

**THE EFFECTIVENESS OF COGNITIVE TASK BASED
APPROACH APPLIED IN *GREEN ADVENTURES* IN
TEACHING READING AS REFLECTED IN CHARACTER
BASED ENGLISH SYLLABUS**

A DISSERTATION

**Submitted in Partial Fulfillment of the requirements for a Doctorate Degree in
Language Education**

by

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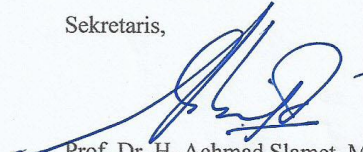
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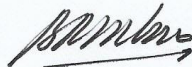
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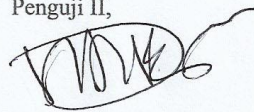
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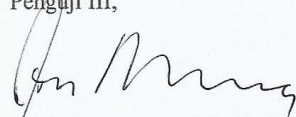
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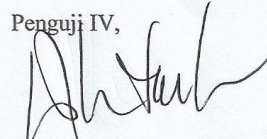
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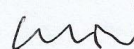
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PERNYATAAN KEASLIAN

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Menyatakan bahwa yang tertulis dalam disertasi yang berjudul *The effectiveness of Cognitive Task Based Approach Applied in **Green Adventures** in Teaching Reading as Reflected in Character Based English Syllabus* ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam disertasi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya secara pribadi siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang,.....

Yang membuat pernyataan

Agnes Widyaningrum

MOTTO AND DEDICATION

Motto

Cognitive Task Based Approach supports the physical and mental growth of young learners in learner-centered learning by implementing kinds of teacher's roles to boost student's reading competence as reflected in character based English syllabus.

Dedication

This dissertation is dedicated to the academic community in Universitas Negeri Semarang and also to the English teachers, especially Elementary School English teachers in Semarang.

ABSTRACT

Widyaningrum, Agnes. 2018. *The Effectiveness of Cognitive Task Based Approach Applied in Green Adventures in Teaching English as Reflected in Character Based English Syllabus*. Doctor English Education Program, State University of Semarang. Prof. Mursid Saleh, M.A., Ph.D; Prof. Dr Warsono, Dip. TEFL, M.A.; Dr. Djoko Sutopo, M.Si

Keywords: *Cognitive Task Based Approach, Green Adventures, Reading, Character Based English Syllabus*

This study is aimed to develop character based English syllabus by implementing cognitive task based approach applied in Green Adventures book five series in teaching reading for third graders. It applies the research and development method which consists of three stages: the exploration, the development and the field testing stage. The objectives of the study are: First, to explain the existing model of English syllabus and the need to redesign English syllabus. Second, to analyze the students' perception toward teacher's roles. Third, to examine the effectiveness of cognitive task based approach in teaching reading. The first objective is broken down into two specific aims: (1) to analyze the existing English syllabus and (2) to redesign the character based English syllabus based on the need analysis.

In the second stage, the prototype of the model of character based English syllabus was redesigned. The model consists of KePLan values as character values and cognitive task based as an approach. The KePLan values are the representation of Catholic religious values, local wisdom derived from Indonesian culture also the 18 character traits published by the government. The cognitive task based approach is known as problem based learning in the syllabus. The character based English syllabus using cognitive task based approach was evaluated by experts and tried-out in one school.

In the last stage, the model was implemented in one private Elementary school under YPL in Semarang. The study applied one group pretest-posttest design. A focus group discussion with the teachers about the character based English syllabus using cognitive task based approach was conducted at the end of the experiment.

The findings showed CTBA available in GA was effective in teaching reading to improve learners' reading competence. Most of tasks available in GA showed random access instruction and top-down instruction which reflected teaching modes based on children's cognitive psychology. Teacher's roles as tutors and resource could help learners gain knowledge cognitively. GA tasks which showed intercultural competence were tasks having authentic as well as created situation and tasks which allowed students to work in a group like role playing and discussion known as problem based learning. The result of expert judgement showed that the expert consider the draft model as very good syllabus applied cognitive task based approach for teaching reading to third graders, though it required some revisions. After tried-out another revision was made. The result of the field test indicated that the approach was effective for improving learners' reading competence. This study suggests that the character based English syllabus using CTBA is appropriate for teaching reading in Elementary school.

ABSTRAK

Widyaningrum, Agnes. 2018. *Keefektifan Pendekatan Kognitif berbasis Tugas yang diaplikasikan di **Green Adventures** dalam Pembelajaran Membaca seperti yang terdapat pada silabus bahasa Inggris berbasis karakter*. Prof. Mursid Saleh, M.A., Ph.D; Prof. Dr. Warsono, Dip.TEFL, M.A dan Dr. Djoko Sutopo, M.Si

Kata kunci: *pendekatan kognitif berbasis tugas, Green Adventures, membaca, silabus bahasa Inggris berbasis karakter*

Penelitian ini bertujuan untuk mengembangkan silabus bahasa Inggris berbasis karakter dengan menerapkan pendekatan kognitif berbasis tugas yang dipakai di buku Green Adventures seri 5 dalam pembelajaran membaca untuk siswa kelas 3 SD. Penelitian ini adalah Penelitian dan Pengembangan yang terdiri dari 3 tahap: tahap eksplorasi, pengembangan dan uji lapangan. Tujuan dari penelitian ini: Pertama, untuk menjelaskan silabus bahasa Inggris berbasis karakter yang sudah ada dan kebutuhan untuk merancang ulang silabus. Kedua, untuk menjelaskan persepsi siswa terhadap peran guru. Ketiga, untuk menguji keefektifan pendekatan kognitif berbasis tugas dalam kelas membaca. Tujuan pertama dirinci menjadi dua tujuan khusus: (1) menganalisa silabus bahasa Inggris yang sudah ada dan (2) merancang ulang silabus bahasa Inggris berdasarkan analisa kebutuhan.

Pada tahap kedua, prototype model silabus bahasa Inggris berbasis karakter dirancang ulang. Model terdiri dari nilai KePLan sebagai nilai karakter dan pendekatan kognitif berbasis tugas. Nilai KePLan adalah representasi dari nilai keagamaan Katolik, kearifan lokal budaya Indonesia dan 18 nilai karakter dari pemerintah. Pendekatan kognitif berbasis tugas disebut pembelajaran berbasis masalah dalam silabus. Silabus bahasa Inggris berbasis karakter dengan pendekatan kognitif berbasis tugas dievaluasi oleh para ahli dan diujicobakan di satu sekolah.

Pada tahap akhir, model diaplikasikan di satu SD swasta dibawah YPL di Semarang. Penelitian ini menggunakan rancangan prates-postes kelompok tunggal. Diskusi kelompok terfokus dengan guru tentang silabus bahasa Inggris berbasis karakter dengan pendekatan kognitif berbasis tugas dilakukan pada akhir percobaan.

Temuan penelitian ini menunjukkan pendekatan kognitif berbasis tugas di GA efektif untuk pembelajaran membaca agar meningkatkan kompetensi komunikatif siswa. Banyak tugas di GA sesuai akses instruksi acak dan instruksi atas ke bawah sebagai refleksi dari mode pembelajaran berdasarkan psikologis kognitif anak. Peran guru sebagai tutor dan sumber membantu siswa memperoleh ilmu secara kognitif. Tugas di GA mengajak siswa bermain peran dan diskusi disebut pembelajaran berbasis masalah. Hasil penilaian ahli menganggap model merupakan silabus yang sangat bagus dengan pendekatan kognitif berbasis tugas untuk pembelajaran membaca bagi siswa kelas 3 SD, walaupun model ini masih memerlukan beberapa revisi. Setelah uji coba, dilakukan revisi lagi. Hasil uji lapangan menunjukkan pendekatan kognitif berbasis tugas efektif untuk meningkatkan kompetensi membaca siswa. Dapat disimpulkan silabus bahasa Inggris berbasis karakter dengan pendekatan kognitif berbasis tugas sesuai untuk anak SD.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

EFL applied in schools may be taught using different methods and approaches depend on many considerations such as schools, teachers, and learners. For instance, CLT or known as Communicative Language Teaching. It is an approach in EFL class. CLT has been widely applied in many language classes since 1980s (Brumfit and Johnson, 1979 and K. Johnson, 1982). Before CLT applied, GTM is dominant because the grammarians belief that English learners should master English grammar to help them learn the English language. The CLT has been reviewed widely in the context of language learning. One of reasons using CLT as a language learning approach is that language is perceived as communication in the context of use, rather than grammatical forms to be learned (Byram& Garcia, 2009; Littlewood, 1981). Using English language properly depends on socio cultural context is more important than just knowing the grammar since CLT adopted in TEFL. Students are expected to use English in their communication than know the form.

In early 1990s the need to have international communication appeared therefore CLT is introduced in many countries where English is not their native language. English is taught and spoken as a foreign language in EFL classroom (Laio, 200; Ying, 2010). Some research have been conducted since then and some EFL scholars have emphasized the significance of the local needs and the conditions of particular EFL contexts and the benefits of traditional methods of language teaching (Incecay&Incecay, 2009 and Ozsevik, 2010). Some others have strong points of views for adopting CLT within Asian countries, including Indonesia (Liao, 2004; Li, 1998). Classroom research especially about English language is conducted with the purpose to get new insights or breakthrough in TEFL.

Indonesian students should be able to speak an international language in the international communication though it is no longer compulsory subject to be taught here. History recorded the arisen of building student's communicative competence in using English worldwide started in Europe in 1970s then followed by other countries in 1980 by putting CLT into English curriculum (Littlewood, 2007 and Ozsevik, 2010). Ying (2010) said that CLT become the most influential language teaching methodology in the world soon after it was implemented in language classroom. Some people regard CLT as an approach in language teaching (Larsen-Freeman, 2000; Richards & Rodgers, 2001) because English is regarded as a means of communication. CLT is viewed from different perspectives so that there are some experts who believe that CLT is a method while others view as an approach though they have the same focus. The focus of language teaching is on the ability to communicate therefore learners' primary goal is to develop communicative competence (Hymes, 1972; Richards & Rodgers, 2001; Ying, 2010). Students will improve their competence especially their communicative competence if they are exposed to use English in their communication.

Constructivism in teaching English is viewed as part of cognitive psychology. The scholars who support the cognitive approach with their theories such as Piaget's Cognitive Development Theory (Piaget, 1966), Vygotsky's theory of ZPD (Vygotsky, 1978) and Bruner's concept of Discovery Learning (Bruner, 1983). They believed that the cognitive approach will work best on the learning process when learners learn English and supported by teacher's role as facilitator as well as counselor. The cognitive approach is used as the basis to cultivate student's ICC in many countries especially in multicultural countries.

After the term communicative competence is widely accepted later it is developed to be Intercultural Communicative Competence (ICC). Some researchers have been investigating ICC in schools in different countries. Based on the research findings of intercultural

competence show the importance of preparing students to engage and collaborate in global society by discovering appropriate ways to interact with people from other cultures (Sinicrope, Norris & Watanabe, 2012). Byram (1997) is known as an expert in ICC said that an interculturally competent speaker of a Foreign Language (FL) possesses both communicative competence in that language as well as particular skills, attitudes, values and knowledge about a culture. ICC can be reached if students do the process and have interaction with different people during the process.

Learning English takes time for student of non native English. They need time to learn and more time to practice English. There are four English skills that Indonesian students should master namely listening, speaking, reading and writing. Those four skills are taught integrately instead of separately because learning English language will work best if it is accompanied with practice. According to Lucy Pollard who said that reading is a great source of language learning: language can be acquired from reading as opposed to study directly (2008:44). Commonly many English teachers give more times to practice listening and speaking as well as writing but minimum time for reading. This might happen because they did not realize that by practicing reading the students can learn many things such as structures, vocabulary, and even paragraph construction contextually.

Talking about English skills reading is similar to listening because both belong to receptive skills while speaking and writing belong to productive skills. Scott and Ytreberg wrote that children's learning a foreign language firstly is using listening as the main source and after that the second is printed media. When the students get better in learning a foreign language they will learn from the printed words as the main source for them to expand and strengthen it. In order to help young learners read teachers should know how to make reading as an enjoyable activity as part of their learning experience (p.49).

Brumfit et.al wrote that reading is a complex skill but the nature of the complex skill is the correlating elements of language with meanings and one of the elements of language is words (2003:94). If the readers do not understand the meaning of words in a text they will have difficulty to understand it or to get the meaning of it. Wells (1986:37) said that listening to stories is significantly have more correlation to children's literacy acquisition in learning a foreign language than looking at picture books or talking about them. As a receptive skill listening will help children to read better because they can learn from the pronunciation and identify the words. Cameron wrote that stories offer imaginary world that is created by a language that make students learning a language as they go (1978:159). Young learners are often learn a new language by reading a text particularly from story books so that they will have their enjoyable time to read it.

The future belongs to the next generation start from young learners in each country therefore teachers should help the students optimally to prepare themselves to join global world. In language classroom this will be easier if there is a link between student's language skills and intercultural competence (Moeller and Nugent, 2014). The link is on the relationship and interaction between teachers and students also among students. Standards (2006) wrote that culturally appropriate interaction occurs when two individuals engage in reciprocal conversation based on mutual understanding and an attitudes openness. The students should be exposed to different country's culture and how to apply the culture so that it will help them to build their attitude and mutual understanding in the global world. The more the students involved themselves and have interaction with foreigners the better they will understand their culture.

Textbook is a resourceful material for teachers to teach their students. The making of textbook depends on subject and students' level. There are many variety of what is called

textbook especially in digital era nowadays. Textbook is made into electronic version but the content remains the same. The easiness is made in order to save time and environment. The transformation changes the hardcopy form to softcopy form or physical to digital. We cannot avoid the changes but we can adapt to it.

The tool used by teachers in the classroom is textbook and student book. Though it is not familiar anymore to bring piles of textbooks but there were time when those textbooks are really important. For teachers textbook is a very useful tool to teach so that what is written in it can be read and understood by the students. The content of textbook is informative and resourceful information to read therefore textbook is effective for teaching activity.

English as one of subjects also uses textbook. English textbook is made based on the need and purpose. The authors have created their ideas into the textbook so that through textbook we can identify the stakeholders, teacher's belief, practices of language learning theories, course content in the language classroom (Acklam, 1994; Rahimpour&Hashemi, 2011; Roberts, 1996). Teacher's and student's book are complementary one to another therefore teachers can teach their students and students can learn it easily.

English book writers did some analyses before publishing new books as books published are findings of certain studies. It has been through deep analysis and review before published. The analysis of language learning is to find out the culture, gender, genre, language, skills and course content (Lähdesmäki, 2009; Lee & Collins, 2008; Rifkin, 1998; Yuen, 2011). Different purposes yield different results thus due to foreign language learning and teaching some book analyses have examined the underlying theory and overarching framework for teaching the target language (Basturkman, 1999; Criado& Sanchez, 2009; Harlan, 2000; Henriques, 2009). Learning English needs books and references to gain knowledge for learning

theories, strategies and goals of learning. Those are the tools used by teachers and are listed in the syllabus.

TEFL in Indonesia needs competence teachers who can design a desired syllabus and know course development based on the desired syllabus. In order to create a desired syllabus they have to define the aims and objectives then determine a means to accomplish it while considered the constraints that might appear during the process. Syllabus designers not only know how to design a new syllabus but also to change by modifying or adapting the existing syllabus so that they can create a desired syllabus. The proposed simple process of creating the desired syllabus adopted from James Pett (1987) is as follows:

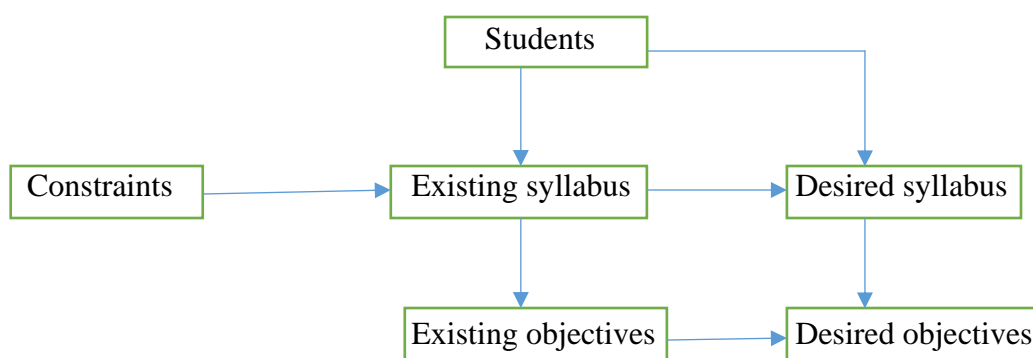


Figure 1. Modified Syllabus Design adopted James Pett's Model

1.2 Identification of the Problems

There are some problems underlying the needs to conduct the study.

(a) There have not been any local syllabus with global aims emphasizing on the local culture but using target language that is English. English is no longer a compulsory subject in Indonesia but nowadays English language is widely spoken among Indonesian young learners. The AEC is one of Indonesian government objectives that must be implemented in this era including in

education. In order to meet the goal the curriculum developers should start designing or redesigning the syllabus with local culture content to meet global challenge using English because English is one of international languages widely spoken by community in the world. According to Tyler (1949) there are four fundamental questions due to curriculum design as follows:

- 1) What educational purposes should a school seek to attain?
- 2) What educational experiences can be provided that are likely to attain to those purposes?
- 3) How can the educational experiences be effectively organized?
- 4) How can we determine whether these purposes have been attained?

By answering those four fundamental questions, the curriculum developers can develop or redesign the curriculum to meet the goal. The school's vision and mission are also included as part of curriculum. The characteristic of school under YPL is the KePLan values as the representation of culture. The KePLan values are Catholic religious values which become the indicators for character in the curriculum mixed with 18 character traits published by the Indonesian government.

- (b) Teaching English to young learners needs good supplementary materials and appropriate teaching method. There are many English books available for teaching English and one of them is Green Adventures. This book is published by ILP (International Language Program) in 2010. There are teacher's book and student's book. This book is a good book and is used for teaching and learning English for Elementary Schools under YPL (Yayasan Pangudi Luhur) in Semarang. The Green Adventures are completed with the interactive video in the CD format for young learners to study. This book is written based on problem based learning (task based learning) as has been written in the syllabus by providing many tasks for learners

to do and learn with the guidance of teachers (at school) and parents (at home). There are things to highlight from Green Adventures in terms of the materials as the content of this book such as (1) Is the material is written to achieve learner's communicative competence based on Celce-Murcia (2004) and (2) Is the material is arranged based on ICC factors developed by Byram (2005)?

- (c) The tasks available in Green Adventures are designed in such a way to meet the learning objective based on the student's level. The Green Adventures are written by the authors to give student's learning experience but the books needs to be investigated in terms of tasks available in it. Since this book is intended for young learners therefore the tasks are created using cognitive psychology. There are three famous psychologists namely Piaget, Vygotsky and Brunner. They have their own theories deal with children's cognitive psychology. There is a need to investigate the Green Adventures in terms of cognitive task based approach and teacher's role in teaching English for young learners. The cognitive task based approach is one of teaching methods that is appropriate for young learners and the teachers's role which can improve student's competence (Harmer, 2006).

1.3 Research Questions

The study attempts to redesign a model of character based English syllabus for teaching English for third graders in SD PL St Yusup Semarang. The Green Adventures book five series is used as learning materials based on the existing syllabus which applied cognitive task based approach as a strategy in teaching English which is realized in the existing curriculum known as problem based learning. The research method applied is the Research and Development (R & D) proposed by Borg and Gall (1983:775). There are ten steps in this method and these ten steps can be categorized into three stages: the exploration, the development and the field

assessment stage (Sukmadinata, 2012:184-191). Implementing these three categories and considering the limitations of the study, the research questions are formulated:

- 1) How is the realization of existing curriculum applied in SD PL St Yusup Semarang like and how about the needs in designing or redesigning a character based English syllabus?

This main question is broken into two specific questions.

- a) How is the realization of character-based syllabus applied in SD PL ST Yusup Semarang?
 - b) How can the school accommodate character to develop/redesign the character based English syllabus?
- 2) How is the developing of character-based English syllabus using cognitive task based approach?
 - 3) How is the identification of problem and policy in redesigning a character-based English syllabus?
 - 4) How effective is the use of character based English syllabus in reading using Green Adventures book five series? How significant is student's reading competence before and after the implementation of cognitive task based approach?
 - 5) How are the students' perception on their teacher's role in teaching reading?

1.4 Research Objectives

Referring to the research questions, the objectives of the study are stated.

- 1) To analyze the existing syllabus and to identify the needs in designing / redesigning a character based English syllabus.

This main question is broken into two specific questions:

- a) To analyze the existing syllabus in terms of character.
- b) To analyze the needs of school to design / redesign the character based English syllabus.
- 2) To analyze the use of cognitive task based approach applied in character based English syllabus.
- 3) To analyze the policy and overcome the problem in redesigning a character based English syllabus.
- 4) To analyze the effectiveness of character based English syllabus in reading using Green Adventures book five series. To analyze whether or not there is a significant difference of the student's reading before and after the implementation of cognitive task based approach and to know which one is better if there is a difference between them.
- 5) To analyze student's perception towards their teacher's roles in teaching reading.

1.5 Significance of the Study

The result of the study will have practical, pedagogical and theoretical contributions. Practically, the result of the study will be beneficial to teachers and curriculum developers.

- (a) Elementary school curriculum developers will have better understanding of the character based English syllabus for third graders. The model can help them in improving student's communicative competence as well as their character based on the KePLan values are the representation of school's characteristic.
- (b) English teachers can get information about cognitive task based approach applied in Green Adventures series in teaching reading for Elementary students under YPL in Semarang. Furthermore, they can get more ideas for applying this strategy in teaching other English skills.

Pedagogically the study is useful in the following way.

- (a) It can raise teacher's awareness on the possibility of building student's competence by implementing different teacher's roles.
- (b) It provides educator ideas on how to apply cognitive task based approach in their teaching practice.

Theoretically, the study is valuable for the following reasons.

- (a) It can enrich the existing theories on applying CTBA in ELT class.
- (b) It provides another perspective on syllabus design for teaching English
- (c) English to young foreign language learners.
- (d) It can serve as a reference for further studies especially those related to CTBA and character based English syllabus.

1.6 Product Specification

This study develops a character based English syllabus implemented CTBA as a strategy in teaching English at Elementary school. The syllabus is developed based on Tyler (1949) theory for developing a curriculum. There are four questions due to curriculum design:

- a) What educational purposes should a school seek to attain?
- b) What educational experiences can be provided that are likely to attain to those purposes?
- c) How can the educational experiences be effectively organized?
- d) How can we determine whether these purposes have been attained?

The syllabus is also developed based on the KePangudiLuhuran values because those values are Catholic religious values which become the characteristic of Catholic school under YPL. The character is developed by mixing the KePLan values as the representation of Indonesian and local culture with 18 character traits published by Indonesian government. This

is used as syllabus for teaching English to thirds graders of Elementary school. The Green Adventures book five series adopted CTBA is used as the the materials in teaching English for third graders and the CTBA is used as the strategy in teaching reading.

1.7 Definition of Key Terms

- (a) Syllabus is a description of the course content and the order in which they are to be taught (Richards, Platt & Platt, 1992:368)
- (b) Character based English syllabus is an English syllabus that uses character values as its indicator in teaching English in which the values depend on the school's types and government policies (the researcher).
- (c) Task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of problem to be solved, an obligation to fulfil or an objective to be achieved (The Common European Framework of Reference for Languages (CEFR), 2001:10)
- (d) Cognitive task based approach is a teaching method which claims that language learning will result from creating the right kinds of interactional processes in the classroom by designing instructional tasks. TBI uses tasks and sees them as primary unit to be used both in planning teaching (ex. developing a syllabus) and in classroom teaching (Richards, 2006:30). While others say that it refers to actions which describe the process of thinking (<https://www.enotes.com/homework-help/what-definition-cognitive-task-246551> is accessed on July 1, 2018).
- (e) Reading is much more than the decoding of the black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant, It is a prerequisite of successful teaching of reading...that whenever techniques are taught, or books chosen

for children's use, meaning should always be in the foreground (English in the National Curriculum 16.2)

- (f) Reading competence is the level of understanding of certain subject which has been achieved in regards to written text (<https://classroom.ynonym.com/reading-writing-competencies-17564.html> is accessed on July 1, 2018).
- (g) Green Adventures are English book series used by primary students of elementary schools under YPL in Indonesia in learning English and is published by ILP (International Language Program) in 2010 (the researcher).

1.8 Scope and Limitations of the Study

The study attempts to redesign a character based English syllabus for teaching reading for third graders using Green Adventures by implementing cognitive task based approach. The syllabus is redesigned based on the existing syllabus used in SD PL St Yusup in Semarang. The syllabus applied KePLan values as the characteristic of school under YPL and these values are mixed between KePLan values and 18 character traits published by the Indonesian government.

The study is limited in several aspects. The syllabus is limited to character values adopted KePLan values for the third graders of SD PL St Yusup Semarang. The respondents in the exploration stage and sources of data are also restricted. The respondents are the English teachers of SD PL St Yusup Semarang. The source of data for the document analysis is restricted to the Green Adventures book five series as learning materials used by the third graders as chosen as the sample. The CTBA analyzed and used as the teaching strategy for reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical review, some previous studies, the theoretical and the conceptual framework.

2.1 Theoretical Review

This section describes the character based English syllabus, TEFL, CLT, TBI, TEYL, theories of cognitive development, Green Adventures, KePangudiLuhuran, need analysis, questionnaire, interview, and school based curriculum.

2.1.1 English Syllabus Theory

There are some theories related to kinds of syllabus as the following.

2.1.1.1 Foreign Language Syllabus Design

Designing a syllabus relates to curriculum. Curriculum has many definitions and one of it is that curriculum includes all planned learning experiences of an educational system (Nunan in Murcia, 2000:55). According to Tyler (1949) there are four fundamental questions due to curriculum design as follows:

- e) What educational purposes should a school seek to attain?
- f) What educational experiences can be provided that are likely to attain to those purposes?
- g) How can the educational experiences be effectively organized?
- h) How can we determine whether these purposes have been attained?

From those four questions some of them are the foundation for curriculum designers and those are the first and second questions because those are the basis for language learning. Whereas syllabus design is the selection, sequencing and justification of the content of curriculum. In the context of language teaching, content selection includes the selection of linguistic features for examples grammatical items, vocabulary, pronunciation also experiential content for instance topics and themes. Language teaching is conducted by the teachers in the classroom context.

2.1.1.2 Grammatical Syllabus

The Structural syllabus also called grammatical syllabus. This type of syllabus was popular in 1960s with the assumption that language consists of a finite set of rules which can be combined in a various ways to make meaning. Ellis (1993:91) points out that structural syllabus design consist of a list of grammatical items, usually arranged in the order in which they are to be taught. From the name teachers will know that this type of syllabus consists of grammatical elements and the ways the students should learn about it. English teachers should know how to list grammatical items suitable for language learners' need.

According to Wilkins (1976:2) who gave name to this syllabus as synthetic syllabus because he thinks that this type of syllabus is seen as different parts of language which are taught separately and step by step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up. There are some levels in English course contents and most levels are

prerequisite therefore the students must pass each level so that they can move to the next level.

The important elements for this syllabus are vocabulary structure and grammar which incorporates content into the language course textbooks based on criteria devised by selection and gradation. Mackey (1965:161) said that it is impossible to teach the whole of a language, all methods must in some way or other, whether intentionally or not, select the part of it they intend to teach. Mastering vocabulary will help students learn better because they can use their vocabulary in learning grammar. The frequency of words is the primary concern to this approach so that the language learners know that the frequent words used in the corpus is useful. The text type also gives contribution to vocabulary selection therefore the range of words distribution in various text types is obtainable (Richards, 2001). Vocabulary is sometimes become the requirement for students to move to the next level therefore they have to improve their vocabulary mastery.

The Structural Syllabus was attacked on two points as the followings, the first is the linear sequencing entailed grammatical syllabuses did not represent the complexity of language and the second is the evidence from the field of the second language acquisition showed that learners did not necessarily acquire language in the order specified by the grammatical (Dulay and Burt, 1973; Bailey, Madden and Krashen, 1974). The lists of vocabulary is really important in this grammatical syllabus because at that time teachers are accustomed to drill the students and asked them to memorize those vocabulary.

Then Pienemann and Johnston (1987) conducted research to provide an alternative to minimize the gap between the input provided by grammatical syllabuses and the language actually used by the learners at different stages of development. They argue that the order in which learners acquire a particular item will be determined, not by the grammatical complexity of the item, but by its speech processing complexity (Murcia, 2000:59). They did this study in order to determine the difficulty level for language learners and the number of vocabulary that they use in their communication.

Pienemann gave strong points toward this process what is so called The Processability Theory though Nunan (1992) said that their order of development of grammatical items has been questioned, experts can use the sequence to develop their own corpus and validate their intuitions about the order of grammatical forms in language syllabus. Different linguists may have their own sequence suggested to language learners therefore the better way to help them learning a language is to use it grammatically and contextually.

Wilkins (1976:3) identified the content of teaching in Structural Syllabus is in the first place a limitation and an ordering of the forms of the linguistic systems so that learning revolves around more specific content and simplification of the learning task. At the end of 1960 this syllabus is also known as conventional syllabus for language teaching though it is widely used in language curriculum development it has faced many problems (Nunan, 1992; Pienemann, 1985; Widdowson, 1971 and Wilkns, 1976). Facts showed that this syllabus misrepresented the complexity of language, ruling out the variety of communicative

functions that language fulfills, delimiting it exclusively to formal grammar was viewed with reservation (Nunan, 1992). Since there are many challenges due to few opportunities given for students to use language to communicate and negotiate meaning in the target language, the new syllabus called Notional-Functional emerged.

2.1.1.3 Functional Notional Syllabus

Notions are general conceptual meaning such as time, cause and duration while functions are the communicative purposes that are achieved through language such as apologizing, advising and expressing preferences (Wilkins, 1976). According to Widdowson (2009) the theoretical foundation for this syllabus is to the functional approach to grammatical description by Halliday (1973) and Hymes's communicative competence perspective (1973). Hymes proposed four components of communicative competence namely the possible, the feasible, the appropriate, and the performed (1972).

From the four components above there is one component namely appropriateness which emerged the Communicative Language Teaching. It influenced the European Council sought to formulate which syllabus components should incorporate and what language teaching syllabus should be like. As the member of the Council of Europe, Wilkins proposed a syllabus which associated with communicative approach that is written in his book "Notional Syllabuses" published in 1972. There are three types of syllabi discussed those are Structural,

the Situational and the Notional syllabus which is later known as Functional-Notional Syllabus (Guntermann and Phillip, 1982; Nunan, 1992).

The Situational Syllabus has some characteristics namely: a) linguistic forms are presented considering the social situations where language is used, b) the order of instruction follows the presentation, controlled practice and freer production (Richards, 2001 and Rodgers, 2009), c) specific settings and situations are emphasized along with grammatical and lexical items and d) lessons reinforce the form-meaning relationship. The language learners should improve their communicative competence though they should be exposed to different communicative events.

Later in 1976, Wilkins proposed an approach to syllabus design called Notional Syllabus. The principles of this approach relied mostly on the categories of language use focuses on conceptual, functional, and grammatical components. Among those components, he described two major components as follows:

- a) Semantic-grammatical component or notions express conceptual meanings related to time, location, frequency, dimension, events, agent and many more which are characterized by the association between meanings and forms.
- b) Communicative function category is the use of language for communicative purposes to which functions are employed, for examples: request, apology, invitation, greeting, approval, agreement and many more.

Those two components above also supported by another scholar named Krahnke (1983) who suggested textbook designer to define syllabus content not to

define the notion, functions and forms students need to engage in but to focus on the type of discourses which expresses all the purposes. The purpose is to help the language learners to be able to practice communicative functions in language context of daily usage so that they can perform the communicative purpose appropriate to language needs.

On the other hand there are some weaknesses found in the application of Wilkins' ideas whose found out by Dubin and Olstain (1994) who said that notions are not easily organized in a systematic manner and do not inherently lead to generalizations (p.92). Syllabus designer may face problems in arranging the different types of structural sentences within the same unit and ordering any kind of structural grading (K. Johnson, 1982) thus the syllabus designers should do Need Analysis.

Wilkins as a linguist appointed by the Council of Europe to conduct research on NA around 1970s and he found out that the model of NA along with another linguists such as Richterich and others (Richterich and Chancerel, 1977/1980; Wilkins, 1974) and related studies (Munby, 1978). The work is designed in order to produce a unit credit system for describing language proficiency and use chiefly by individuals whose job led them to cross linguistic borders within the European Economic Community. NAs along with syllabuses and pedagogic materials based on their findings focused on the notions and functions supposedly required to satisfy various occupational language needs. The syllabuses are designed based on linguistic (semantic) units of analysis (Long, 2005:21).

For the next twenty five years later, some scholars maintain that kind of approaches to language teaching are justified. Some of them argue about Wilkins' Analytic Syllabuses like using non-linguistic units of analysis in order to provide language learners with holistic samples of L2 use and help to induce the rules of grammar like procedural (Prabhu, 1987), process (Breen, 1984) or task (Long, 1985) syllabuses or else such as task and structural (R. Ellis, 1983) or task and lexical (Willis & Willis, 1988). At some points those who argue agree that whatever their respective merits and limitations, the new approaches to second and foreign language instruction require NA to be conducted using unit of analysis which are compatible with syllabuses specification, methodology, materials and assessment, and all approaches to NA.

Some changes have been made since the syllabus designer turned away from grammatical criteria as the point of departure in designing syllabus as a result the selection and grading become problematic too. Since then some modification emerged aimed at looking beyond linguistic notions for simplicity and difficulty which yield multiply number of criteria such as situational, contextual and extra linguistic factors. There are no objective means to decide that one functional item is more complex than another moreover most functions can be expressed in many different ways and at different levels of complexity (Murcia, 2000:61).

According to Krahne (1983:43) in the development of specific teaching programs for specific purposes, notional/functional approaches to syllabus design is used to define the course content. This approach is also used to help students who are already master grammatical forms, to motivate language learners and syllabus

designers to design different syllabi (Krahnke, 1983 and D. Johnson, 2009). While Dubin and Oldstain (1994) proposed combination of semantico and grammatical categories-functional skills, themes and topics for providing more progress and sequence in syllabus design.

2.1.1.4 Process Oriented Syllabus

Analytic syllabus proposed by Wilkins are the representation of structural syllabus emphasizing on the end product of learning outcome which make the researchers believe that it is best operationalized by learning based on task syllabus considering the process involved in language use (D. Johnson, 2009; Nunan, 1992). Therefore this analytic syllabus is also known as process oriented syllabus while synthetic syllabus is known as product oriented syllabus. The product syllabus focuses on the expected outcome of a lesson whereas process syllabus centers on the process in which learning is achieved and on the use of methodology for content organization (White, 1988).

The process in the process oriented syllabus is a process dimension of learning context rather than learners' expected knowledge and skills. Dubin and Olshtain (1994) wrote three elements of process dimensions namely: a) the organization of language content; b) types of learners' activities to engage in; and c) the roles of teachers and learners in the learning process. Another scholar, Breen (1984:51) distinguished process syllabus concerning to capacity for communication rather than repertoire of communication and convey information. Therefore process based syllabus is concerned to aspects of language learning such as classroom

context; decision making about students' need; instructional practices, evaluation process and interaction roles of teachers and students.

2.1.1.5 Procedure Oriented Syllabus

The development of curriculum is also occurred in India. The pioneer is a scholar named Prabhu (1987) who created Bangalore Project aimed at helping students to focus on the meaning of the messages and not on the form. He developed procedural syllabus with the core that grammar construction by the learners is an unconscious process which is best facilitated by bringing about in the learner preoccupation with meaning, saying or doing. (p.147). With reference to Zare's opinion (2012) that Prabhu proposed a task syllabus approach to organize instruction principle where meaning focus activity is developed in the classroom. The procedural syllabus brought a new thing for designing syllabus and instructional materials diverging from structural, functional-notional syllabus.

The focus of this procedure oriented syllabus is on the communicative task as lessons given to the students with the purpose that they will participate in and their participation of communicative interaction will be based on the task at hand (K. Johnson, 1982). The students will have to do the task and the task will be the basis for task based syllabus. Task based syllabus influenced the ways to build course content and form linguistic items used in the syllabus as follows: first, by determining the goal of the task based syllabus that is the natural classroom talk and not focusing on the linguistic forms and second, teaching is directed to do problem solving activity and avoid drilling and error correction (Prabhu, 1987 and Zare,

2012). Prabhu's proposition has got attention from Long and Crookes (1993) who described three approaches as the unit of analysis for process, procedural and task based language teaching syllabi development.

2.1.1.6 Task-Based Syllabus

Process Based CLT Approach is also known as Process Based Methodologies (Richards, 2006:27). This is the extension of CLT in which it has two types namely Content Based Instruction (CBI) and Task Based Instruction (TBI). This syllabus is aimed at achieving learners' communicative competence. There are many scholars are interested to conduct research under Second Language Acquisition like Ellis (2003); Bygate, Skehan and Swain (2001), Lee (2000) and Long (1985) as this study supports curriculum developers to develop syllabus and learning activities. The orientation of this syllabus in CLT is about how learners acquire a second language and how they process language in their performance.

People call task bases instruction as task based teaching focusing on classroom process where learners interact with the class in various kinds of interactional processes by giving task based instruction. According to Richards (2006:31) there are some characteristics of a task as follows:

- a. It is something that learners do or carry out using their existing language resources
- b. It has an outcome which is not simply linked to leaning a language, though language acquisition may occur as the learner carries out the task
- c. It involves a focus on meaning

- d. In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

Another definition of task is delivered by Ellis (2000:197) who said that from psycholinguistic perspective a task is a device that guides learners to engage in certain types of information-processing that are believed to be important for effective language use and/or for language acquisition from some theoretical standpoint. Both definitions of a task mention that it covers learners' activities in the classroom by having interactional communication. Moreover Ellis (2003:16) wrote that tasks are language activities where students learn and produce language for communicative purpose use in real-world situations, in such a way that they are able to process language pragmatically in order to achieve the outcome. The outcome is the learners' communicative competence.

According to Howatt (1984:279) task based teaching is teaching through communication rather than teaching for communication. Task based instruction guides students to use English to learn it and not learning to use English. Richards (2006:31) wrote that based on Task Based Instruction there are two distinguished task namely:

- a. Pedagogical Task are classroom tasks designed to require the use of specific interactional strategies and the use of specific language types.
- b. Real world Tasks are tasks which reflect real-world usage of language that may be regarded as a preparation for real world tasks.

Another scholar Willis (1996) describes six types of tasks based on Task Based Instruction as follows:

- a. Listing Tasks
- b. Sorting and Ordering
- c. Comparing
- d. Problem-Solving
- e. Sharing Personal Experience
- f. Creative Tasks

Moreover Willis (1996) proposes sequence of activities based on Task Based Instruction namely:

- a. Pre Task Activities
 - Introduction to Topic and Task
- b. Task Cycle
 - Task
 - Planning
 - Report
- c. Language Focus
 - Analysis
 - Practice

Practically, Richards (2006:35) said that TBI can be done in different ways in teaching for instance:

- a. As the sole framework for course planning and delivery

This task is done by Prabhu (1997) by shifting from grammar curriculum to task based instruction.

- b. As one components of a course

Beglar and Hunt (2002) conducted a study in which students are asked to do a project, they have to do a survey, collect data, analyze it and present the result. This activity is part of the course.

c. As a technique

Teachers may use give the students tasks as part of their teaching practices.

Concerning to task Ellis (2011) also proposed two kinds of tasks namely focused and unfocused tasks. Unfocused tasks are tasks given for students in which they have to communicate meaningfully without focusing on specific linguistic items while focused tasks provide opportunities for eliciting specific linguistic features. In addition there are two distinctive things between task based and task supported language teaching. According to Ellis (2011) the task based relies on the unfocused task on the other hand the task supported language teaching based its design sequence on Present-Practice-Product sequence and the final step is to use tasks to stimulate communicative language use.

There has been a debate concerning the tasks based instruction as Ellis said that task supported language teaching approach used controlled grammar so that the students can have experience for producing language for themselves. He said that this approach used structure to organize tasks in course books and has theoretical support from skill-learning theory (K. Johnson, 1996). Then Skehan (1996) and Willis & Willis (1996) criticized that focus on form may lead students to reproduce grammatical from when they have a chance to construct meanings in tasks. Swain (2005) argued that evidence for inbuilt acquisition sequences currently lacks

generality and there seems to be good evidence that they cannot be interfere with. Then Willis & Willis (1996) suggest to use grammar as the follow up of a task.

2.1.2 Second Language Acquisition

Some research have been conducted in the area of SLA and Second Language syllabus design. It is about 30 years ago when some researchers found out that learners do not acquire language one structure at a time like a building construction but it is more like growing a plant in metaphor. It shows that learners are more active and be cognitively independent participants in the acquisition process than is assumed by the erroneous belief that what you teach is what they learn and when you teach it is when they learn (Long, 2005:3).

To illustrate how the learners acquire a language is when they try to be a member of certain community. According to Hyland & Hamp-Lyons (200:6) research about discourse community in academic discipline is communities differ from one another along both social and cognitive dimensions, offering contrasts not just in their fields of knowledge, but also in their ways of talking, their argument structures, aims, social behaviors, power relations and political interest. This shows that language variations, skills and texts reflect the differences of learners' roles in certain communities related to beliefs, practices, cultures and ways of speaking.

Long (2005:3-4) wrote that many SLA research findings delegitimize related synthetic 'focus on form' language teaching methodology and it equals to the condition if structures or other linguistic elements (notions, functions, lexical items, etc.) are not to be the unit of analysis in a syllabus it will yield a question

about the relevance of continuity to conduct need analysis. The output of which will be the input to syllabus design in terms of the structures of other linguistic forms most likely to be encountered in a domains of interest to a particular learner's group. Thus many modern NAs use task as the unit of analysis, with analysts (and sometimes the students themselves) out in the field collecting samples of the discourse typically involved in a performance of target tasks relevant for the communicative needs of particular groups of learners. There is interaction between teachers and language learners learning a foreign language based on the selected syllabus.

Interaction in the language classroom occurred in more than one languages likewise in the dynamic view of language movements. Cameron (2001) wrote that language is viewed from how teachers talk and respond to students and how students talk respond to teachers. In the talk both teachers and students make choices about which language to use moreover they may also change or switch languages during their talk. Learning language is dynamic as teachers and students involve themselves using languages, whether it is L1 or L2 both applied in the classroom talk showing their interaction.

2.1.3 Children Learning a Foreign Language

Teaching English to children has developed rapidly especially for the last twenty years. Some scholars conducted research about children's learning language and they found some important findings related to effective teaching for young learners. The focus of learning-centered perspective is children's learning which

leads to effective teaching while learner-centered teaching puts the children at the center of teacher thinking and curriculum planning (Cameron, 2001:1). Research findings about Teaching English to young learners are based on the work of:

2.1.3.1 Piaget

In Piaget's theory the children is seen as continually interacting with the world around her/him, solving problems that are presented by the environment. Learning process occurred trough taking action to solve the problem. (Cameron, 2001:2-3). He proposed the idea that child is seen as an active learner because the knowledge which leads the child to take action is not in-born or imitated but it is actively constructed by the child itself. The action resulted from child's thinking is internalized or carried out mentally in their imagination. His idea is that action is more dominant in cognitive development.

According to Piagetian psychology there are two kinds of development process conducted by assimilation and accommodation. Assimilation happens when action takes place without any change to the child while accommodation involves the child adjusting to features of the environment (Cameron, 2001:3). Both assimilation and accommodation are knowns as adaptive process of child's behavior at first but then it turns to be child's thinking process. In classroom activities, the child is viewed as sense maker or literally it means that children adapt through experiences with the objects in their environment while the environment provides opportunities for the children to do action.

The figure of child's development based on Piaget's theory starts from the baby born up to two years old. In this stage the baby is in their curiosity towards object. The next phase is when the baby is two to seven years old, at this age they will start to play and become egocentrism. It indicates with the use of their intuitions when they do something. At the age of seven to eleven years old the children they start to use their logic as in mathematic. For the last step is when they reach 12 years old and above they will start to use their abstract reasoning. Those phases are illustrated below:

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT		
Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, hearing, touching, mouthing, and grasping)	<ul style="list-style-type: none"> • Object permanence • Stranger anxiety
2 to about 6 or 7 years	<i>Preoperational</i> Representing things with words and images; using intuitive rather than logical reasoning	<ul style="list-style-type: none"> • Pretend play • Egocentrism
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	<ul style="list-style-type: none"> • Conservation • Mathematical transformations
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	<ul style="list-style-type: none"> • Abstract logic • Potential for mature moral reasoning

Figure 2. Piaget's stages of cognitive development

2.1.3.2 Vygotsky

Vygotsky's theory differs from Piaget's in which his theory focuses on social therefore it is known as sociocultural theory. As child grows gradually his or her language also develops. Young children often talk to themselves and organize themselves to carry out the tasks which is called private speech (Cameron, 2001:5).

This speech will gradually become less as the child's grow older and finally they can distinguish social speech and inner speech. Then Vygotsky (1962) differentiated the talk into outward talk and what is happening in the child's mind. Both Piaget and Vygotsky consider the child as an active learner but the different is that the child is in the world alone (Piaget) on the contrary the child is in the world full of adult (Vygotsky).

According to Cameron, in Vygotsky's research about baby's spoon filling, the baby has got the help from the adult and the baby's action took place in baby's Zone of Proximal Development (ZPD). ZPD is viewed as child's intelligence as he suggested that the child's intelligence can be measured by what a child can do with the adult skilled help rather than what a child can do alone. He saw a child doing things in a social context with other people and language helping in various ways. He said that there is a shift from dependent on others to be independent on themselves or from thinking aloud and talking through what is being done to thinking inside the head or internalization (2001:6).

A baby will grow physically and mentally and this process works for normal baby. The feeding process is an example how a baby learns by copying from the adult persons do and it stores in their brain. Its mental condition shows the process how what the baby sees will stimulate its brains to move its psychomotoric element. This process will be repeated several times until the baby can do it by themselves.

The ZPD is illustrated below:

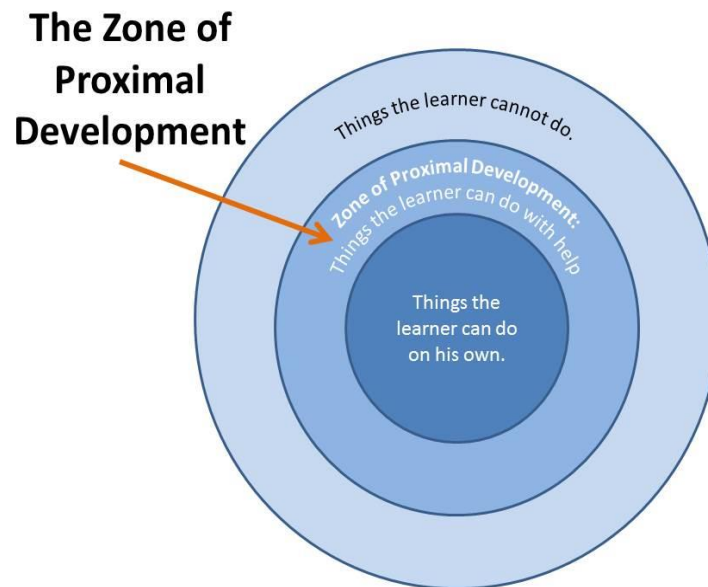


Figure 3. Zone of Proximal Development by Vygotsky

Another scholar named Wertsch (1985) supports Vygotsky and he said that internalization is a transformation which means that being able to think about something is different from being able to do it. In the internalizing process the interpersonal talk about joint talk and joint activity will be intrapersonal or mental action by a child. Vygotsky focuses on word and the word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. It shows that word is as a unit that accounts for children's learning a new language.

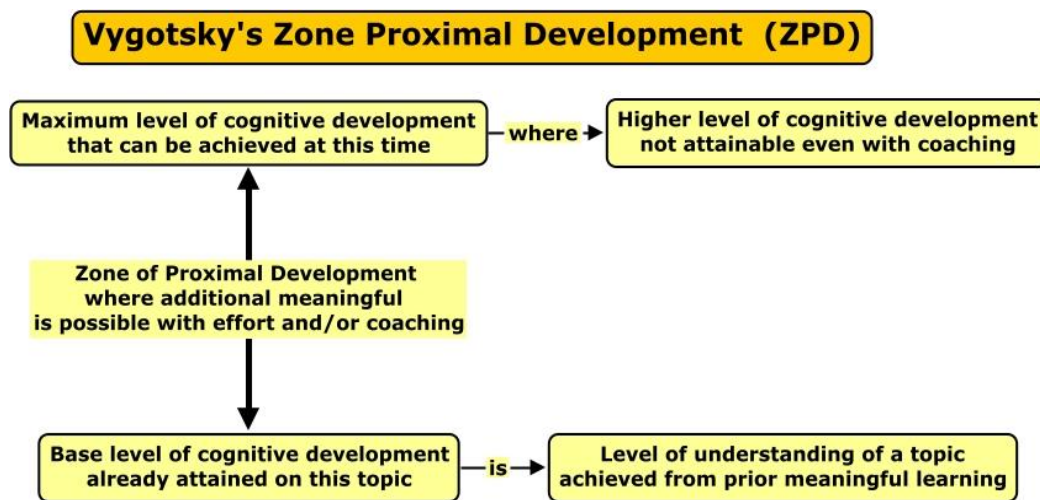


Figure 4. ZPD from different bases

The figure of ZPD is viewed as the role of ZPD for children's learning in EFL context. The child as young learner will be able to do certain thing on their own depends on their ability. The child's growth will influence their independency towards certain thing. When they want to do something but they cannot do it by themselves they will ask for adult's help around them. The cognitive development will grow along with their physical growth for normal children.

Teachers will understand better about the conceptual process of building student's competence by combining Piaget's and Vygotsky's theories. There are some phases that students should have done it step by step started from defining characteristic of students or knowing more about student's personality. Next phase is mechanism of change where students do some interaction and try to internalize it. After that the following phase will be readiness which the students are mentally ready to do something alone or by the assistance of adult. The following phases are

teacher's roles and student's roles. Both of them have their own roles. And the last phase is the endpoint. The phases of this combination is as the following:

	Piaget	Vygotsky
Defining Characteristics	Stages, development drives learning, learner centered	Social interactions, Zone of Proximal Development, learning drives development
Mechanisms of Change	Innate development, stages, assimilation, accommodation, equilibration	Scaffolding, social interactions, cultural development, internalization
Readiness	Genetic development growth, biological stages, has to be developmentally appropriate	ZPD has to contain the capabilities that are being taught, scaffolding
Role of Student	Actively manipulates objects/ideas, continually invents/reinvents knowledge through interaction with the world	Interact with instructor, peers, and socio-cultural environment to solve problems.
Role of Teacher and Classroom	Provide environment that encourages students to interact and ask probing questions.	Engage learners in socially-organized activities, provide scaffolding for learner.
Endpoints	Hypothetically everyone can reach the endpoint.	Learning how to think.

Figure 5. Mix theories of Piaget's and Vygotsky's

2.1.3.3 Bruner

Bruner's theory focuses on language as an important tool for cognitive growth and he also investigated how adults use language to mediate the world for children and help them to solve the problem (Bruner 1983, 1990). Talk is seen as the scaffolding as illustrated in the example of baby's filling spoon because the talk that supports a child carrying out an activity is as a kind of verbal version of the given help (Wood, Brunner and Ross, 1976). In case of scaffolding, a good scaffolding was tuned to the need of a child and adjusted as the child became more competent Moreover scaffolding has been transferred to the classroom and teacher-

pupil talk (Cameron, 2001:8). In classroom activities, the scaffolding produced is in the form of talk to carry out classroom activity.

Wood (1998) suggests that teacher can scaffold children's learning in various ways as follows

Table 2.1 Teacher's scaffolding based on Wood (1998)

Teachers can help children to	By
Attend to what is relevant	Suggesting
	Praising the significant
	Providing focusing activities
Adopt useful strategies	Encouraging rehearsal
	Being explicit about organization
Remember the whole task and goals	Reminding
	Modelling
	Providing part-whole activities

Bruner proposed the idea about children's language learning namely formats and routines. Those are the kind of scaffolding. According to Garton and Pratt (1998) the routine example is when parents reading bed time stories for their children from babyhood onwards and the repeated language allows the children to predict what is coming and thus join in, verbally and non-verbally. As the children grow older they will begin to read, the format maybe the same with the routine and more advanced language so that language use is predictable within the routine (Cameron, 2001:10). The routine activity will give positive impact for children's

learning a language. In the classroom context if the teacher applies this routine activity the children can develop their language development and language skill.

2.1.4 Communicative Language Teaching Approach

This approach is based on the work of anthropological linguist Hymes (1972) and Firthian linguists named Halliday (1973). They view language first and foremost as a system of communication and the goal of language teaching is communication (Murcia, 2001:9). Language is described as a system of communication because people communicate in spoken and written form. Based on the work of Widdowson (1978) in the 1970s some educators observed that students could produce sentences accurately in a lesson, but could not use them appropriately. During the GTM the students should learn the English pattern and write English sentence grammatically than know how to speak in English. When genuinely they are communicating outside classroom while others noted that being able to communicate required more than mastering linguistic structure but also knowing the rules of linguistic usage (Freeman, 2000:121). Mastering the grammar rules is not an easy job to do for students therefore some linguists then develop a new thinking of using the language in communication is more important than just writing it.

Wilkins (1976) added that communication required students perform certain functions as well in different social context. Then Halliday (1971) said that students must require communicative competence because they have to know when and how to say what to whom (Freeman, 2000:121). Those linguists are well known in their

theory about communicative competence because they believe that having linguistic performance is more important than linguistic competence if it is viewed from Chomsky. The students can use English properly based on the context and know when to use it.

2.1.4.1 Task-Based Instruction Approach

According to Freeman (2000) task based approach aims to provide learners with natural context for language use as learners work to complete a task, they have lots of chances to interact. The interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (p.144). The language learning is actually the central purpose in this approach while the tasks are made into a problem solving negotiation between learner's previous and new knowledge (Candlin and Murphy, 1987:1). Tasks are designed to meet the requirements of learning English and tasks are designed in various ways depend on the purpose. Teachers may help students do the tasks and students may have to work in small or big group to find the solution to the problem. The interaction in doing the task among the calssmates is beneficial for students because they can learn something from the peer also.

2.1.4.2 Content Based Instruction Approach

Content is defined as communicative purpose for which speakers use the second or foreign language in this approach according to Marguerite Ann Snow while another definition of it is the use of the subject matter for second/foreign

language teaching purposes (Murcia, 2000:303). Content based approach is based on second language acquisition and according to Krashen (1984:62) when a learner got comprehensible inputs, we can say that second language acquisition occurs. Learners acquire language when they understand messages in the language therefore in content based instruction approach the focus is on the subject matter and not on the form or it is on what is being said rather than how. Some experts who belief in this approach agree that mastering the content of language learning is needed in order to do the tasks because if they do not understand they will not be able to accomplish it.

2.1.5 Teaching Reading

TEFL includes teaching English skills namely listening, reading, speaking and writing. This study focuses on teaching reading for primary students. Many researchers have conducted research on reading such as reading comprehension, extensive reading, reading strategies and many more. Reading shows interactive process between reading text and the reader. This interaction means that the reader reads the reading text which indicated reading fluency or reading automaticity (Alyousef, 2005:143). The interaction occurred dynamically between the reader and the text as he/she tried to get or elicit the meaning of the reading text used their knowledge about reading.

Some experts believed that reading theories have developed many years ago and one of them is Godman views reading such as guessing game in which the readers will do their best to reconstruct the message which has been edcoded by the

writer (1983:554). His ideas is influenced with the opinion that reading is viewed as a process of decoding. Another scholar, Grabe said that reading is seen as the process of active comprehending in which students are needed to be taught reading strategies so that they can read more efficiently such as guess from reading context, define expectation, infer the reading text, and skim the text to get the context, etc (1991:377). Grabe's idea focuses on reading comprehension showing strategies done by the reader in order to comprehend the reading text.

There are two kinds of reading process namey using linguistic or systemic knowledge (bottom-up process) and schematic knowledge (top-down process). To take into account of the complexity process of reading, Grabe (1991:379) delivers his opinios that some researhers have tried to understand and explain the fluent reading process by analyzing the reading process into a set of component skill and knowledge as follows:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring

English teachers may apply different reading strategies in their English class depend on their students' level. The primary school students of non-native English are considered as beginner reader because English language is their first foreign

language or target language. As the beginner the students are hoped to improve their vocabulary therefore they should gain structural knowledge.

Teachers may use various reading texts which show the authenticity of the texts based on some criteria such as the author, the date of publication, the purpose of the text and many more. According to Hedge (2003) there are some learning goals concerning to reading component written in English as follows:

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building a knowledge of language which will facilitate reading ability.
3. Building a schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the content of the texts.

Students will have their learning experience when they learn something formally as well as informally. They are expected to have their learning experience also when they are learning something in certain courses like English. They can learn English language by doing different activities like reading. Teachers should provide their students with various reading texts that can motivate their students to read more.

2.1.5.1 Reading comprehension

Reading comprehension is part of reading activity. We know that reading consists of three elements namely the reader, the text and the activity or purpose for reading (Rand reading study group, 2002). This means that reading shows that there is an activity which involves persons and the materials to read. Durkin (1993) said that reading comprehension is an intentional thinking during which meaning is constructed between text and reader. In reading the reader uses their thinking process to decode and understand the content of the text.

According to Torgesen, J (2006) there are factors that affect reading comprehension as follows:

- a. Accurate and fluent word reading skill
 - 1. Oral language skills (vocabulary, linguistic comprehension)
 - 2. Extent of conceptual and factual concept
 - 3. Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down
 - 4. Knowledge of test structure and genre
 - 5. Reasoning and inferential skills
- b. Motivation to understand and interest in task and material

2.1.6 Teacher's Roles

A teacher means someone who teaches students at different school level. The teaching activity based on the dictionary of Cambridge International Dictionary of Language means to give someone knowledge or to instruct or to train someone

while another from Longman Contemporary Dictionary of English means to show somebody how to do something or to change somebody's ideas (Harmer, 2006:57). Those definitions have similarity in the activity of giving knowledge for someone to do something.

In the CLT era teaching is moved from teacher centered to learner centered. Learner centered teaching means teaching that put forward learners' needs and experience as the central of educational process. In the learner centered lesson the teacher is known as having the role as facilitator and this role is traditionally accepted by many commentators. According to Harmer (2006:62) there are some other teacher's roles besides being facilitator namely:

- a. *Controller* is one of teachers' roles when they view their profession as knowledge transmission and having teachers-fronted classroom activity such as take the roll, tell students things, organize drills, etc.
- b. *Organiser* is organizing students to do various activities. Teachers should know how to do this by applying the steps started from engage the students —~~instruct~~ (demonstrate) —→ initiate —→ organize feedback.
- c. *Assessor* is teachers' act as offering feedback on performances, handing out grades, saying whether students can pass to the next level by considering students' sensitivity reaction and support.
- d. *Prompter* is occurred when teachers are keen to encourage the students to think creatively rather than have the students hang on teachers' every word because the teachers should not take fully charge in this situation.

e. *Participant* is a traditional view of teachers' profession, in this role teachers are 'stand-back' from students' activity, let the learners get on with their job and only intervene to offer feedback or correct mistakes.

f. *Resource* is teachers give information to their students in the right time for example students want to ask how to say or write something in the middle of their activity to the teachers.

g. *Tutor* has more personal contact because the students have a real time to feel supported and helped from the teachers as a result the general class atmosphere is greatly enhanced.

h. *Observer* is more than just giving feedback, teachers have to watch in order to judge the success of different materials and activities that the students take into lesson so that they can make necessary changes in the future. Teachers have to work and observe simultaneously, listening, watching, and absorbing so that teachers can create the best kind of rapport between themselves and their students.

2.1.7 Student's Perception

Teachers and students are important factors in running teaching and learning activity. According to Shavelson, Hubner, and Stanton (1976) student perceptions are formed through experiences with and interpretation of one's environment, and are influenced especially by reinforcements, evaluations by significant others, and one's attributions for one's own behavior. The above definition shows the interaction between students and teachers in the classroom because they belong to the same school environment.

Students want teachers to recognize who they are, to listen to what they have to say, and to respect their efforts (Phelan, Davidson, &Cao, 1992). The definition shows the students give their feedback in different ways aimed at getting teacher's attention about themselves. They may say or do something because they want their teachers to pay attention towards their statement and action. Students may give their perception for their teachers by giving comment upon their teaching practices.

2.1.8 Cultures in Foreign Language Teaching

Learning a foreign language includes learning the culture of the target language. According to Kramsch (1993) who said that foreign language education should include teaching culture of the target language. The cultural elements of the target culture are written in the textbooks or in the related documents (Cortazzi and Jin, 1999). Kramsch (1998:3) said that language expresses cultural reality (it reflects its speakers' experience, attitudes and beliefs), it symbolizes cultural reality (speakers view their language as a symbol of their identity), and it embodies cultural reality through all its verbal and non-verbal aspects. Therefore in foreign language class the non-native language speakers like English teachers in Indonesia, they have to learn English culture so that they can teach English to their students as a whole.

Since many years ago some researchers have conducted research about language and culture thus the findings show that there is a close relationship between language and culture. Agar (1994:28) said that there is a close bond relationship between language and culture as reflected in *languaculture* which

means that culture is language and language is loaded with culture. His idea is supported by the fact that in teaching a foreign language it is commonly aware to teach culture of the target community (Byram et. al, 1994; Hinkel, 1999; Lange and Paige, 2003; Corbett, 2003; Fenner, 2006).

2.1.8.1 Intercultural Competence and Learning in EFL

A study conducted by Deardoff in 2008 about intercultural competence shows that the majority scholars agree to define intercultural approach as an ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes (p.50). It means that the aim of intercultural approach is the intercultural competence. Its basic assumption is that the socio-cultural elements of a language is part of the intercultural competence concept. It focuses on how things are communicated and not about what is communication.

The focus of intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural background (Sinicrope et al., 2012). This means that understanding culture is very important in pursuing intercultural competence. Some scholars address that self- awareness and internal transformation are important to build intercultural competence (Furstenberg, 2010a; Green, 1997; Kramsch, 2004). The students are expected to be interculturally competent by transforming their attitudes including self-awareness, openness to new values and beliefs.

The socio-cultural elements or aspects of language is illustrated by Rigaser (2009:16) as follows: we are all, as human beings, citizens of a world that is connected in so many ways. Intercultural competence is very much the competence of navigating in the world, both at the micro-level of social interaction in culturally complex settings and at macro-levels through transnational networks like diaspora and media communication. This illustration views learners in global perspective who are prepared to join global community by learning from the intercultural speakers. The role of teacher as facilitator will be adjusted by becoming an intercultural speaker who has the ability to negotiate, to analyze, to interpret and to reflect socio-cultural aspects of intercultural communication and secure international understanding (Lange, 2011:11).

The teachers who have this ability will be good models for language learners to help them communicate in global context. Young learners will copy their teachers as good models for them to be intercultural speakers. They can communicate verbally and non-verbally. They share their sociocultural context in their communication including big and small C. English teachers in Indonesia are not English native therefore non-native competent English teachers have bigger chances to be English teachers through teacher's training program. The figure of the socio cultural context will be shown below:

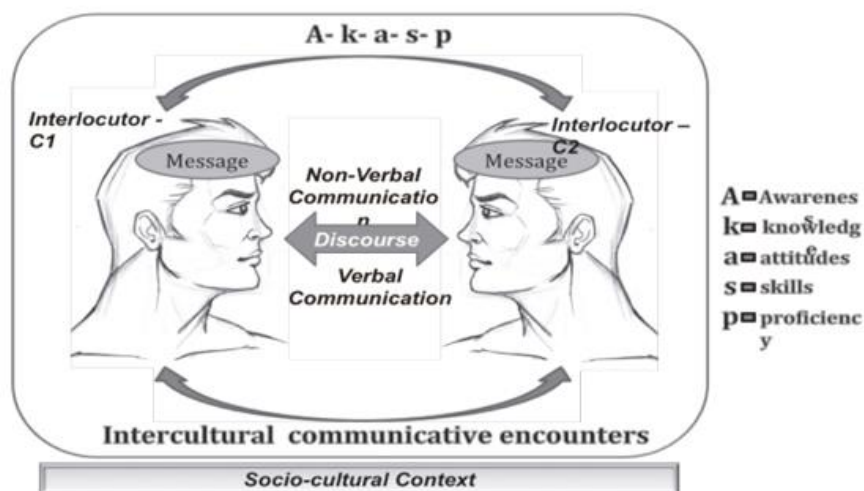


Figure 6. Scheme of intercultural communicative competence in FLT

2.1.9 Communicative Competence in English Curriculum for Primary Schools (KTSP) in Indonesia

Indonesian government has changed curriculum since the year 1947 up to 2013. This study refers to the curriculum published in 2006 called School Based Curriculum or *KTSP*. This curriculum is the reconstruction of Competence Based Curriculum or *KBK* published in 2004. The latest curriculum applied in Indonesia is published in 2013 and known as *K13*. I use the *KTSP* as the reference for English curriculum applied for elementary school in Indonesia.

The Research and Development of Board of National Curriculum of National Education Department in 2007 published the Academic Note of Evaluation Policy of Primary Curriculum. It is written that the initial strategy of accelerating curriculum for primary education is the four pillars of UNESCO namely learning to know; learning to be; learning to do and learning to live together.

The academic note is arranged on the basis of Law of National Education System no 20 year 2003.

English teaching for primary students in Indonesia based on KTSP is classified into local content along with the vernacular teaching and other subjects determined by local government. This decision is quite ambiguous because English in Indonesia is as the first foreign language but it is classified as the local content. TEFL itself for primary students is aimed at developing students' English skills namely listening, speaking, reading and writing. But if English is similar to local language it will not be succeeded to make learners know how to use English language well.

According to Welsh (1978) there are four literacy levels namely performative, functional, informational and epistemic. Performative literacy means people are able to read, write, listen and speak using symbols while functional literacy means people are able to use the language to fulfil their daily needs like reading newspaper, manuals or instruction, etc. Informational literacy means people are able to access knowledge using their language ability and epistemic literacy means people are able to express their knowledge into the target language (taken from Competence Standard and Basic Competence for teaching English to primary level). The aims of teaching English for primary students are developing students' communicative competence in the form of language accompanying action in school context and having the awareness about the importance of English in improving nation competitiveness in global society.

The government decided to apply this policy starts from four graders with the consideration that English is not as an obligatory subject anymore as it was written in KBK. Only *A* accredited schools that can have English as one of school subjects taught at school while those that have got *B* accreditation are free to have English or not into their school subjects because it is optional. While for schools who have got *C* accreditation is forbidden to have English lesson in their subjects.

2.1.10 Policy

Every institution either formal even non formal can publish policy. Policy is something that can be learnt from some different angles such as the making of policy, the implementation, and the outcome. The things mentioned previously are from the documentation on the other hand policy can be viewed from the persons involved namely policy makers, policy users and policy receivers. Those two point of views show interactive process between them.

According to Dye (1992) who said that traditionally policy is viewed as government's authorization which means that government generated policies, which are developed and implemented through state bureaucracies. It used to see from the point of view of government and now it was changed. Based on Ball (1993) policy should not always be understood as things since they also included processes and outcomes, therefore policy can be seen from text and discourse. This shows the on-going process of policy. The meaning of policy is widened because it was understood from everything involved in the process and the result.

More than years ago the term policy is believed as something relates to law and guidelines as it is written by Harman (1984:13) "...the implicit or explicit specification of courses of purposive action being followed or to be followed in dealing with a recognized problem or matter of concern and directed towards the accomplishment of some intended or desired set of goals. Policy also can be thought of as a position or stance developed in response to a problem or issue of conflict, and directed towards a particular objective." This definition supports the previous idea that policy is something about law and regulation.

The development of the meaning of policy led to the new understanding about it. Non formal organization can also publish a policy and does not have to depend on the government if they had a problem. Therefore people view a policy as the shortcut in overcoming the solution that had to be managed and processed based on the objective of policy itself.

2.1.11 Developing ICC for Primary Schools

Intercultural Communicative Competence takes some steps to develop especially for primary students because TEFL for primary students is not an obligatory thing to do. There are some primary schools in Indonesia that do not have English as one of their school subjects and for the reason that English is just one of local contents. Talking about the future generations of Indonesian Human Resource this policy should be changed because we are living in the global era that required people to be able to use communication media in global society. And one

thing that other countries have done is by implementing TEFL or TESL starts at younger age.

In this study, I refer to develop ICC based on Byram's idea because I think that those elements are important to be learned by the language learners. In ELT we may view culture as ideas, ways of thinking, customs, norms, group identity, people's belief in certain period of time and many more. In this global era teachers who teach foreign language is also teach the culture because if we learn a new language without learning its culture it is useless (Bennett et.al, 2003). Byram's model of ICC consists of:

	Skills Interpret and relate	
Knowledge Of self and other; Of interaction; Individual and societal	Education Political education Critical cultural awareness	Attitudes Relativizing self Valuing other
	Skills Discover and/or interact	

Figure 7. Factors in Intercultural Communication (Byram, 1997:34)

The learners will develop their communicative competence from the learning English at schools. Based on the model developed by Celce-Murcia the communicative competence covers linguistic competence, discourse competence, sociolinguistic competence and strategic competence. When they have met communicative competence then they can develop their intercultural competence by adopting factors of building ICC developed by Byram. As individual, a learner also have their own personality.

2.1.12 Textbooks

Textbooks are needed as materials used in teaching and learning process. There are some changes from physical text into electronic text though they differ in the form but they have the same content. Textbooks are used by teachers in TEFL because they contain many tasks and exercises for students to work on. According to Leah Davcheva and Lies Serchu (2005:90) who said that textbook is important in TEFL because many teachers still using it as a guiding principle and to determine kind of classroom activities. Though textbook is regarded as a special thing on the contrary it is debatable in terms of quality according to Lund (2007:90) who said that

...often been criticized for being too rigid, not being able to cater for the needs of people, being good at presenting multiple sides of any issue or at addressing timely and topical issues, imposing particular teaching styles onto teachers and learning styles onto learners, allowing insufficient space for teacher or learner creativity, presenting a highly fragmented picture of the foreign culture and stereotypical tourist views on the target people.

It shows that textbooks should be made in good quality which provide teachers and learners need to show their creativity and give many benefits for teachers and learners who use it. Textbook as a *noun* is defined as a book that contains information about a subject that people study, especially at school or college (Longman Dictionary of Contemporary English, 2003:1714) while according to electronic Cambridge Advance Learner's Dictionary 3rd edition, textbook as a *noun* is defined as a book that contains detailed information about a subject for people who are studying that subject. Both dictionaries define textbook as a resource to get information for students who are learning about certain subject at schools.

2.1.13 Tasks

Teachers use tasks as an exercise for students to work on with in the classroom. Written tasks are found in the textbooks used by the students. According to Longman Dictionary task as a *noun* is defined as a piece of work that must be done, especially one that is difficult or unpleasant or that must be done regularly (2003:1698). Another definition about task is taken from Cambridge electronic Dictionary that is task (noun) is a piece of work to be done, especially one done regularly, unwillingly or with difficulty. Both definition from dictionaries have the same points that a task is an activity that must be done by the students whether it is difficult to do or it has to be done regularly.

Richards wrote that based on CLT point of view, tasks is about information-gap and information-sharing activities that we find in many course books and ELT materials. (2003:31). Furthermore he divides tasks into two categories namely:

1. Pedagogical tasks: specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, and vocabulary).
2. Real-world tasks: tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks.

Both tasks given to the students having their own criteria but the aim is to improve learners' ability linguistically and functionally. The first task deals with linguistic while the second task relates to using language based on their function and this task is more appropriate to develop students' ICC. Tasks given to the students required time to do because those tasks take process to finish it.

Ellis wrote that tasks-based language learning and teaching promotes communication and social interaction as he explained in his article about Task-Based Language Learning and Teaching published in 2003. In accordance to his research about task-based activity he wrote that research in the sociocultural tradition can make teachers aware that the activity that arises from a task may not be exactly what was planned and that is not a consequence of poor planning or bad teaching but of the participants adapting the tasks to their own purposes. Teachers should know their students cultural background to help them teach about culture of the target language. In order to do that, teachers should create teaching method by designing lesson and participatory structures as important aspects in this activity.

In addition, Ellis (2003) suggests that teacher should understand teaching principal for task-based activity such as level of tasks difficulty, goals, performance orientation, students' active role, taking risks, focus on meaning, opportunities to focus on form, need of students' self-evaluation of progress and performance. Those criteria should be done by teachers if they want to apply task-based learning in his EFL class because those are the guidance to do task-based activity so that the purpose of conducting this activity can be achieved.

The Common European Framework of Reference for Languages (CEFR) defines task as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved (2001:10). Task-based teaching is a kind of productive activity since it takes time to as a process to find the solution. Students' acquisition of target language can be achieved by designing tasks based on the

objective. This study will investigate tasks which can develop students' communicative competence by investigating tasks provided in the Green Series Book.

2.1.13.1 Different Types of Tasks

People define tasks differently with different purposes. Some may also mix with the term exercise. There are some types of tasks which can be investigated based on the following criteria (Knudsen, Benedicte M, 2016:32-42)

a.) Pre-, while- and, post-Reading Tasks

Reading tasks are designed in order to find out students' understanding towards certain texts provided in the book. The reading tasks are divided into: pre-reading, while-reading and post-reading.

Pre-reading task relates to the topic of the text to be read or listened to (Simensen, 2007:152). In order to help students get knowledge about certain text teachers should apply schema-based pre-reading activity because schema means a hypothetical mental structure for representing general concepts stored in the memory (Ajideh, 2003:4). This schemata differs based on the culture therefore by using schema-based in pre-reading will help students learning culture of target language. EFL teachers should provide schemata for students as the bridge to connect students existing knowledge with students new knowledge. According to Carrel and Floyd (as quoted by Adijeh, 2003:5) the bridge is needed to comprehend a text. In case of ICC the bridge can connect student origin culture and foreign culture

that can lead to create intercultural dialogue. Furthermore, Ajideh wrote that in relation to ICC the pre-reading activity will be beneficial not only to compensate learner's linguistic or socio-cultural insufficiencies but also to activate their existing schematic knowledge (2003:6-7).

There are only a few research discussing the effect of applying while-reading tasks in relation to the students' comprehension as Alyousef wrote that there are only a few studies that show the effects of intervention of their outcomes (2006:69). It might be happened because teachers may get obvious outcome if they apply while-reading in the EFL class in terms of linguistic or socio-cultural elements.

Post-reading task is closely related to student's understanding and it divides into two types of tasks namely efferent and esthetic tasks. Kramsch (1998:123) wrote that efferent tasks are concerned with what the reader will carry from the reading process while esthetic tasks require more on personal involvement. Both efferent and esthetic tasks relate to students' personal knowledge and culture but efferent tasks deal with explicit elements while esthetic focuses on implicit elements of the text.

b) Open and Closed Tasks

Ellis (2003) determines what is meant with open and closed task. He said that an open task is a task which the participants know that there is no predetermined solution while a closes task is a task that requires students to reach a single, correct solution or one of a small finite set of conclusion

(339-347). Based on the reality those tasks do not have exact answers therefore some people call those tasks as authentic tasks.

Another scholar Lund (2007:107) said that

Questions and exercises must encourage the learners to develop and formulate their own understanding of the material, in situations of dialog and social interaction. This means that, although controlled and 'closed' language practice activities may be important in helping students master the formal aspects of the foreign language, students also need to be given exercises that open for more independent, varied and creative work.

Lund's idea about open and close tasks that students need to do open and close tasks in order to help them encourage themselves, challenge their own knowledge as well as understanding from the dialogic text found in the textbook. In relation to building students' ICC, another scholar, Byram (2003) wrote that tasks and exercises that explicitly refer to intercultural learning are gradually finding their way into foreign language textbook. Learning a new language as target language will have effect to the students that is they have to learn about foreign culture as language is one of cultural products and students can get information about language through culture applied in English textbook. Based on research findings is that close tasks is frequently found than open because it leads to students' comprehension of the text.

c) Comprehension Tasks

A kind of task involving students' understanding and it is an obligation to do is called comprehension task. According to Ellis (2003:157) comprehension tasks are tasks that are designed to obligate learners to process a specific feature in oral or written input. It belongs to closed task

because the students can see the answer from the text using their own understanding. Fenner and Newby (2001:107-108) conducted research about comprehension task and their findings are questions and exercises must be included that trigger the students' to active involvement by signaling that there is no one 'correct' answer, but rather a variety of equally valid answers that depend on the students' previous understanding and on their own active work in order to formulate them. Their opinion is appropriate to as one of requirement to create a comprehension tasks since for this task there is no correct answer but needs students' explanation. In relation to develop students' ICC the comprehension task can be a good choice because the students will use their existing knowledge to answer the questions related to the target language.

d. Problem Solving Tasks

Students may work together in pairs or in groups to do the given tasks. Problem solving task belongs to open task because the students will use their knowledge as well as giving their opinion to find the best solution. According to Mayer and Wittrock (2006:287) problem solving tasks include cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver. It needs certain process in doing this tasks such as brainstorming, reasoning, decision making, critical thinking and creative thinking which are all related to the development of students' ICC. In addition, CEFR noted that in this tasks there is a process known as learning by doing or experimental learning that is appropriate to build ICC.

In accordance to the previous process, Barret et al (2014:38) said that when pedagogical approaches, methods and techniques encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and cooperation [...], learning activities tend to be very effective as they engage learners as whole persons and address their intellectual, emotional and physical potential. The activity will stimulate students to actively use their existing knowledge in searching for the right answer to the problem.

Tasks are written in the textbook therefore Fenner (2012:377) said that textbooks should [...] include tasks which encourage learners to speak about their own cultural background as well as tasks which require comparison between cultures. Related to the development of ICC sometimes tasks should be written in order to involve students using their own culture and target culture in order to find similarities and differences and not to contrasting in terms of superiority.

e. Reflection Tasks

Not only teachers who sometimes do reflective teaching but also students need to do reflection towards all materials that they have learnt. Barrett et al (2014) support the CEFR publication about developing ICC through education that facilitators need to include experience, comparison, analysis, reflection and action in their planning. Teachers use textbooks to give tasks to the students in their teaching so that they should know how to choose the best textbook especially with good content.

According to Kramsch (2006b:11) teacher needs to focus on a type of pedagogy that foster both direct and indirect ways of transmitting knowledge, that values not only facts but relations between facts, and that encourages diversity of experience and reflection on that diversity. Richards also wrote about pedagogical tasks which focusing on using interactional strategies. This reflective pedagogical tasks give chance to the students to practice their feeling and way of thinking about diversity among them and how they value the diversity.

Talking about diversity, as a scholar, Barrett et al (2014:29) wrote that teachers as facilitators need to be aware of this kind of comparison of value and replace it with comparison for understanding, which involves seeing similarities and differences in a non-judgemental manner and taking the perspective of the other in order to see ourselves as others see us. The reflection task is a good practice for students to put into practice things related to diversity including different cultures and not to judge other culture less than theirs. The students can practice values such as tolerance, respect to others, being empathy that leads to cultural sensitivity therefore they will learn how to practice those values in through the reflection tasks. It will build their perspective towards others from different culture so that the students can engage in and reflect on different attitudes and can give values using others' perspective point of view. The reflection task will help students to build their cultural awareness and critical understanding which are important in building ICC.

f. Role Playing Tasks

Reflection tasks can be done in many ways among others are through the role playing and discussion. Both tasks are done in a group. Role playing task is a task that is performed as close as natural setting by using real world language. Language is used in communication in sociocultural context. The students can perform their roles in the form of talk in a conversation. They can perform in other's culture form their own. This task is fun and enjoyable for students especially for elementary level. Those who are shy can be someone else and it gives impression like wearing a mask to cover up their identity.

Some opinions given by scholars about role playing tasks such as Dorathy and Mahalakshmi (2011:1) said that role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles. This task is fun because students can create the setting and roles and even for them who have low English proficiency they can perform to be someone else.

Due to the development of ICC if teachers give role playing task to the students possibly that the students can learn and practice other culture in the form of behavior and talk is true. The students can talk about someone's belief, norms and many more through their roles. By performing role play they can improve their interpersonal skill. This idea is supported by Dorathy and Mahalakshmi (2011:1) who said that ultimately a role play can function

as a multi-skill where students do not only develop a broader perspective about a [...] new role but also horizon of understanding others' behavior resulting in empathy, team work, better communication, interpersonal skills [...].

In addition to creating fun learning involving students' participation, Dorathy and Mahalakshmi also added that additionally role playing is often acknowledged by pupils as being fun, "enjoyment leads to better learning". Ultimately role playing can lead to the world of the classroom being "broadened to include the outside world thus offering a much wider range of language opportunities. (2011:3-6). To work in group as a team is a good opportunity because they can work with their peers. Not only work but also learn from their peers. It is a good activity and fun to do since they can be someone else from different culture. Another work in group activity that students can do is discussion task.

g. Discussion Tasks

The students can work in a group as a team discussing something and at the end they have to make decision. This task can be open or closed task. According to Nygaard (2014:58) discussion task may be comprehension, reflection and enactment task. It means that students may have different exercises depends on the given instruction. The discussion task may ask students to express their opinions and ideas, discuss, share, and many more but those instruction involved their peer participation. In

doing this task they may argue among them but they have to try to listen to their peers and decide on something based on team's agreement.

Related to ICC the discussion task is challenging as it influences students to listen to others because their peers also wanted to be heard as a team, building tolerance among team, respecting others and sharing sympathy among them based on the topic to discuss. Those are the values of ICC. The students can learn how to negotiate and interact among them and furthermore they can see that cultural diversity exists. This activity is supported by Fenner (2001:3) who said that listening to other learner's views can enhance their own understanding of the text.

If Fenner concerns to listening skill, another scholar Barnes (1976:32) concerns on the students' talks. Barnes divides talks into exploratory talk and final draft talk and emphasizes qualitative differences between the process surrounding the two types of discourse and their role in their learning. Furthermore he explains that exploratory talk is characteristically related to pupil-pupil talk in the absence of teacher during collaborative group work; final draft talk is characteristically associated with well-shaped utterances elicited by teachers. Students may express their opinions on their own talk known as exploratory while with the help of teacher's talk their talk is known as final draft talk.

The final draft talk according to Barnes (1976:33) is presented for evaluation, seems to deny the possibility of revision and learning processes that can go with it, whereas exploratory talk seems to allow, indeed

encourage, the active formulation and reformulation of hypotheses, engagement with understanding of the material, and with the thought processes that enable the understanding. He said that the student will develop their ICC better by performing exploratory talk because they can engage themselves and actively participate in the talk therefore they can improve their understanding about cultural diversity that can change their attitudes and develop their skill. Different types of tasks should be written in the textbooks including the task about their knowledge about the language used.

h. Linguistic Tasks

This task refers to the use of language and having point of view that linguistic is a science. According to Longman (2003:941) linguistics is the study of language in general and of particular languages, their structure, grammar and history. While Oxford dictionary (2016) wrote that linguistics is a scientific study of language and its structure, including the study of morphology, syntax, phonetics and semantics. Both dictionaries define linguistics as a study about language and its structure. It means that it relates to language and words.

Linguistic task includes grammar and sometimes this becomes controversy among scholars and one of them is Simensen. According to Simensen (2007:214)

the most fundamental distinction in the controversy is between those who maintain that there should be no formal teaching of grammar, only plenty of exposure to natural, interesting, and comprehensible L2 material, and those who maintain that grammar should be taught formally, in one way or

another (...) In a complementary approach to teaching however, both exposure and formal teaching are considered necessary.

This means that teaching of grammar depends on the purpose of teaching a foreign language and the teaching strategy whether it is formal or informal the curriculum will lead teachers to teach in the classroom because those two views have their own strengths as well as weaknesses.

Concerning to grammar, Hanne Lieth Andersen (2006:88) said that it becomes clear that there is still a firm belief in many teaching traditions that knowledge of grammar comes first and then she continued that it should be clear though that progression in foreign language learning does not involve a progression in explicit knowledge of grammar, but rather a progression in learner's receptive and productive skills-in communication. It shows that teaching of grammar nowadays is different from the era of Grammar Translation Method. She added that along with the grammatical input that is often the focus of the progression of textbooks, the many pragmatics and international functions must also be included if the goal is communicative competence (p.101). It describes the condition that linguistic task is about task of foreign language related to the language and language used functionally rather than about the structure and it should be about culture of the foreign language represented in the text linguistically.

2.1.14 The Process for Developing Students' ICC

Liddicoat said that the cultural competence is the ability to interact in the target culture in informed ways (Liddicoat et.al. 2003:6). He said that

cultural competence is a circular process or non-linear process because learning intercultural competence takes circular process over time (2002).

The model of his idea is as follows:

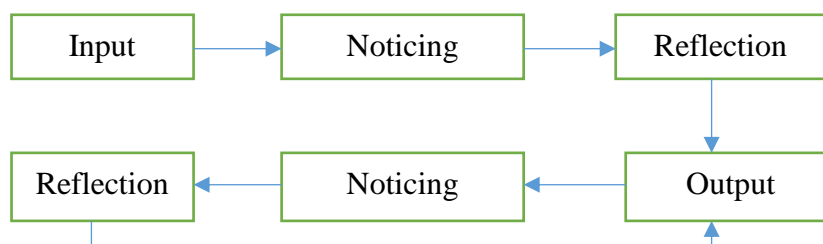


Figure 8. Liddicoat Model of Intercultural Process (2003)

Based on his model focusing on learner's internal process which students notice differences among them in terms of language production, appropriateness of language used and non-verbal behavior. The learners then compare his or her output by evaluating or reflecting with other language or behavior models then modified his or her outgoing output. The linguistic elements are viewed from kinds of tasks available on the student's book. The tasks cover listening, speaking, reading and writing.

Based on the Constructivist approach supported by Piaget, Vygotsky and Brunner and Task Based approach supported by Richards and Ellis to analyze tasks on the basis of Byram's Model of ICC incorporating KePangudiLuhuran Values for building Intercultural Attitudes therefore this study will present the proposed process of developing students' ICC adopted from Liddicoat Model as follows:

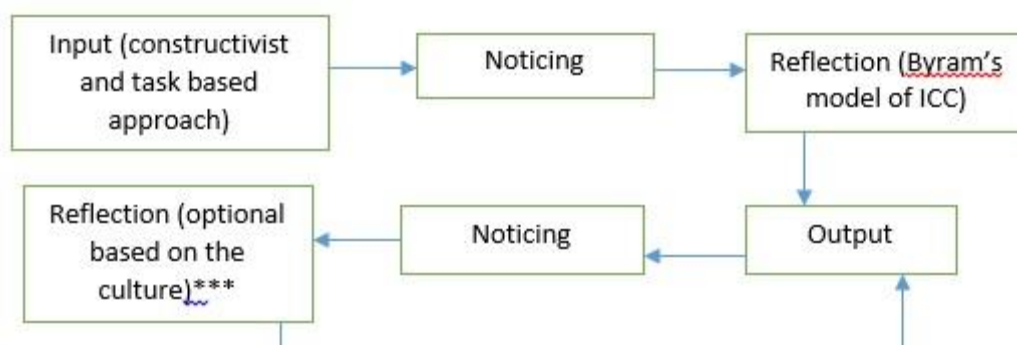


Figure 9. Proposed model of Intercultural Process adopting Liddicoat's model

In this study, I will try to apply Liddicoat's model with modification on the reflection for outgoing output that is by implementing KePLan values because the case is the private Catholic school therefore this value is used for reflection to build student's attitude. The culture for reflection is optional because it depends on the school policy or may be based on the school's type.

2.1.15 Need Analysis

The term needs can refer to wants, desires, demands, expectation, motivation, lacks, constraints, and requirements. In a language teaching context, needs are often described in terms of a linguistic deficiency, that is, the difference between what a learner can presently do in a language and what she should be able to do (Richards, 2001:54).

Needs analysis is the process of identifying and evaluating needs. The purpose is to make sure that the course, curriculum or materials developed will contain relevant and useful things to learn. Hutchinson and Waters (1987) divide

needs into target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do in order to learn). The analysis of target needs includes necessities, lacks and wants. Necessities are the demands of the target tasks. That is, what the learners have to do. Lacks involve looking at where learners are at present. They are what the learners lack. Wants are the learners think is useful for them. These are what the learners wish to learn.

2.1.16 Questionnaire

The instrument used to investigate the needs of the respondents in this study is a questionnaire. According to Brown (2001) the type of questionnaires that is on the self-completed, written questionnaire that respondents fill in by themselves is called self-administered questionnaire. More specifically, the focus will be on questionnaires employed as research instruments for measurement purposes to collect reliable and valid data (Dornyei, 2010:3).

2.1.16 Interview

The instrument used to collect data in a research is interview. Besides distributing questionnaire, another important instrument is called interview. Before conducting interview, the researcher needs an interview guide that can help he/she can use to help him/her to direct the conversation towards the topics and issues that the researcher wants to learn about. A good interview guide acknowledges four important facts of human social interactions that influence what people are likely to say to him/her. Those four facts are: (1) research questions are not as the same as

interview questions, (2) people's espoused theories differ from their theorie-in-use, (3) interviews are social social occasions, and (4) testimony by itself is relatively weak form of evidence. (retrievedfrom <https://msu.edu/user/mkenedy/digitaladvisor/Research/interviewing.htm>)

2.2 Previous Studies

This study is conducted on the basis of cognitivism and also Intercultural Communicative Competence. There are some relevant literature used as theoretical framework in this study. Task based approach appeared when CLT was applied in English classroom in many countries (Branden, 2016; Thorsten, 2012; Rodriguez, 2010; Richards, 2006; Willis D and J Willis, 2007; Nunan and Sanchez, 2004; Belgar and Hunt, 2002; Ellis, 2000; Willis, 1996; Prabhu, 1987) and some experts still believe that task gives positive effect for language learners. Those studies focus on teacher and the implementation of tasks in language learning in the English classroom. Some people still believe that TBI is still relevant in teaching and learning process especially in TEFL in Indonesia.

Cognitive task relates to the task analysis which shows the thinking process therefore the cognitive task means actions that are taken based on the thinking process. The cognitive task is commonly seen as the process of analysis therefore it shows what level of analysis someone has achieved or what thinking process he/she used in solving the problem. Some cognitive tasks are related to the memory, short term as well as long term so that people learn and build their understanding

through hearing, speaking and doing (<https://www.enotes.com/homework-help/what-definition-cognitive-task-246551>).

Task Based Learning or Problem Based Learning or Task Based Approach has been implemented since CLT applied around the world. It is applied in different school's level but its primary concern is to improve student's competence. The idea is based on some research conducted in TBL or PBL (Brown, 2001; Richards, 2006; Barron and Hammond, 2008; and Shinde & Kolmos, 2011). Teachers who applied task based approach or problem based approach believed that the students could gain knowledge by doing tasks or finding answers to the problems.

TEFL in Indonesia is also conducted for young learners of primary schools. The global competition impacts many International schools built in Indonesia and they use English as their medium of instruction. Those schools adopt international curriculum because English is as the second language there. Local primary schools in Indonesia may have English as one of the school subjects since English is no longer a compulsory subject. Some public as well as private schools have English as one of the local content in their school curriculum. The students of international schools speak English better than those from local schools therefore English teachers should be creative enough to motivate their students to learn English.

Based on the research conducted on English curriculum it proves that student's need is the primary concern in designing English curriculum (Ennis, Catherine D, 1990; Bygate et.al., 2001; Richards, 2001; Das Gupta, Anita, 2005; Bandur, Agustinus, 2008; Topkaya, Ece Z., 2010; Ustunluoglu, Evrim, 2012; Yurekli, Aynur, 2012; Cook, Grace E., 2014; Abudu, Amadu M., 2015; Sultan

Fahd, 2015). The student centered learning is implemented in many schools based on the goals of education determined by the schools.

Many teaching strategies have been applied and one of the strategies is chosen on the basis of cognitivism or it is known as cognitive psychology. Famous experts in this field are Piaget, Vygotsky and Brunner. They have their own theories and many studies concerning to cognitivism have been conducted. Some research findings show that cognitive psychology is a good strategy for young language learners (Liu and Zhang, 2014; Booth et al and NWEA.org, 2014; Rezaee, Christmas, Denhere, 2013; Abbas Ali, 2012; Hakkarainen, et al 2008; Verenikina, Irina, 2003; Moon, Jayne, 200; and Vygotsky, 1997). They found that constructivism or cognitive psychology can be applied in different school subjects and even focusing on English lexical item.

Reading shows an activity of decoding and comprehending the text. Reading skill is one of English skills that students have to master. Reading also has competency that people can measure of it. The reading comprehension means thinking guided by print (Perfetti, 1995). Another definition is derived from the reading group as follows reading comprehension shows the process of simultaneously extracting and constructed meaning through interaction and involvement with written language. it consists of three elements namely the reader, the text and the activity of purpose for reading (Rand Reading Study Group, 2002).

Based on reseach about English skills there are some findings that can be recorded and most of them refer to student's development of improvement as can

be seen in their communicative competence (Mmela, Edith, 2006; Yanik, Asli E., 2007; and Davis, Katherine.N, 2011). The English teachers should know their students competence so that they know how to improve their skills.

Young language learners learn English for different goals and one of the goals is to be part of global community. The goal is to be intercultural competent speaker therefore the students have better communicative competence. When they have good communicative competence they can improve themselves to be intercultural speaker therefore they have to master intercultural communicative competence. Some linguists and experts believe that learning a language should also learn the culture of the target language and to meet this goal we can adopt Byram's or Deardoff model. Both argue that learning a new language needs a process until they master the language (Emiri, 2016; Reid, 2015; Xiaodong and Moeller, 2014; Mustadi Ali, 2012; Lange, Mary, Georgiou, 2011; Kristin, 2011; Rickheit, Gert, 2008; Moloney, 2007; Byram et al, 2003; Byram et al, 2001; and Fantini, 2000).

2.3 Theoretical Framework

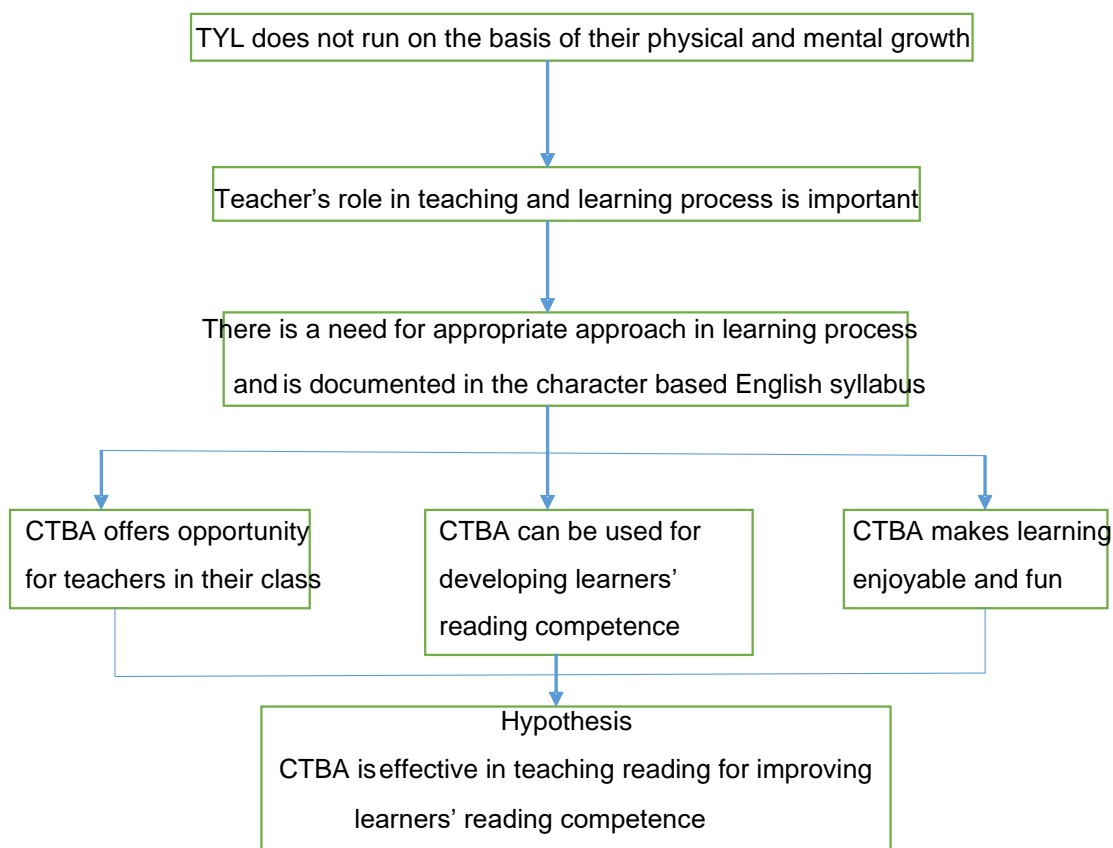
This study aims to redesign a character based English syllabus for third graders of SD PL St Yusup Semarang. The study was motivated by several reasons which basically indicated the needs for having more appropriate materials for young learners. The English learning materials are taken from Green Adventures book five series. It is used for learning English for the third graders in their first semester. There is also character building applied in this school under the name

KePangudiLuhuran. The KePLan consists of Catholic religious values that are expected to be internalized by the students of schools under YPL.

2.4 Conceptual Framework

The diagram shows the conceptual framework of the study.

Figure for conceptual framework



There is a need for appropriate character based English syllabus for teaching English to elementary school students. A model of character based English syllabus is considered to be able to fulfill the needs.

CHAPTER V

CONCLUSION AND PEDAGOGICAL IMPLICATION

This final chapter of this dissertation revisits problem statements, theoretical framework and research method used to analyze the data as well as conclusions and pedagogical implications as follows:

5.1 Conclusions

This R & D attempts to redesign a model of character based English syllabus for teaching English for third graders. The design of the syllabus was based on the school's characteristic that is the KePLan values. The learning material was taken from Green Adventures book five series used for the third graders of SD PL St Yusup Semarang in their first semester. This R & D consisted three stages: the preliminary or exploration stage, the teacher's needs of the character based English syllabus were assessed. Six English teachers were asked to fill up the questionnaire and was interviewed to get the data in this stage. One Catholic private school that is SD PL St Yusup was participated in this study. A document analysis was also carried out at this stage. The Green Adventures used by the third graders was analyzed to find out the extent to which the tasks addressed cognitive psychology for children. The needs analysis was conducted to find out the KePLan implemented into English syllabus.

In the second stage, the prototype of the model was redesigned. The model was intended to be used by the English teachers in their teaching and learning. The syllabus was used for the third graders of SD PL St Yusup Semarang. The expert

judgement was used to evaluate the Green Adventures as the learning material. The result was used to redesign the current English syllabus used for the third graders. The character based English syllabus was redesigned from the current English syllabus based on the analysis of the Green Adventures in terms of ICC and KePLan. The draft model was first evaluated by experts, revised and then tried out in one school. Another revision was made after this try-out.

The last phase of this study was field testing. The aim of this field test was to find out whether the CTBA was effective to be used in teaching reading to improve reading competence. Reading was one of English skills taught for the third graders. A pre-experimental study was carried out in one school and one class. The result showed that there was an improvement in the student's reading competence. In addition, the student's perception on their teacher's role in teaching reading was positive. It showed that the English teacher had applied different roles during their learning process in the class in which their roles gave positive influence into the improvement of reading competence.

5.2 Product Limitation

There are some limitations of the character based English syllabus. First, the model is redesigned for teaching English to the third graders. The assessment using the modified Liddicoat's model was difficult to do if there was only one teacher who was teaching for one class. At least two teachers in one class would be effective to apply this reflection model. Second, it is created for elementary school which have

their own learning materials whereas the learning materials were not evaluated within 5 years since it was published.

5.3 Pedagogical Implication

The CTBA applied in English class through reading activity is effective because teachers can apply their roles therefore students can improve their reading performance. Task based applied in English class is supported with the English syllabus for third graders of elementary school.

The pedagogical implication of developing students' ICC using cognitivism and ICC model is to help students to be intercultural speaker, having intercultural language awareness and intercultural communicative competence is the key to achieve it. Through the tasks analysis it is proven that the students use tasks as the scaffolding to help them gain new knowledge because knowledge is something that they have to learn and not something that they acquire without the process. This study shows that the English teachers should be competent teachers because they are not teaching about language but also the culture. They have to change their role from traditional point of view to be facilitator, organizer, counselor and many more. This study will reveal that the publishers should also incorporate culture so that the students will have new language and its culture to be learnt. As English teachers they should know how to give students the tasks so that by doing the tasks the students can learn from their learning experience in order to gain knowledge about something. For curriculum developer they should use cultural values into the curriculum as local wisdom that the students should apply in their attitude. The

attitude is not something that will be scoring because we cannot assess attitude but we can use different techniques to value it.

The English syllabus applied in SD PL ST Yusup accommodate KePLan values replacing character values because KePLan values are religious values. The values are similar to character building values proposed by the government. The KePLan values are cultural values. The school can set up their own values based on government regulation because not just as the characteristic but also as the goals of implementing ICC. By applying KePLan values into syllabus the students are expected to be intercultural competence speaker through building intercultural awareness derived from doing kinds of tasks available in Green Adventure student's book five series.

5.4 Recommendation

This study recommends that curriculum developer should apply local wisdom such as cultural values into the curriculum. Not just real curriculum but hidden curriculum is also important because the hidden curriculum aimed at improving student's soft skill. The hidden curriculum is carried out through school extra-curricular activities like English club where students can improve their English skill informally. This activity can help students build their communicative competence outside the classroom but the objective is the same that is preparing students to be intercultural speaker in the global society.

This study is recommended for curriculum developer in order to design curriculum for young learners based on cultural values. The curriculum developers

in designing ELT should refer to local as well as target culture in order to develop student's language competence incorporating cultural values. The curriculum should accommodate hidden curriculum to support the student's competence so that they finally can foster their intercultural communicative competence.

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