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PROCEEDING

Teaching and Learning Innovation:
Theory and Practice

THE 6th NATIONAL JETA SEMINAR CONFERENCE
AND WORKSHOP

(JOGJA ENGLISH TEACHERS ASSOCIATION)



AT
SARJANAWIYATA TAMANSISWA UNIVERSITY
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The Speech of the Chairperson of JETA

Assalamu'alaikum wr.wb

Honorable Guests, Ladies and Gentlemen,

Welcome to the 6th National JETA Conference on 'Teaching and Learning Innovation Theory and Practice' conducted by Jogja English Teachers Association in collaboration with Sarjanawiyata University of Yogyakarta.

Let us thank God for blessing and granting us with good condition and opportunity to gather in this venue to attend this seminar.

350 participants from throughout Yogyakarta province even from Central Java, attend the seminar.

First of all, we'd like to extend our gratitude to :

- Prof. Suwarsih Madya, Ph.D, the Head of Provincial Office of Education, Youth, and Sport of Yogyakarta Special Territory, and all the Heads of Dinas Pendidikan of Yogyakarta, Bantul, Sleman, Kulon Progo and Gunungkidul regency,
- Our invited speakers : Prof. Suwarsih Madya, Ph.D , Dra. Iche Chodidjah, M.A. from British Council, Prof. Abbas A.B., Dip.TEFL, M.A, Ph.D from UNESA, and Drs. I Putu Sukmaantara, M.Ed from UNEJ
- British Council
- RELO (Regional English Language Office)
- All JETA Supervisors
- The Heads and the Lecturers of English Departement of Ahmad Dahlan University, State University of Yogyakarta, and Sanata Dharma University.
- All participants who attend this seminar
- All sponsors who have supported this program.
- The Committee that has worked hard to prepare this conference,

Distinguished guests, Ladies and gentlemen,

School Based Curriculum has been implemented in every level of schools for almost 5 years. Hopefully, some innovations in teaching and learning have been developed by teachers. The reason is that the implementation of the curriculum has given them more freedom and opportunities to be more creative and innovative. In fact, however, many English teachers still find it difficult to develop their creative and innovative teaching learning activities. Therefore, today JETA invites lecturers, teachers and practitioners to share relevant information, ideas, and experience concerning what really happens or what teachers really do in the classroom practice.

In relation to that, we have special programs in this conference. Beside paper presentation, we also have workshop and teaching demonstration. The purpose is that we all here can share not only theories, but also practice. We are free to choose which one is suitable with our needs. Hopefully, such activities will give us more benefits since everything presented here is related to our duties as teachers.

Ladies and gentlemen,

The government' policy about teacher certification also has given impact on the increasing demand for teachers to be more innovative. This conference, therefore, becomes an alternative for teachers to build ideas and broader view toward innovative teaching. Joining this conference, it is hoped that participants will get higher motivation, more information and ideas, in order to develop their creativity and innovations in teaching.

Ladies and gentlemen,

On this occasion, I should express my happiness to you all, because at this conference most of the presenters are teachers. This shows that teachers today are greater and more wonderful. They are not only speakers in the classroom but also writers as well as speakers in a national seminar. So, congratulations and give applause to all teachers here. However, because of the limited time, JETA committee could not invite all the writers of the papers to be the presenters. But we are really proud of you all.

Finally we hope that this seminar conference will give benefits to all of us and will run successfully. We also hope that you all will join this conference from the beginning till the end. Last but not least, we would apologize for any inconvenience which might possibly occur during this conference. May God bless us and enlighten our visions. Let's start thinking globally and act locally, together with JETA, Jogja English Teachers Association:

Have a nice conference. Thank you.

Wasalamu'alaikum wr.wb.

Endang Triningsih
Chairperson of JETA

Sambutan
Kepala Dinas Pendidikan, Pemuda, dan Olahraga
Provinsi Daerah Istimewa Yogyakarta
6th JETA Conference, 20-20 Juni 2009

Assalamu'alaikum ww

Yth. Rektor UST

Yth. Ketua JETA

Yth. Para Pembicara

Segenap Peserta Konferensi JETA yang saya hormati

Dan para tamu undangan yang saya muliakan

Marilah kita senantiasa memanjatkan puja dan puji syukur kepada Tuhan Yang Maha Esa, Allah swt, atas limpahan segala nikmat sehingga kita semua masih diberi kesempatan untuk berkumpul di sini guna mengikuti upacara pembukaan Konferensi JETA VI pada pagi hari yang cerah ini.

Bapak-bapak, Ibu-ibu dan Saudara-saudara sekalian yang berbahagia,
Kita semua menyaksikan perubahan-perubahan yang makin cepat terjadi di lingkungan kita, mulai dari lingkungan terdekat di daerah kita masing-masing sampai ke lingkungan terjauh, yaitu lingkungan global. Kemajuan teknologi informasi dan komunikasi telah memungkinkan terjadinya percepatan perubahan-perubahan tersebut, yang menyiratkan dinamika kehidupan masyarakat dengan segala macam tuntutan kebutuhannya. Oleh sebab itu, tidaklah berlebihan jika saya mengatakan bahwa hanya seseorang yang pandai menyesuaikan diri dari segala segi—cara berpikir, cara merasakan atau menghayati, dan cara bertindak—yang akan berhasil meniti hidup dan kehidupannya, termasuk di dalamnya kita yang bergerak dalam dunia pendidikan, dengan guru sebagai ujung tombaknya.

Dalam dunia pendidikan di Indonesia, sebagaimana telah diamanatkan oleh UU No. 20/2003 tentang Sisdiknas, kita mempunyai tugas untuk secara sadar menciptakan suasana dan proses pembelajaran agar anak didik kita dapat secara aktif mengembangkan potensi dirinya menjadi manusia utuh yang memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara. Di samping itu, kita wajib menyupayakan agar segala upaya pembelajaran tetap berakar pada nilai-nilai agama, kebudayaan nasional Indonesia, dan tanggap terhadap tuntutan perubahan zaman. Semua ini menyiratkan bahwa kita wajib memperlakukan anak didik kita sebagai subjek belajar, dan membantu mereka dalam mengembangkan seluruh potensi kecerdasannya—intelektual, estetis, etis/moral, kinestetis, agar tumbuh kembang menjadi manusia yang mampu menjawab tantangan zaman yang selalu berubah. Tantangan zaman yang demikian hanya akan dapat dijawab oleh orang yang

cerdas dan berbudaya—kritis, kreatif, adaptif kontekstual, sekaligus efektif-etis. Kreativitas, adaptabilitas, dan efektivitas serta etika/moralitas/akhlak mulia akan berkembang lebih cepat melalui proses pembelajaran yang inovatif-efektif, di mana guru mahir dalam berinovasi, selalu mengenalkan cara baru dan mendorong anak didik untuk mencari cara baru untuk mempelajari sesuatu dalam konteks yang ada, yang memerlukan daya adaptif karena dinamika tuntutan keadaan.

Dalam konteks inilah, Konferensi JETA VI ini benar-benar memiliki makna yang besar dengan memusatkan seluruh pembicaraan dan pembahasan pada pembelajaran yang inovatif. Lewat keikutsertaannya dalam konferensi ini, para guru dapat berbagi pengalaman dan inspirasi dan saling menstimulasi kreativitas pedagogis, sosial, dan pribadi untuk menjaga dan meningkatkan kualitas dan relevansi pembelajaran bahasa Inggris dengan tuntutan kebutuhan yang ada. Dengan demikian, para guru bahasa Inggris peserta konferensi ini akan menjadi makin mandiri profesional dengan keberanian mencari cara-cara baru melayani kebutuhan belajar anak didiknya secara kreatif sekaligus mendorong anak didiknya untuk lebih kreatif dalam pembelajarannya. Upaya JETA untuk mengangkat persoalan inovasi yang di dalamnya sarat dengan kemandirian dan kreativitas perlu memperoleh penghargaan yang tinggi. Saya mengharapkan konferensi JETA kali ini akan banyak melibatkan para peserta dalam proses lokakarya dengan hasil yang lebih praktis sehingga langsung bermanfaat dalam peningkatan keberhasilan mengajarnya. Semoga untuk selanjutnya, MGMP Bahasa Inggris menindaklanjuti hasil konferensi ini dengan serangkaian kegiatan yang memfasilitasi berkembangnya kemandirian guru dalam meningkatkan profesionalisme mereka.

Akhirnya, saya mengucapkan selamat mengikuti konferensi. Semoga Tuhan Yang Maha Esa memberkahi kegiatan ini beserta seluruh pendukungnya sehingga konferensi ini memiliki manfaat ganda secara berkelanjutan.

Ada kurangnya saya mohon maaf, terima kasih atas perhatian Bapak/Ibu/Saudara semua.

Wassalamu'alaikum ww

Suwarsih Madya

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TESTING IS ONLY A PART OF TEACHING, ISN'T IT?

Margana

English Education Department

Faculty of Languages and Arts, State University of Yogyakarta

A Summary

In English language teaching and learning (ELTL), some English teachers get confused of distinguishing between teaching and testing. They tend to do with testing rather than teaching when they are involved in ELTL. Most of their English teaching and learning activities are dominated by testing. They ask learners to deal with answering and discussing questions. For example, in teaching reading, English teachers tend to give a text accompanied by 5 to 10 questions. Students are then asked to read and answer the provided questions. After that, they discuss the answers together by asking students to come in front of the class and to write down their answers on the whiteboard and checking the answers together. As far as the writer concerns, such an activity is not teaching but testing. This is based on the assumption that teaching is an activity which is consciously conducted by a teacher and his/her students to deal with a particular subject including English subject in a particular setting with the employment of teaching methods, a syllabus, a teaching technique, and the like. Such a conscious activity is expected to facilitate learners to learn and acquire the target language. To assist students to acquire the target language, English teachers should minimize the testing practices as they are believed to create stress and tension on the part of students. To do so, English teachers should be familiar with modes of English teaching, types of syllabi designed for their students, teaching methods, and English teaching techniques. This paper then deals with minimizing testing practices in the process of English teaching and learning by having sufficient knowledge about modes of English teaching, types of syllabi applied in their teaching, teaching methods, and English teaching techniques.

Key words:

- (1) Testing (2) English Teaching Modes (3) Syllabus (4) Teaching Methods
(5) Techniques

1. Introduction

In English language teaching, some English teachers are still doubt in distinguishing between teaching and testing. Some of them run their teaching activities with the employment of testing as the primary angle of their teaching language skills: listening, speaking, writing, and reading. For example, in teaching reading, English teachers provide some texts accompanied by comprehension questions. They ask their students to read the texts and to answer the comprehension question in the allotted time. After they finish answering questions, the English teachers ask their students to answer the questions one by one then discuss the answers together. It also happens when they teach listening. They ask students to listen to the cassette and answer the comprehension

questions followed by the discussion of the answers. Such activities are recursively conducted when they are engaged in English language teaching.

In reference to the above examples, the activities conducted by English teachers and their students are not teaching but testing as the activities are dominated by finding the answers of the questions dealing with language skills presented. The nature of teaching activities should facilitate students to deal with learning not only answering questions. Added to this, the teaching activities should promote classroom interaction between English teachers and their students and the interaction among students. Allwright (1984) claims that classroom interaction designed by second language teachers and learners correlate with learning outcomes. Hall and Verplaetse (2000) state that in classroom interaction, teachers and students are driven to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.

With regard to the above discussion, English teachers should minimize the application of testing as the dominant activity in English language teaching as testing is only part of teaching. It does not mean that English teachers are not allowed to use testing in the process of English teaching and learning. The application of testing can be used to deal with the language assessment not the primary activity of the process of English teaching and learning. To do so, English teachers should be familiar with some issues of English teaching and learning which include the modes of teaching English, types of syllabus designs, English teaching methods, and English teaching techniques. Each is presented below.

2. Modes of Teaching English

As a matter of fact, teaching English can be conducted in two modes, namely segregated-skill instruction and integrated-skill instruction. In the segregated-skill instruction, the mastery of discrete language skills such as reading and speaking is viewed as the key to successful learning, and language learning is typically separated from content learning (Mohan, 1986). Skill segregation is reflected in traditional ESL/EFL programs that promote classes giving an emphasis on segregated language skills. An extreme example is the employment of the grammar-translation method, which drives students to analyze grammar and to translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, non-communicative range that does not prepare students to use the target language in everyday life. The application of the segregated-skill instruction is initiated with two reasons. First, it is logistically easier to present courses on writing separated from speaking, or on listening isolated from reading. Second, it is instructionally impossible to focus on more than one skill at a time.

The application of the integrated-skill instruction is based on the assumption that teaching English involves two aspects, namely primary language skills which embody listening, reading, speaking, and writing and linguistic components which include knowledge of vocabulary, grammar/structure, spelling, pronunciation, meaning, and usage. The two aspects should be presented in the integrated mode because both aspects are interrelated each other. For example, when English teachers teach speaking skill, of course, they also activate other language skills such as listening, reading, and writing. They also employ linguistic components: vocabulary, grammar/structure, pronunciation,

and others. Oxford (2001) states that the integrated-skill approach, as contrasted to the purely segregated approach, exposes English language learners to authentic language and foster them to interact naturally in the target language. English language learners rapidly attain an exact portrait of the affluence and complexity of the English language as utilized for communication practices. In addition, the followers of this integrated-skill instruction urge that English is not just an object of an academic interest nor merely a key to passing an examination. Integrating the language skills also promotes the learning of a real content, not just the analysis of language forms.

3. Types of Syllabus Designs

In teaching English, teachers of English should be able to design a syllabus. The syllabus design is of great importance for English teachers and their students as it concerns the selection of items to be learnt and the grading of those items into an appropriate sequence (Nunan, 1988). Every syllabus needs to be developed on the basis of certain criteria, such as learn-ability, frequency, coverage and usefulness. Learn-ability means that English teachers teach easier things first and then increase the level of difficulty as students' language level rises. Frequency would make sense at the beginning levels, to include items which are more frequent in the language, than ones that are only used occasionally by native speakers. By coverage we mean the scope for use. Some words and structures have greater coverage than others. English teachers may decide on the basis of coverage whether to introduce a language structure before another one or not. Usefulness gives the reason why certain words, such as 'book' or 'pen' are highly recommended in classrooms though they might not be that frequent in real language use. They are useful words in a classroom situation.

In terms of the types of syllabus, Reilly (1988) lists six types of syllabi used in English language teaching which include (1) a structural formal syllabus (teaching of grammar); (2) a notional/functional syllabus (teaching of functions that are performed when language is used or the notions that language is used to express); (3) a situational syllabus (teaching language in a context of real or imaginary situations in which language is used); (4) a skill-based syllabus (teaching specific language skills-listening, reading, and so on); (5) a task-based syllabus (teaching a variety of language forms, functions, and skills so students may complete a piece of work); and (6) a content-based syllabus (teaching course content, like science, using the language that the students are also learning).

More comprehensive types of syllabi are presented by Hammer (2003) who lists eight types of syllabi. They include (1) the grammar syllabus, (2) the lexical syllabus, (3) situational syllabus, (4) the topic-based syllabus, (5) function-notional syllabus, (6) task-based syllabus, (7) activity-based syllabus, and (8) mixed-based syllabus. The grammar syllabus is the commonest type of syllabus which consists of a list of items sequenced in such a way that the students gradually acquire knowledge of grammatical structures leading to an understanding of the grammatical rules. The grammatical structures, such as the Present Continuous tenses, the Present Simple tense, comparison of adjectives, relative clauses are usually divided into sections graded according to difficulty and importance. There are some advantages of a grammar-based syllabus which include providing

students with an excellent system of language structures and a good basis for developing cognitive skills while the disadvantages cover the lack of harmony between linguistic forms and meanings and speech intentions. (Harmer 2003: 296, Kurtán 2001: 40).

The second type of a syllabus is the lexical one which refers to a syllabus on the basis of lexical items related collocations and idioms which are usually broken down into graded sections. The following presents lexical syllabus items which are selected according to some items:

- (1) vocabulary related to topics (e.g. clothes, housing, crime)
- (2) issues of word formation (e.g. suffixes and other morphological changes)
- (3) word-grammar triggers (e.g. verbs which are followed by certain syntactic patterns)
- (4) compound lexical items (e.g. multi-storey car park, walking stick)
- (5) connecting and linking words (e.g. if, when, until, etc.)
- (6) semi-fixed expressions (e.g. would you like to, if I were you, I'd...), and
- (7) connotations and metaphors (e.g. kick the bucket).

(Harmer 2003: 297, Kurtán 2001: 43)

The third type of a syllabus is the situational syllabus which offers the possibility of selecting and sequencing different real-life situations rather than different grammatical items, vocabulary topics or functions. Sections are labeled by names of situations or locations, such as: in the street, at the supermarket, at the restaurant, etc. Such a type of a situational-based syllabus enables students to speak about real-life and imaginary situations. In addition, students can practise grammatical structures, pronunciation, and vocabulary in different speech functions. Situations in the syllabus make it possible for the students to practice language items in broad contexts not only at the level of sentences. (Harmer 2003: 298, Kurtán 2001: 40).

The topic-based syllabus is a type of a syllabus which is designed on the basis of different topics, such as the weather, health, generation gaps, clothes, etc. Topics give an organizing principle in which students are interested in the provided topics. The topic-based syllabus is relevant to students' communicative needs. In order to gain a good topic-based syllabus, English teachers should take the age, fields of interest and motivation of the target group into consideration. (Harmer 2003: 298, Kurtán 2001: 44). Different from topic-based syllabus, the functional-notional syllabus is designed based on language functions such as inviting, promising and offering. A functional-notional syllabus includes requesting, offering, inviting, agreeing and disagreeing, and others (Harmer 2003: 297, Kurtán 2001: 41.)

The task-based syllabus consists of a series of tasks some or all of the language to be used in those tasks. Prabhu (1987: 26) calls it a procedural syllabus. The examples of the task-based syllabus include: (1) Following the instructions, draw a map, (2) Fill in a form in which you can apply for a visa, and others. The task-based syllabus provides students with real life needs and more and more tasks which are relevant to their daily life. The activity-based syllabus is designed to develop students' language competencies according to certain language skills. Usually these skills are developed in an integrated way (Harmer 2003: 299, Kurtán 2001: 42). The mixed or multi-strand syllabus is a syllabus which is designed by combining different aspects in order to be maximally comprehensive and helpful to teachers and learners. English teachers may develop a syllabus which embodies topics, tasks, functions and notions, as well as grammar and vocabulary. (Harmer 2003: 299, Kurtán 2001: 44)

4. Methods Used in English Language Teaching

To deal with the process of English language teaching and learning, English teachers may apply some methods which include (1) grammar–translation methods, (2) audio-lingual method, (3) direct method, (4) the silent way, (5) suggestopedia, (6) total physical response, (7) natural approach, (8) communicative language teaching, (9) community language learning, and others. Rodgers (2001) presents a synoptic view of the teaching methods and the roles of the teachers and students.

TEACHING METHODS AND TEACHER & LEARNER ROLES		
Method	Teacher Roles	Learner Roles
Situational Language Teaching	Context Setter Error Corrector	Imitator Memorizer
Audio-lingualism	Language Modeler Drill Leader	Pattern Practicer Accuracy Enthusiast
Communicative Language Teaching	Needs Analyst Task Designer	Improvisor Negotiator
Total Physical Response	Commander Action Monitor	Order Taker Performer
Community Language Learning	Counselor Paraphraser	Collaborator Whole Person
The Natural Approach	Actor Props User	Guesser Immerser
Suggestopedia	Auto-hypnotist Authority Figure	Relaxer True-Believer
Figure 2. Methods and Teacher and Learner Roles		

The above chart shows that English teachers serve as ideal language model and commander of a classroom activity as described in Audio-Lingual Method, Natural Approach, Suggestopedia, Total Physical Response) and as background facilitators and classroom colleagues to the learners (e.g., Communicative Language Teaching, Cooperative Language Learning).

The proposed methods have their own strengths and weaknesses. It implies that there is no superior method that must be applied by English language teachers in the process of English teaching and learning. English language teachers are free to select the methods which meet students' characteristics and the aims of the teaching and learning process. The best language teachers are generally dynamic themselves, in terms of the

way they develop and experiment with their teaching methodology. In other words, methodology should not be seen as an indoctrinated set of "standardized" and/or "acceptable" techniques. Creative English teachers should be able (1) to determine what their language learning principles are, (2) select techniques from various "methods" that appear to match them, (3) adapt and experiment with those techniques before they prematurely discard them after one attempt, (4) employ various techniques in a variety of combinations, and (5) observe their learners closely and invite them into the process by eliciting their feedback on the range of techniques they use (Rodgers, 2001).

If the English language teachers attempt to facilitate English language learners to attain maximum English ability, the application of communicative language teaching (CLT) is promoted on the ground that the CLT has the following principles. They include (1) learners learn a language through using it to communicate, (2) authentic and meaningful communication should be the goal of classroom activities, (3) fluency is an important dimension of communication, (4) communication involves the integration of different language skills, and (5) learning is a process of creative construction and involves trial and error (Rodgers, 2001).

In relation to the employment of CLT, there are five types of learning that can be applied. They include (1) interactive learning, (2) learner-centered learning, (3) cooperative learning, (4) content-based learning, and (5) task-based learning. *Interactive learning* gives an emphasis on the dual roles of "receiver" and "sender" in any communicative situation. The interaction generates the meaning negotiation between interlocutors which in turn produces meaning (semantics). The essence of interactive learning activities entails that there will be a lot of pair and group work in the classroom, as well as authentic language input from the "real world" for meaningful communication purposes. The type of *learner-centered learning* provides second language learners with a lot of opportunities to deal with language learning process. It does not mean that learners are dominantly given many chances to answer the questions, but the establishment of language advancement and communication practices is highly prioritized in the process of English teaching and learning, allowing students to develop their personal creativity and input, as well as to obtain their learning needs and objectives. *Cooperative learning* deals with group work that accentuates on *cooperation* as opposed to *competition*. In this type of learning, students share information and language assistance and gain their learning objectives as a group. *The content-based learning* drives students to take part in language learning to content/subject matter and engages them both concurrently. In this matter, language is viewed as a device or medium for acquiring knowledge about other things. A significant factor in this kind of learning is that the content itself initiates what language items need to be obtained, not the other way around. For example, when students study an accounting subject using English as the medium, they are more intrinsically motivated to learn more of the language. *Task-based learning* is concerned with the idea of a "learning task" to a language learning technique in itself. A problem solving activity or a project can be promoted but the employed task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes.

5. Some Techniques Used to Minimize Testing Practices

To minimize testing activities, English teachers may apply some techniques when they are involved in the process of English teaching and learning. English language teachers may use Presentation, Practice, and Production (3P's) as one of the techniques widely used by English language teachers in classroom activities. Some experts call the 3Ps as an approach of language teaching (Spratt et al., 2005; Rodgers, 2001). However, as far as the writer concerns, the 3P's can be called as a technique because technique means a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives (Rodgers, 2001). Different from technique, an approach is defined as 'theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings'. For many years English teachers have used the PPP model of Presentation, Practice and Production for the preferred model of teaching (Braswell, 2003), which is embedded in whilst-teaching.

As one of the English language teaching techniques, the 3Ps is believed to be a common technique to communicative language teaching that works through a series of three sequential stages. The first stage is *Presentation* which refers to the introduction to a lesson after doing elicitation of the material learned in the target language. In this stage, English teachers can use pictures, dialogs, texts, imagination or actual "classroom situations". The *Presentation* stage would be meaningful when English teachers conduct interactive presentation by involving students in a series of presentation. Having understood the concept, students are then provided with the language "model" and engaged in choral drills to learn statement, answer and question forms for the target language. This state tends to be teacher-orientated. Using media relevant to the topics learned will be much more understandable. The next stage is *Practice* which commonly begins with "mechanical practice". Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation, guided or semi guided work, and controlled role-plays. *Practice* is viewed as the frequency tool to generate awareness and confidence with the new language. It also becomes a measuring stick for language accuracy and appropriateness. English teachers still guide students to deal with learning activities and correct student output. This stage is learner-centered in nature. The forms of the practice depend on the focus of the language skills on which the English teachers accentuate. The last stage is *Production* as the culmination of the language learning process, whereby the learners are fostered to become independent *users* of the language rather than students of the language. In this stage, English teachers create a realistic situation or activity to actively use the language they have been practicing. The English teachers do not correct or become involved unless students directly appeal to him/her to do so.

Another technique is presented by McCarthy (1998) who proposes 'Three Is'. It stands for Illustration-Interaction-Induction. *Illustration* refers to encouraging learners to look at real chunks of language as gathered in the different corpora of spoken language available. This stage is designed to produce appropriate and motivating responses in English language learners. Following the stage, *Interaction* is the most crucial stage as it deals with analyzing materials concerned with the involvement of the target language learners. The last stage is *Induction* which is concerned with generating the features of the targeted macro and micro language skills.

A nice alternative to 'PPP' is Harmer's 'ESA' (Engage/Study/Activate). ESA is slightly different to 3Ps because it allows movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order (Harmer, 2001). During the *Engage* stage, the English teachers drive students' interest and engage their emotions. This stage can be conducted through a game, the use of a picture, audio recording, video sequence, a dramatic story, or an amusing anecdote. It aims at attracting students' interest, curiosity, and attention. In the *Study* stage, English language learners are directed to focus on use of language or information and how it is constructed. In the *Activate* stage, the exercises and activities are designed to get students to use the language as communicatively as they can. During the *Activate* stage, students do not focus on language construction or practice particular language patterns, but use their full language knowledge in the selected situation or task.

With regard to the three above techniques of teaching English, testing does not appear in the stage of those three techniques. Therefore, English teachers should not take testing practices as the primary angle of teaching on the ground that testing practices just create stress and tension on the part of students.

6. Conclusions

In reference to the above discussion, having sufficient knowledge about modes of English teaching, English teaching methods, types of syllabus designs, and English teaching techniques as reviewed above is very important for English teachers when they involved in the process of English teaching and learning. Such a sufficient understanding would minimize testing practices on the ground that the essence of the process of English teaching and learning provides English language learners to use the target language both in the spoken and written forms. Added to this, testing is not included in any techniques of English teaching. Therefore, English teachers should minimize the testing practices during the process of English teaching and learning as testing is only a part of teaching to assess students' English proficiency.

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