THE 3rd UAD TEFL INTERNATIONAL CONFERENCE

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"ELT Materials Development in Asia and beyond: Directions, Issues, and Challenges"
on September 17 – 18, 2014

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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

"ELT MATERIALS DEVELOPMENT IN ASIA AND BEYOND: DIRECTIONS, ISSUES, AND CHALLENGES"

CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

THE THIRD UAD TEFL INTERNATIONAL CONFERENCE

PROCEEDINGS

"ELT Materials Development in Asia and Beyond: Directions, Issues, and Challenges"

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219.manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alpabehtical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The pararel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

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We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committe

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Improving Communicative Competence through the Use of Language Functions in Role Playing

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Abstract. The main function of language is for communicating. Language will be meaningful if it is used or functioned as a mean of interaction. Among the four basic skills in language learning, speaking skills is considered to get the most priority. It is by speaking one can show his/her performance and competence in a language. For this reason, improving students' communicative competence is highly recommended.

This present study was based on an experimental research which took place at a college in Denpasar, Bali. The students at this college majored in hotel and tourism industry with specialized job description, such as housekeeping, waiter, cook, and bartender. For this reason, they need to acquire specific language entries, known as English for Specific purposes (ESP). The technique used to teach the language functions is role playing. Role play is commonly used in teaching speaking skill, but it takes too much time in the preparation. This article aims to give solution for time saving during the role playing. By providing language functions, such as greetings (*Good evening, welcome to our restaurant*), offering (*would you like to drink something before your meal?*), handling complaint (*I do apologise for the inconvenience*), etc. the students are expected to experience highly meaningful learning and improve their English speaking skills.

Keywords: *communicative competence, language functions,* and *role play.*

1. Introduction

When speaking a language, we are said to be competent if we could speak communicatively. The main function of language is for building interaction, it has multi functions to fit every needs, though. For example, directive sentence is used to give instructions as in "*Get me another book, please*." Or an expressive sentence "*I feel releaved for having passed the test*." is used to express the speaker's feeling at the time. The context of situation also plays an important role in deciding the language to be used. For example, in a restaurant, when a guest asks "*I'd like one Bloody Mary, please*." the waiter will surely bring that kind of drink. To avoid miscommunication, it is important to make language learners understand of these various language functions.

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Despite the current trends in language learning, i.e. Student-Centred Learning (SCL) and Communicative Language Teaching (CLT), many language teachers still prefer to apply conventional method by teaching grammar and sentence structure which is out of context. Even in the tourism school where this research was conducted, the teachers taught the students all the 16 tenses without relating to what the students majored. This makes the students feel frustrated for not being able to complete the task, i.e. creating sentences using all the tenses given.

In language learning, the goal of teaching speaking should improve students' communicative skills, so that the students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi: 2006). This paper presents in brief the process of building communicative competence focusing on language functions in role playing. The aim of this paper is to give an alternative to help students improve their communicative competence.

2. Literature Review

Chaney (1998: 13) defined speaking as the process of building and sharing meanings through the use of verbal and non verbal symbols in a variety of context. Harmer (2007: 123) suggests three main purposes for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real life speaking. Secondly, speaking tasks provide feedback for both teacher and students: how successful the students are and also what language problems they are experincing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much concious thought.

One technic that is commonly used to promote speaking activity is by role playing. Many teachers ask students to become involved in role plays where the students are asked to act as if they were in a real-life situation. The students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new characters point of view. Role plays have a weakness, however: they need quite long time for their preparation. This paper is aimed to give solution for this matter. Introducing certain language functions and providing useful phrases will help the students in preparing their script and therefore save more time for the role plays.

A language function is a purpose you wish to achieve when you write or say something (Harmer, 2007: 76). By performing the function, you are performing an act of communication. If you say "I apologise", you are performing the function of apologising. But functions are more often performed without using verbs like this. For example, we can apologise by saying 'sorry' or invite someone by saying 'Would you like to come over for dinner ?' If the students want to

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express themselves in speaking or writing, they need to know how to perform these functions. A key feature of specific functional exponents is to know which are more or less appropriate in given situations (depending on who is being talked to, what the situation is and how determined or tentative the speaker wishes to be) (Harmer, 2007: 76)

Holmes (2001: 259) divided language functions based on sociolinguistic research. Those functions including:

1. Expressive utterances express the speaker's feelings, e.g. *I'm feeling great today*.
2. Directive utterances attempt to get someone to do something, e.g. *Clear the table*.
3. Referential utterances provide information, e.g. *At the third stroke it will be three o'clock precisely.*
4. Metalinguistic utterances comment on language itself, e.g. *'Hegemony' is not a common word.*
5. Poetic utterances focus on aesthetic features of language, e.g. a poem, an ear-catching motto, a rhyme.
6. Phatic utterances express solidarity and empathy with others, e.g. *Hi, how are you, lovely day isn't it !*

The first three functions are very fundamental functions of language because they derive from the basic components of any interaction – the speaker (expressive), the addressee (directive) and the message (referential). The phatic function is equally important since it conveys an affective or social message rather than a referential one. However, this paper is only limited to three functions, i.e. expressive, directive and referential because the students urgently require those functions for daily interaction.

3. Method

This paper is based on an experimental research conducted at a tourism school in Denpasar Bali. There were two groups consisted of 42 students who participated in the research. The data were collected through observation, interview, questionnaire, and tests. At the preliminary lesson the teacher conducted Diagnostic test to see the students' ability in speaking test. After some treatment, Achievement test was conducted to find out what the students achived during the lesson.

4. Findings and Discussions

The experiment was conducted within two weeks (four meetings) to a controlled group (class A) and an uncontrolled group (class B). Both classes majored in Housekeeping department. Class A was given some treatment by introducing certain language functions prior role playing but Class B was not. At the beginning, both Class A & B were given pre-test or diagnostic test to see the

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students' competence in speaking English. The result was that both classes took more than half an hour to prepare their script. The students were only presented a dialog about giving suggestion and then they were asked to create similar conversation in pairs. Here is one of the students' work.

Data 1
Staff : Good evening, sir. What can I do for you?
Guest : Good evening. I'd like some batik bags.
Staff : Why don't you go to Sukawati tomorrow morning? It's a local market.
Guest : Thanks, but I've been there.
Staff : Oh I see. Have you tried the local market of Ubud? They have a great offer.
Guest : Thank. I'll try that. How I can get there?
Staff : you can get there by taxi.

From data 1 it can be seen that the students did not really understand about how to use the language properly. They only immitated the given dialog with very little improvisation. Compare the students' work with the sample dialog below.

Staff : Excuse me, sir. I think you should bring this umbrella. It's going to rain.
Guest : That's a good idea.
Staff : Do you have any plan for tonight?
Guest : I don't know, I just want to go for a walk.
Staff : Why don't you go to *Sky Garden* tonight? There's a great live music every Friday nights.
Guest : Thanks, but I've been there twice.
Staff : Have you tried shopping at Kuta Festival? Sometimes they have great offers.
Guest : Sounds like a good idea. I'll try that.

At the second meeting, the students in class A were presented some phrases related to a language function 'giving suggestion', such as:

- What would you recommend?
- Do you have any idea about where to go?
- What is your suggestion?
- Why don't you take a taxi? It's faster.
- I think you should make a report about your missing passport.
- Have you been to Sky Garden? They play good music every night.
- That's a good idea.

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- Maybe you're right.
- Thanks for the advice.
- Thanks, I'll try that.
- Good suggestion.
- Sounds like a good idea

The students listened and repeated the phrases after the teacher. The teacher made sure that all students understood the meanings of those phrases. The teacher also provided some supporting exercises to brainstorm the useful phrases. Finally the students were asked to create a dialog about giving suggestion. Here is one of the students' works after the first treatment 1.

Data 2
Staff : Where would you go on Saturday, Mr. Pradnya?
Guest : I have two plans: Pandawa beach and Batur mountain. Which is the nice one? Do you have any ideas?
Staff : Certainly. Why don't you go to Batur Mountain? It's very beautiful in the morning. You can find lake view from there.
Guest : sounds like a good idea. How can I get there?
Staff : you can go there by rent a car.
Guest : I see. I'll try that. Thanks.

From data 2 we can see that the students did not simply immitate the sample dialog, but started using the given phrases and modify the conversation. Of course the teacher still needed to give feedback on any grammatical and lexical error that occured. From this lesson, the students learnt about directive function in terms of giving suggestion.

At the third meeting, the students learnt about offering help. The students were again given some useful phrases prior listening and reading a sample dialog. The phrases are:

- How may I assist you?
- What can I do for you today?
- Shall I open the window for you?
- Do you need anything, Mr. Brown ?
- Can I get you anything else?

The additional exercise was to change the italic words with the phrases given, like shown below.

1. Would you like me to *open the window*?
   (serve the breakfast now, turn on the light, bring the magazines)
2. I'll *do the booking*, if you like.
   (call a taxi, check the message, ask the security)

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3. Would you like *more coffee*?
(more towels, extra bed, to see the menu)

At the end of the lesson, the students were asked to create a dialog based on a given situation, i.e. A guest has just come back from a day trip. He looks tired. Offer him a drink. The teacher then set the time limit for fifteen minutes. The students worked in pairs to finish the task. Here is one of their works.

Data 3
Staff : Good afternoon, sir. How was your trip today?
Guest : well it was exciting but tiring. My feet hurt when I got off the bus.
Staff : I'm sorry about your feet. Can I get you something to drink? Iced coffee or mix juice, maybe?
Guest : Iced coffee sounds great.
Staff : Certainly, sir. I'll get an iced coffee for you right away.

It can be seen from data 3 that the students gained more vocabulary by working together and activated their prior knowledge about drinks. The students also seemed to have more self confidence when doing the role play. It looked like they enjoyed the activity very much. From the lesson, the students learnt how to use expressive utterances.

At the fourth lesson, the students learnt another language function, that is giving direction. Here the students learnt how to use referential utterances. The students were firstly exposed to these phrases:

- Excuse me, How can I get to....?
- Is this the way to....?
- I´m looking for ...?
- Is it near here? / Is it far?
- Which way is to the...?
- Can you tell me the way to...?

Then the students read some examples of guests requests about activities
guest: Where can we (... see a good live band)?
staff: You might want to try (…The Red Room Cafe).

guest: I am looking for (... a great night club. Do you know any)?
staff: Well, one of my favorite places is (... Embargo).

guest: Could you recommend a (... good Italian restaurant)?
staff: I would highly recommend (… La Trattoria).

guest: Where's a good place (... to see a movie)?
staff: Have you been to (…the cinema at Matahari Galeria)?

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By the end of the lesson, the students are paired to create dialog based on one of the situations below. The students had to give suggestions and directions to the places that the guest asked for:

1. A place for dinner
2. A movie
3. A night club
4. Clothes Shopping
5. Souvenir shopping

Surprisingly, the students were ready to perform the role play before the preparation time finished (15 minutes). And here is one of the students' work.

Data 4

Staff : Good evening, gentlemen. Are you going out tonight?
Guest : Yeah, we'd like to see a movie. Is there a movie theater near here?
Staff : there are two movie theaters downtown, sir. One in Galeria and the other is in Beachwalk Kuta. Beachwalk is newer and it's a cool place.
Guest : if that so, I guess we're going there. Is it far from here?
Staff : it's about 20 minutes drive, sir. I'll call a taxi if you like.
Guess : Yeah, that's great. Thanks.
Staff : My pleasure, sir.

From data 4, it is obviously seen that the students applied some phrases they had learnt in the previous lessons and they gained more confidence in doing improvisation. They also used their background knowledge in preparing the script.

5. Conclusion

The main focus of improving communicative competence is to put fluency before accuracy. It is very important to help students build their confidence in using the language learnt. The teacher does not have to correct every grammatical errors that may occur during the role plays. From the data above, the students are obviously gained more competency in communicating. They also cut down the preparation time by applying useful phrases and modifying them. At last, it can be said that focusing on language functions is helpful to improve the students' communicative competence during the role plays.

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