RELUS: EFFECTIVE TECHNIQUE TEACHING ENGLISH CONVERSATION FOR THE SOCIETY MEMBERS

I Nengah Sudipa

Udayana University

nengahsudipa@yahoo.co.id

Abstract

This article aims at introducing the effective Communicative approach, with RELUS techniques applied in the process of English course for the members of the society. The data derived from the impression conducting such course in the year of 2015, and collected by direct observation and random interview. The course was attended by 40 members of Pokdarwis Mekar Bhuana in Pangsan Village, Petang subdistrict, Badung Regency. The course materials were about English functions and English for Tourism. The speaking materials were delivered in terms of conversational process using the techniques of: RELUS (R=read, LU =look up, S=say). The steps for each session were: orientation, drills, feedback and continuation. The result showed that generally all participants manage to speak actively to welcome the English speaking tourists coming to their respective villages.

Keywords*: Pokdarwis, RELUS, Mekar Bhuana.*

I   INTRODUCTION

Bali consists of eight regencies and one municipality. They are Badung, Klungkung, Gianyar, Tabanan, Buleleng, Bangli, Karangasem, Jembrana and Denpasar. Since Bali as the international tourist destination, the local government of Badung Regency has established what is called group of Tourism Awareness in every village. Such group is responsible for the development and maintenance the flowing of tourism activity in the respective villages. In order to get thoroughly involved in such activity, the members must take part actively in the human resource development, such as taking orientation in tourism promotion, marketing and English courses. The English course called ESP is basically intended to improve their communication skill to enhance the tourist visit in their village. The government in cooperation with the English Department, Udayana University conduct such an English course every year. The activity has been commenced since 1998 starting at Plaga village Petang subdistrict, the very north part of the regency as the pioneer. Then every year, with the duration of 24 sessions (approx. 3 months) the members of the group learn and practice the language functions of English: **greeting, farewell and special expressions, apologizing, request, invitation, suggestion** and **English for Tourism** are the core of the course-materials.

The problems to be further discussed in this article are (1) How the society members manage to learn English; (2) what materials offered to accommodate

the participants' needs (3) what approaches used to stimulate their speaking skills and the result.

II   MATERIALS AND METHODS

Opening Ceremony of the Engish Course for Pokdarwis in Pangsan, 2015

The data used for this article derives from the impression conducting an English course. The course was attended by the group of society members called Pokdarwis Mekar Bhuana in Pangsan village,   Petang subdistrict -Badung Regency. The course was carried out in the year of 2015 for 24 sessions. The data was collected by direct observation and randomly interview with the participants. The analysis focused on the existence of such English course for the society, the course materials and the most important thing is the course technique to deliver the material in order to be beneficial for the participants.

III   RESULTS AND DISCUSSION

3.1   PARTICIPANTS AN TIME ALLOTMENT

The total number of the participants was 40 persons coming from each subvillage 'banjar' in Pangsan village.   Pangsan with lush farming area consisting   of ten subvillages must choose 4 members respectively. Their age and educational background are mostly 30 up to 45 years graduated from senior high school. The class is divided into 4 groups therefore they can learn very intensively, one instructor trains 10 persons. The course is designed two sessions

a day, one session lasts 120 minutes. The 24 total sessions might last within approximately 3 months since they must attend the course twice a week.

3.2 TEACHING MATERIALS

Since the participants are concerned with the speaking ability in terms of tourism sector, the materials deal with English language functions and English for Tourism.

3.2.1 GREETINGS, FAREWELL AND SPECIAL EXPRESSIONS

How do you do, How're you
Nice to meet you, see you later, Bye, see you soon
Happy birthday/Happy New Year/Merry Christmas, Congratulation!

3.2.2 APOLOGIZING

I'm sorry
I'm terribly/very) sorry
I beg your pardon!
I'm sorry to disturb you
I'm sorry, I am late
I'm sorry to keep you waiting

3.2.3 REQUESTS, INVITATIONS, AND SUGGESTION

A: Could you pass the salt
B: Yeah, sure
A: Could you possibly borrow …..
B: Yes, help yourself
A: Do you think you could …
B: Yes, sure or No, I'm afraid I can't
A: I was wondering if I could (possibly) ……
B: Yes, No problem!

3.2.4 ENGLISH VOCABULARY AND EXPRESSIONS FOR TOURISM

- hotel
- guide
- souvenir
- terrace
- expensive
- beautiful landscape
- cheap price
- comfortable car
- natural view
- guide fee
- surfing
- snorkling
- diving
- canoeing

- hiking
- climbing

3.3 COURSE APPROACHES AND EVALUATION

The approaches applied during the course is Communicative Approach, under the subtitle of Communication Language Teaching (Richards, 2001). The systematical ways operated in order to success are subdivided into: (1) Methods and (2) Techniques.

3.3.1 *METHODS*

The method of conducting such English program based upon the principles developed by O'Galperin (1979). He is a Switzerland education expert writing his famous book entitled *Teaching with Success* conveys the following steps:

3.3.1.1 Orientation

The appointed materials were briefly introduced with the daily English sentences. The key-words or patterns were given to accelerate their knowledge with the expected course goal. This step is also intended to make the participants feel **in** from the beginning of the course.

3.3.1.2 Drills

In order to give more access for the participants to exercise themselves, whether with group work, dialogue and individual practice. The trainer was very concerned with the application of the rule and pattern of the English sentences.

3.3.1.3 Feedback

Susan M. Gass (2016:336) states that when learners engage in interaction with another individual , there is often feedback on that learner's language as a result of a communication breakdown or even a pedagogical intervention This

is good time for the trainer to give reinforcement : (a) positive reinforcement when the drill runs well, usually by giving appreciation, however (b) negative reinforcement when the participants turned out having obstacles in terms of pronunciation, lexical choices or arranging well-formed sentences. If this case happens, usually the trainer would repeat the orientation step simply by giving feedback for the only obstacles they participants may face.

3.3.1.4 Continuation

This step is usually done when everything in the feedback process runs smoothly and the progress of the course must go forward. This is one indication that the course is successful

3.3.2 TECHNIQUES

RELUS is an acronym of RE (read) L U (look up) and S (say). Some experts in teaching conversation and speaking would prefer using this technique. The advantage is, of course giving the participant not only reading the dialogue, however they try to memorize the simple pattern. The speaking class participants would try to read and memorize certain pattern of expression, and without looking at the text again, they can practice while looking at the person spoken with. This is very effective in obtaining the speaking skill.

3.3.2.1 Read

This technique is usually done for the beginner to start the conversation. In this technique, however the participants are not **read**ing loudly after looking at the dialogue text, they merely memorize and then quickly look at his/her partner.

3.3.2.2 Look Up

This technique is commonly not applied in the English-class, even in the conversation. The participants are usually busy looking at the dialogue text. **Look-up** technique in this case is very useful because both the speaking participants could make eye contact. While making such contact, they would recount their memory about the language pattern.

3.3.2.3 Say

This last technique is **say** done automatically after both participants look up each other. This is very important for the participant to measure their skill in memorizing such English pattern they just read.

From this valuable technique, the conversation is called successful when the participants can converse without looking at the dialogue text and basically it happens without reading, losing eye-contact. Conversation is naturally done simultaneously without reading the text.

3.3.3 EVALUATION

In order to obtain the expected result and to meet the course goals, a series of evaluations steps to be done, namely:

(a) Individual Drill, every participant is given opportunity to be evaluated. The trainer call one by one and ask each participant respectively. The participant individually answers, practices the intended materials under the supervision of each trainer. When the participant has problem, each trainer directly gives feedback and solution dealing with such a problem. This system turns out very stimulating each participant.

(b) Pair Practice, the ten participants for each group is subdivided into pair with the role-play practice. The trainer is prepared to feedback them whenever they have difficulties. This system brings benefit in terms of motivating each pair to speak more confidentially.
(c) Group Practice is usually carried out when the materials are general. The trainer expects all participants to repeat together the new words or phrases, then give correction whenever the mispronunciation occurs.

IV   CONCLUSION

The course is considered success because some of the participants rely on the principal steps of mastering English as a Foreign Language, such as:
(1) **Concrete Goal**, the participants have already had the goal to be local guides
(2) **Propensity**, nearly every time, some of them feel an 'urge' to use English
(3) **Desire**, some of them start having certain wish for knowing more English
(4) **Motivation**, they have instrumental motivation rather than integrative one (cf. Gardner, and Lambert, 1972:3)
(5) **Action**, there is no other choice than taking actions, such as attending English course.

REFERENCES

Allan, Keith. (ed) 2016. The Routledge Handbook of Linguistics. London: Routledge Taylor & Fracis Group
Hilliard, Amanda. 2014. Spoken Grammar and Its Role in the English Language Classroom. USA: English Teaching Forum, vol 52 Number 4 2014.

O'Galperin, 1991. (dalam: Ad.Rooijakkers, ed) Mengajar Dengan Sukses. Petunjuk Untuk Merencanakan dan Menyampaikan Pengajaran. Jakarta: Grasindo

Klein, Wolfgang. 1985. Second Language Acquisition. Oxford: Oxford University Press.

McKay, Sandra Lee. 2002. Teaching English as an International Language. Oxford: Oxford Handbooks for Language Teaching.

Gardner, R.C and Lambert, W.E. 1972. Attitude and Motivation in Second-Language Learning. Rowley, Massachussets. Newburry House

Gass, Susan G. 2016. Second Language Acquisition and Applied Linguistics. dalam Allan (ed), hal 329-343.

Richards J. C. and Theodore S. Rodger, 2001. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Article in BaliPost Newspaper about POKDARWIS