172

Need Analysis plan p.171

### B

Beach p.4

Be Relevant p.119

Be Informative p.119

Be Truthful p.119

Be Clear p.119

Brainstorming p.167

Write by brainstorming p.167

### C

Classroom p.1, p.5, p.39

Classroom the Realities p.1

Classroom situation p.5

Classroom English Teaching acts p.39

Competence p.1, p.13, p.87, p.100, p.114, p.118, p.119, p.120

Communicative p.1, p.4, p.13, p.87, p.106, p.113, p.165

Communicative Quality p.1, p.87, p.165

Communicative Beachhead p.4

Communicative Learner p.165

Contexts p.2, p.15, p.113

Discourse Competence p.97, p.100, p.118, 120

Standard CCE p.98

Base Competence p.98

Communicative  
 Competence p.5, p.13, p.87,  
 p.100, p.106  
 Communicative Approach  
 p.13  
 Communicative Code p.15  
 Communicative Functions  
 p.113  
 Code p.15  
 Complexity p.17  
 Community  
 Community Language  
 Learning p.37  
 Continuous Improvement p.7  
 Conversation p.2  
 Creative p.14  
 Creative Construction p.14  
 Creativity p.97, p.117  
 Construction p.14  
 Communication p.14, p.101,  
 p.102, p.113, p.119  
 CLT p.98, p.99, p.103  
 CLT Texts p.98  
 Curriculum p.101  
 Conductive p.03  
 Corners p.103  
 Children  
 Children Discourse p.107  
 Constitutive p.112  
 Constitutive and Regulative  
 Rules p.112  
 Cooperative p.113, p.118  
 Cooperative Principles  
 p.113  
 Credited p.117  
 Clear p.119  
 Challenge p.121  
 Controlled p.136  
 Controlled Composition  
 p.136  
 Composition p.136  
 Creative p.136  
 Creative Aspects p.136  
 Cultural p.137  
 Cognitive p.138, p.168  
 Cognitive Strategies p.138,  
 p.168  
 Consistency p.139  
 Consistency in point of view  
 p.139  
 Content p.139  
 Course p.172  
 Course Design Plan p.172  
 Cultivated p.175  
 Capacity p.175  
 D  
 Data p.23  
 Discourse p.5, p.87, p.97,  
 p.100, p.106, p.107, p.112,  
 p.113, p.117, p.121, p.168,  
 p.172  
 Discourse Competence  
 Psychoinguistics Experiments  
 p.87  
 Discourse Competence p.97,  
 p.100, p.114, p.119, p.120  
 Discourse and Language  
 Acquisition p.106  
 Discourse Acquisition p.112  
 Discourse in ELT  
 Paedagogy p.113  
 Discourse Studies p.113  
 Discourse Media p.168  
 Discourse/Genre Analysis  
 (10%) p.172  
 Dimensions p.97



Diary p.125, p.165  
 A Diary is one's life p.165  
 Differences p.138  
 Development p.165  
 Design p.172, p.175  
 Course Design Plan p.172  
 E  
 Enlightenment p.1  
 English p.1,p.39, p.101, p.103  
 English Acquisition p.1  
 English Quality p.87  
 English Communicative  
 Quality p.1  
 English Curriculum p.101  
 English Zones p.103  
 English Longues p.103  
 English Corners p.103  
 ELT p.6, p.113  
 ELT Teachers p.6  
 ELT Speech Communities  
 p.100  
 EFL p.102  
 ESL p.102  
 ESL-EFL pedulum p.102  
 Electric p.98  
 Episodes p.17  
 Excellences p.1, p.120  
 Experiments p.87  
 External p.102  
 External Orientation p.102  
 Educational p.137  
 Educational Model p.137  
 Entities p.138  
 Effective p.139  
 Effective use of  
 paragraphing p.139  
 F

Formation 2  
 Focus p.39,p.139  
 Focus is simple p.39  
 Focus limitation of the topic  
 p.139  
 Functional p.36, p.165  
 Functional Perspectives  
 p.165  
 Functions p.113,p.165  
 Flavel p.114  
 Functionally p.117  
 Functionally Credited p.117  
 Functional Perspective p.133  
 Final p.173  
 Forum p.173  
 Forum Participation p.173  
 G  
 Generic  
 Generic Teaching p.7, p.8  
 General p.99  
 General CLT Practices p.99  
 Genuine  
 Genuine Communication  
 p.101,p.119  
 Gist p.87  
 Governed p.97, p.117  
 Governed Creativity p.97,  
 p.117  
 Graduates p.102  
 Genres p.104, p.105, p.121,  
 p.172  
 Simple Genres p.104  
 Global p.120, p.121, p.175  
 Global setting p.120  
 Global Minds p.175  
 Generative p.136  
 Generative Process p.136  
 Grammar p.139

Grading p.168  
 H  
 Head p.4  
 High p.102  
 Hypothesis p.14  
 Horizon p.37  
 Human p.175  
     Human Capacity p.175  
 I  
 Immanence  
     Immanence   transcendental  
 law p.1  
 Improvement p.7  
 Interactional p.14  
     Interactional Value p.14  
 Interpretive p.23  
     Interpretive Qualitative p.23  
     Interpretive   Qualitative  
 Approach p.23  
 Interlocutor p.113  
 Interpretation p.114  
 Informative p.119  
 Indonesian p.121  
     Indonesian Global p.121  
 Instruction p.136  
 Individual p.138, p.167  
     Individual           Learner  
 Differences p.138, p.167  
 Information p.138  
 Ideas p.139  
 Ideational p.165  
     Ideational function p.65  
 Interpersonal p.165  
     Interpersonal and Textual  
 Function altogether p.165  
 L  
 Language p.22, p.37, p.102,  
 p.106, p.158, p.165  
     Language Speaks Man p.22  
     Language Acquisition p.106,  
     p.107, p.137  
     Language for a wider  
     communication (LWC)  
     Language Use p.158  
 La langue p.106  
 La parole p.106  
 La language p.106  
 Learners p.1, p.3, p.138  
 Learning p.4, p.7, p.37, p.138  
     Learning Outcomes p.138,  
     p.167  
 Life p.3, p.165  
     Life Processes p.2  
     One's Life p.165  
 Linguistics p.13, p.138  
     Linguistics       Information  
 Entities p.138  
 LWC p.102  
 Longues p.103  
 Logico p.106  
 Local p.114  
     Local Interpretation p.114  
 Limitation p.139  
 Logical p.139  
     Logical Sequencing of ideas  
     p.139  
 Lesson p.172  
     Sample Lesson Plan p.172  
 M  
 Man p.22  
 Methodology p.12  
 Methods p.98  
 Meaningful p.14  
     Meaningful Learning p.14  
     Meaningful Communication  
     p.14

Metacognitive p.114,p.122,  
 p.138  
     Metacognitive Levels p.122  
     Metacognitive Stage p.138  
     Metacognitive Strategies  
 p.138, p.168  
 Metafunctions p.165  
     Language Metafunctions  
 p.165  
 Monitor and Control p.122  
 Model p.137  
 Measurement p.139  
     Measurement of Writing  
 p.139  
 Mechanics p.139  
 Milieus p.137, p.165,  
 Media p.168  
     Discourse Media p.168  
 Materials p.173  
 Modern p.175  
     Modern and Global Minds  
 p.175  
 Minds p.175  
 N  
 Naturalistics p.21  
     Naturalistics Patterns p.21  
 NNs p.5, p.36  
     NNs Setting p.5  
     NNs functional settings p.36  
     NNs Community p.36  
 Notion p.100, p.117  
     Notion of Discourse p.117  
 Non-Native English (NNE)  
 p.100  
 Need p.171  
     Need Analysis plan 10%  
 p.168

O  
 Orientation p.6  
 Opening p.132  
     Opening Style p.132  
 Organization p.136, p.139  
 One's p.165  
     One's Life p.165  
 Operate p.168  
     Operate Different Strategies  
 p.168  
 P  
 Paradox p.1  
 Patterns p.21  
 Path p.87  
 Performance p.99  
 Perspective p.100, p.133,  
 p.165  
     Functional Perspective  
 p.165  
 Phenomenon p.100  
 Psycholinguistics p.1, p.5,  
 p.87, p.100  
     Psycholinguistics  
 Competence p.100  
 Pragmatics p.5, p.113  
     Pragmatic Perspective p.100  
 Practice p.87  
 Prominent p.5  
 Pedulum p.1, p.102  
 Practices p.99  
 Problematic p.9  
     Problematic Situation p.9  
 Philosophicus p.106  
 Paedagogy p.113  
 Principles p.113  
 Priorities p.113  
 Paedagogik p.121  
     Paedagogik Discourse p.121

Problem p.136  
 Process p.136  
 Paragraphing p.139  
 Point p.139  
     Point of View p.139  
 Plan p.171, p.172  
 Project p.173  
 Participation p.173  
 Q  
 Quality p.1, p.87  
 Quantitative p.23  
 Quantitative Data p.23  
 R  
 Realization p.102  
 Restricted p.100  
     Restricted Code p.100  
 Rule p.97, p.117, p.159  
     Rule-Governed Creativity  
     p.97, p.117  
     Rule of Use p.159  
 Regulative p.112  
     Regulative Rules p.112  
 Relevant p.119  
 Remaining p.139  
     Remaining on the focus  
     topic throughout the essay  
     p.139  
 Relearn p.158  
 Reflection p.173  
     Reflection paper on  
     Materials selection (10%)  
     p.173  
     Revised p.173  
     Revised Final Project (10%)  
     p.173  
 S  
 School p.2, p.102  
     School Learners p.2  
     Setting p.5, p.36, p.120, p.138,  
     p.167  
     Situation p.5  
     Simple p.39  
     Sociolinguistics p.5  
         Sociolinguistics  
         Competence p.97  
     Solutions p.6  
     Speaks p.22  
     Structural p.13  
         Structural Linguistics p.13  
     Successful p.1  
         Successful Learners p.1  
     Speech p.34  
         Speech Acts p.34  
     Strategic p.97  
     Strategies p.138  
         Strategic Competence p.97  
     Standard p.98  
         Standard CCE p.98  
     Studies p.113  
     Substantive p.102  
         Substantive High School  
         Graduates p.102  
     Students p.121, p.125  
         Students' Genre p.121  
         Students write p.125  
     Serve p.122  
         Serve Monitor and  
         Discourse p.122  
     Style p.132  
     Social p.137, p.165  
         Social and Cultural milieu  
         p.137, p.165  
     Sequencing p.139  
     Stage p.167  
         Stage Process p.167  
     Sample p.172

Sample Lesson Plan p.172  
Selections p.173  
T  
Teachers p.6  
Teaching p.39  
Teaching Acts p.39  
Transcendental p.1  
Trancedental Law p.1  
Transactional p.14  
Transactional and  
Interactional Value p.14  
Traditional p.98  
Traditional or the electric  
p.98  
Thinking p.104  
Thinking and thinking about  
thinking p.104, p.114  
Tractacus p.106  
Tractacus-logico-  
phiosopicus p.106  
Truthful p.119  
Taylor (1981) p.136  
Transformation p,138, p.167  
Transformation Stage p.138,  
p.167  
Total p.165  
Total Language Metafunctions  
p.165  
Textual p.165

U  
Urban  
Urban Areas (2007) p.121  
Unlearn p.158  
Use p.158, p.159  
V  
Variables p.5  
Visionary p.101  
Visionary Orientation p.101  
Violating p.118  
Violating Cooperative p.118  
View p.139  
Vocabulary p.139  
Vernacular p.175  
W  
What Quality p.87  
Wider p.102  
Write p.125, p.167  
Write a Diary p.125  
Write by brainstorming  
p.167  
Writing p.135, p.136, p.139  
Writing Instruction p.136  
Writing Problem p.136



## Tentang Penulis

Dr Tagor Pangaribuan MPd, lahir di Laguboti, 2 Juli 1954, Sarjana Muda Pendidikan Bahasa Inggris, FKIP UHN, Pematangsiantar, 1973-1975, Sarjana ELTTP IKIP Malang, 1978-1980, Magister Pendidikan Fakultas Pascasarjana IKIP Malang 1986-1988, dan Doktor Pendidikan Bahasa Inggris 1988-1992, dengan peringkat I, predikat Cum Laude.

Dr Tagor Pangaribuan berjabatan akademik Lektor Kepala & Dekan FKIP Universitas HKBP Nommensen, (2001-2005.& 2010-2015) aktif mengikuti berbagai pertemuan ilmiah-ilmiah nasional dan internasional, mengembangkan materi-materi ajar di bidang pengajaran dan pendidikan bahasa Inggris. Beberapa tulisannya, antara lain: PPSI,1980, Communicative Structure, 1981, Linguistik Fungsional, 1991, Berkelana dengan Government Binding, 1992, The Development of Discourse Competence, 1992, Bahasa dan Berfikir Ilmiah, 1992, Classroom Genre, 1994, Action Research 1994, Pragmatik dalam Pengajaran Bahasa, 1994, Sastra dan Pendidikan, 1996, Landasan Filsafati Metodologi Penelitian, 1997, Semiotika dalam Seni dan Sastra, 2000, Jalan Pendidikan Bangsa, 2003, Pendekatan Rekonstruksionisme dalam Pendidikan, 2006, Discourse Competence, 2007, **Paradigma Bahasa**, 2008. dan diterbitkan The University of Michigan, 2010; Penelitian Kualitatif, Unimed, 2008, Speaking With Americans, 2008. Seminar International Key Note Speaker English in NNs settings, 2009, Kopertis Wil I Medan, Some Aspects of NNs Writing, Trang, Thailand North Sumatra Graduate School, 2010.

ISBN 978-979-1155-30-4



