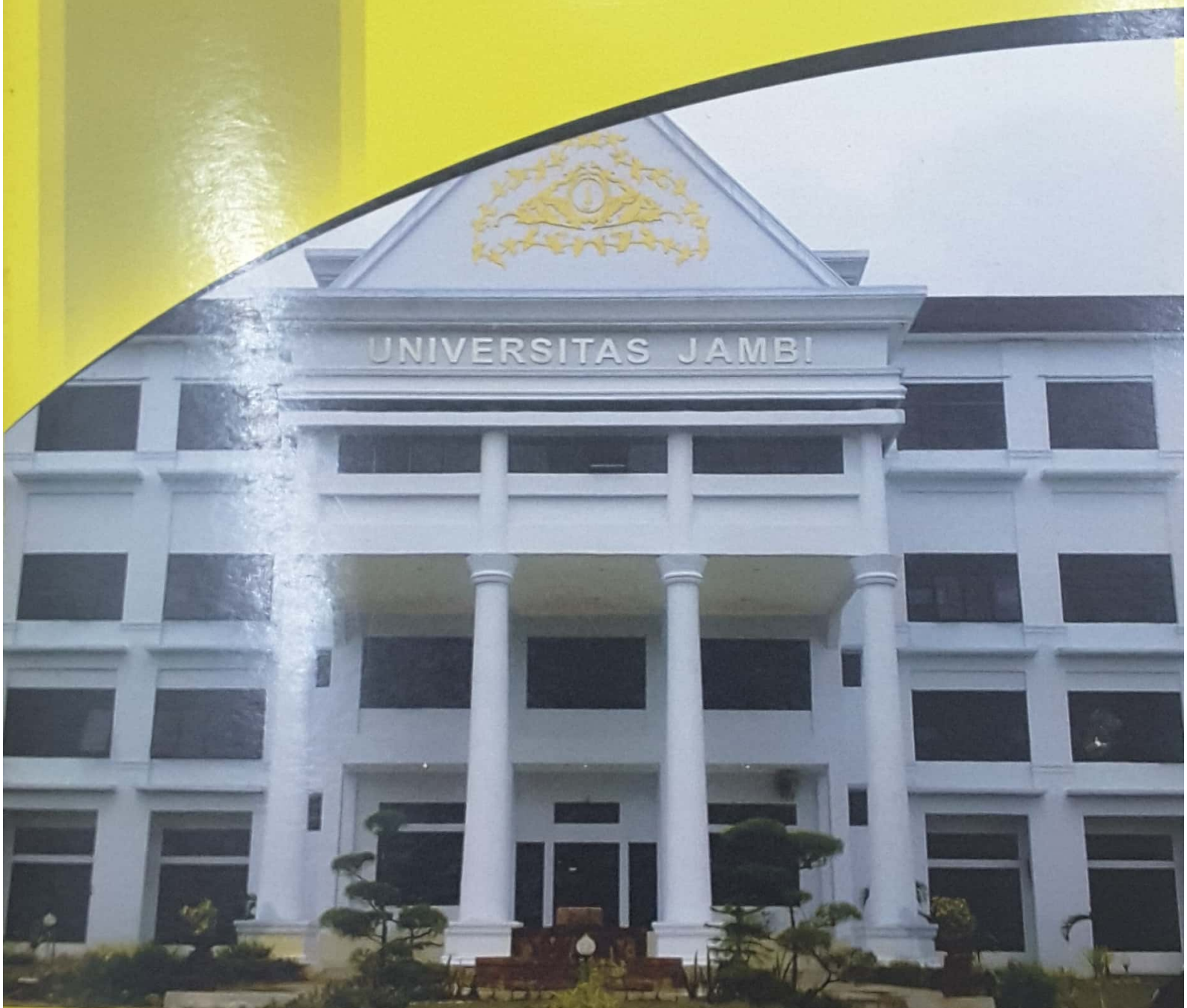jambi, April 3-4 2016

PROCEEDING

The 2016 Jambi International Seminar on Education (JISE)

Theme : Sharing Power, Valuing Local Cultures, and Achieving Success in Education

UNIVERSITAS JAMBI

Master's Program in Educational Management, The Graduate
School, Jambi University, Indonesia

THE OHIO STATE UNIVERSITY

iPG

IGI Ikatan Guru Indonesia

The 2016 Jambi International Seminar on Education (JISE)

Theme: Sharing Power, Valuing Local Cultures, and Achieving Success in Education

TABLE OF CONTENTS

Language Potential, Communicative Competence, Culture-Character Adaptation, and the English Language Teaching-Learning

ADZANIL PRIMA SEPTY
Bung Hatta University – Padang
YENITA YATIM
STKIP PGRI Sumatera Barat – Padang
INDONESIA
adzanil.septy@gmail.com

Abstract: Everyone is believed to have potential in any languages, and how the potential is developed to become communicative competence may have attracted an interest to discuss and become an issue in English language learning. This issue is also related to characters (personality) education as characterized in current education system. This issue may relate to the definition of language, language is human nature, and as human being is created by the God The Most Creator, then all languages are regarded as the greatest creation of God as well that have been dedicated for the welfare of human life. In this sense, the creation of human beings includes the creation and installation of the languages. This understanding argues opinions saying that languages are placed in human brain (or certain part of the brain). Then, to make the language potential becomes communicative competence; there are aspects to influence this process. Therefore, this paper will discuss how the process of communicative competence is developed from the language potential. In this connection, this paper will also discuss some aspects related to culture and characters as reflected in the communicative competence, and importantly how language teaching-learning should be managed to improve the communicative competence and to build learners' characters.

Key words: Language potential, culture-character education, English language teaching and learning, communicative competence.

Introduction

The development of science and technology has become an important subject for Indonesia to talk nowadays. The science and technology would lead this nation to achieve welfare for its citizens, and even make it be a subject of pride that enables Indonesians to compete in many sectors internationally. For this aim, education is placed as a major effort by developing quality human resources by whom the science and technology could be developed. This means that education is an important sector to manage to lead Indonesia to become a competitive nation (Septy, 2014).

According to the national system of education (GOI, 2003, Decree No 20 Article 3), the prime role of education is to build a better civil society. Such better society could be attained through developing students' competence and building their characters according to the sense of national culture and philosophy *Pancasila*. In this circumstance, education is the main instrument to achieve the goal, indicated by developing students' potential to have faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, which in turn they become democratic and responsible citizens for Indonesia development.

To achieve the goal, students are subject of learning. In this relation, student input becomes an important element to consider beside the role of teachers that make learning process and such achievement possible. How education goal is attained is often measured by students' achievement in their learning process.

As English language learning is concerned, students' ability in that language called English Proficiency (i.e., listening, speaking, reading, and writing skills) becomes an indicator of achievement or competence (Arslan, 2008). Mastering this language will expose the existence of Indonesia as a nation in a global context through which business and trading could managed and science and technology could be developed and shared (Septy, 2015d). This profile relies much on

students' achievement in English (English Proficiency).

Moreover, the orientation of English learning is not only to build students' grammatical mastery on the language, but importantly to develop their knowledge and understanding on science and technology as well as socio-culture (Kilickaya, 2004; Sun, 2014; Septy, 2015c). This orientation would enrich Indonesia with its national and local diversity as well as develop the spirit of nationalism among its multiculturalism. This may become lessons to understand and to develop for living harmoniously.

In spite of the change of English learning orientation, however, English proficiency still becomes problematic for many Indonesian students (Aziez, 2011:1-4; Nitiasih et all, 2013:208). Should it be due to the student input indicating zero potential in the language or the language is not their mother tongue, this may attract an interest of discussion and further researches. This might be true if the students' English was mostly caused by their learning interests and motivation in the classroom process (Neir et al, 2012:8-9), including teaching-learning management they undergo (Septy, 2007; 2015d).

It is believed that everyone has potential in all languages. In this regards, students whose native language is not English may also have potential in English. The problem is how such potential could possibly be developed to become English proficiency, a competence to communicate in English (communicative competence) incorporating appropriate character to social interactions. Therefore, this paper will discuss how the process of communicative competence is developed from language potential. This paper will also discuss some aspects related to culture and characters as integrated in the communicative competence, and importantly how language teaching-learning should be managed to improve the communicative competence and to build learners' characters as well.

Language Potential and Communicative Competence

Language is human characteristic in nature, and talking about the human characteristic is generally talking about how human grows, develops, and interact socially. Social interaction, particularly, uses language as a means of communication. Such social interactions reflect cultural and personal background. Currently, social interaction cannot be limited by time and border due to the technology development.

Every human is born with certain basic capacity (called potential). This basic capacity (hence called potential) is human specification. This potential is hidden, but could be visible as competence (ability). This also applies to students' potential in all languages which could be then developed to become their communicative competence. The communicative competence will be important for them to have in their social interaction locally, nationally, and internationally.

The process of how students' potential is developed could be influenced by many factors. Figure 1 shows how a learning process is influenced by the factors, among others, curriculum, teaching/learning methods, quality standards, supporting facilities, learning resources or media, social and natural environment as well as teachers.

Figure 1. Process and Components Contributing
to Develop Potential to Become Competence
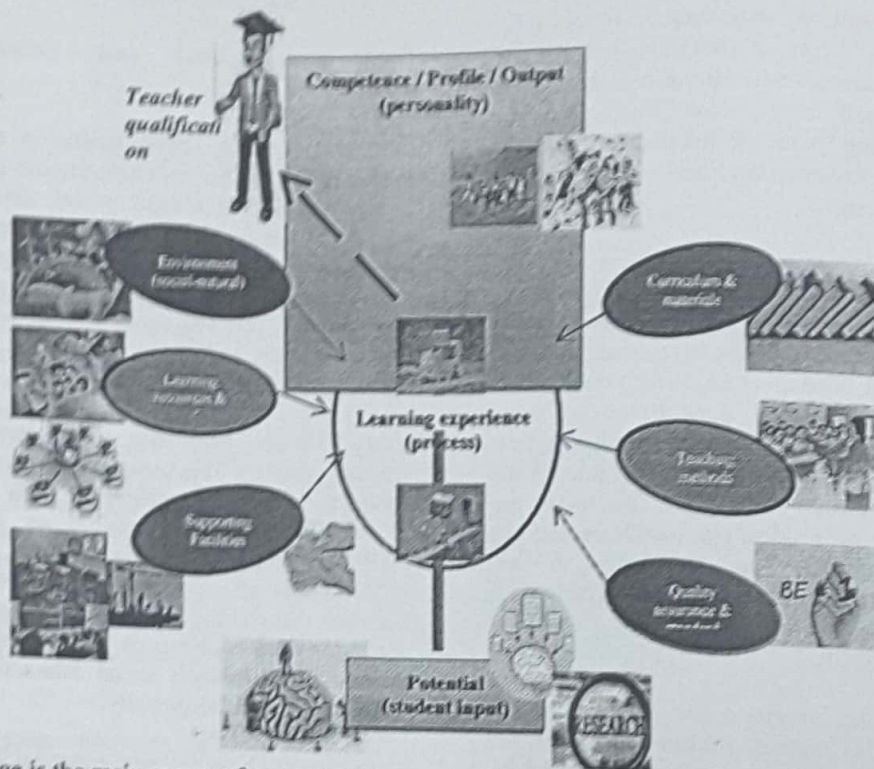
Since language is the main course of competence in an interaction, everyone is believed to have potential in all languages; the potential is a gift developed to be competence for their social interaction, or competence to communicate in languages (or communicative competence). So, communicative competence is an ability developed after someone involves in a process of development, such as learning process and/or language acquisition.

As every human is given a capacity in all languages, English, one of the international languages, is also a given potential for human beings. English is one of the greatest creations of Allah, the master and creator of the universe. As QS Ar Rumm 22 saying *"And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know"*. This means that English is not a foreign language for Indonesians, although it is a native language of certain nations. English is a language that has been installed to all human beings. In fact, everyone could develop English proficiency through some learning processes and/or language acquisition. Then it is human's brain as the tool to facilitate

development of the language capacity to become communicative competence (Septy, 2015c:3-5).

Moreover, there are several factors to influence the development of students' competence. If the students face problems to develop their potential, this could be due to the factors. Teacher is considered to be the most responsible element of the factors that could make students' learning problems anticipated. The teacher is not only teaching, but mainly facilitating, developing and creating possible atmosphere for a learning process. The teacher is also an agent of change, leading students to master English accordingly. Having mastered this language, then the students could internalizes ways of thinking, attitudes-the core of character building, knowledge and understanding, and finally understanding science and technology for achieving prosperity and better life in the world.

Culture and Character Adaptation in English Language Learning

Learning English as a target language cannot be separated from learning and understanding cultures particularly where this language is used. In a certain circumstance, understanding the target

language may affect personal traits positively or negatively. Students, for instance, may adapt what they understand into their ways of life, ways of thinking, characters in general and attitudes in particular. In spite of this, how this happens cannot be separated from the process of their language learning experience and/or the process of language acquisition. This may sometimes create conflicts with respective local culture.

Generally, language is for communication and, in particular, for social and personal interactions. In the communication and interaction system, a speaker reflects his/her personality. In a language learning process, such this interaction includes a combination of competence-character.

Referring to the objective of national education, students' English learning is expected to have competence-character development according to the sense of *Pancasila* (MOEC, 2013b:78-82, Decree No. 64 Concerning Content Standard). In this relation, Pancasila is a collective culture with which students develop their communicative competence in English. In other words, the students

are expected to have English competence characterizing their national and international knowledge reflecting appropriate characters of Indonesia.

As education is concerned as a means of the character building, the process of education should integrate all formal-nonformal-informal modes of education, because these are important to build personal characters (personality). It is necessary to note that personality is a profile of personal characters. How the personal character is formed is illustrated in figure 2.

Based on the figure, the process of character building is connected with the process of formal-non formal-informal education. In this circumstance, the educational process undertaken in schools, family circles, and community (called formal, in-formal, and non-formal education respectively) become important institution to contribute to character building. In spite of this, formal education in schools may take a strategic role through well organized curriculum and learning materials.

Figure 2. Personality Formation of Character Building (Education Process)
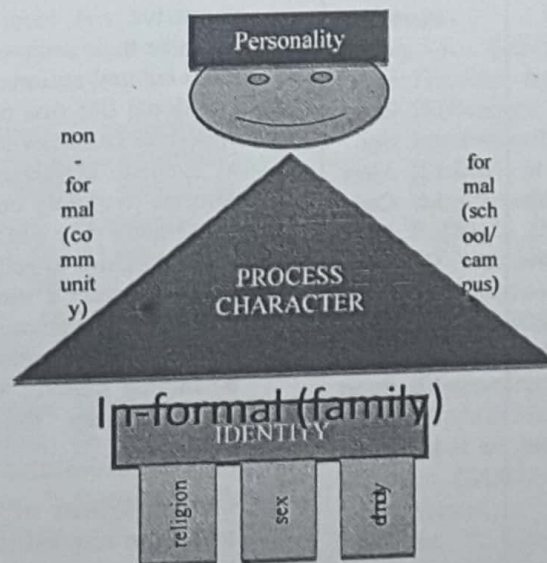
In relation to English language learning, students' competence will include their linguistic and discourse mastery as well as social-cultural awareness and understanding, and communication strategy appropriateness (Canale & Swain, 1980; Septy, 2015c:7). In this relation, the communicative competence could not be separated from the process of students' cultural basis leading them to have appropriate attitudes in their social communication. Table 1 shows a list of attitude and

personality profiles that could be generated from socio-cultural awareness/understanding (English language teaching-learning in schools could adapt the personality values of the character education (Ministry of Education and Culture (MOEC), Regulation No. 63 of 2014)).

In short, cultural awareness/understanding have become an influential source for students' learning of English as a target language. This cultural aspect

relates to their process of character building. This implies that culturally based materials have to be carefully selected by teachers.

Table 1. Personality Output (Competence Profile) of the Character-Based Education (Adopted from MOEC, Regulation No. 63 of 2014)

1. Faithful	1. Skillful	1. Scientific
2. Respecting diversity	2. Thoughtful	2. Diligent
3. Tolerant	3. Well-mannered	3. Careful
4. Collaborative	4. Critical	4. Open
5. Appreciative	5. Polite	5. Wise
6. Discipline	6. Handful	6. Simple
7. Responsible	7. Sensitive	7. Sense of pride
8. Self-confident	8. Responsive	8. Aesthetic
9. Brave	9. Communicative	9. Cooperative
10. Love country	10. Independent	10. Participative
11. Regretful	11. Efficient	11. Imaginative
12. Honest	12. Obey rules	12. Integrity
13. Heroism	13. Curiosity	13. Alert
14. Willing to give	14. Not easy to give up	14. Caring
15. Giving model	15. Logic	15. Aware
16. Aware of rights and responsibilities	16. Creative	16. Sharing
17. Democratic	17. Innovative	17. Sportive
	18. Productive	18. Love tradition
	19. Respectful	19. Humble

Local Wisdom in English Learning Materials

What makes human becomes human is the way how human beings communicate by means of language. In this circumstance, language expressions are naturally influenced by the way they have socio-cultural features (Nuraeni & Alfan, 2012:66-70). As English language learning is concerned, then English language teaching process will include learning the way to communicate appropriately according to the contexts of socio-culture (Sun, 2014; Septy, 2015b).

Language learning may contain some basic principles of life that are socio-culturally transferred by some socio-cultural values. Such socio-cultural values could be developed and used as guidelines in daily life. An example of such socio-cultural value is called local wisdom. Local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people. Therefore, in education, character building could be developed from some socio-culturally based system, that is local wisdom.

To be more specific, local wisdom could be regarded as both universal and specific values possessed by all groups of people. Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system. Indonesia is a multi cultural nation. It has many local values of its traditional life that could be learning resources to undertake character-based education. So, in relation to English language learning, this will not let students to simply copy foreign cultures, but more importantly they can live in English with their own cultural values to reflect their identity and integrity to demonstrate a sense of nationalism along with their English communicative competence. Then, it is the role of teachers to adapt lesson materials containing cultural values-local wisdoms, so that students keep their culture and identity as Indonesian.

Current system of national education has also seemed to respond to it by updating curriculum. In spite of some weaknesses, current system of the national curriculum in 2013 has attempted to integrate competence and character by targeting four main competencies; competence (knowledge and skill) and characters (spiritual and social attitudes) (Ministry of Education and Culture, 2013a). In this relation, the English language lessons is also developed by not only containing linguistic knowledge and skill such as sentence structures, vocabulary, pronunciation, etc., it also include characters (attitude and values) to develop to become students' personality religiously and

socio-culturally. Then lessons on local wisdoms, in particular, may be taken from the meaning of local legends, folklores, special places in the village, certain traditional/monumental objects, building, rivers, mount/hill, forest, and the like that have a particular meaning to explain.

To do so, the materials could be developed by using themes and topics relevant to daily life. This will need a careful selection of relevant themes and topics containing culturally based character for the English lesson materials. Having the materials like this, students could develop their wisdom, understanding to local norms and values to build attitudes of social-cultural-spiritual awareness, as well as to develop their English proficiency linguistically.

Table 2 Themes

- Health
- Geography
- Sports/Hobbies
- Environment
- Education
- Technology
- Industry/economics
- Communication/international relation
- Transportation
- Culture/Arts
- Religions

In current 2013 curriculum system, the information provided under the topic refers to value or attitude references. The value and attitude related to spiritual attitude using spiritual reference(s) is called the main competence 1 (KI-1) and social attitude using social-cultural features or local wisdoms as the reference is called the main competence 2 (KI-2). In doing so, there are a number of connecting words/phrases that could be used to connect the information with relevant references such as "according to ...", "as mentioned in .../by ....", "in relation to ...", "in connecting with ...", "as said in ...", "based on ...", "as said by ...", "referring to ...", etc.

Conclusion and Suggestions

Education has been regarded as an important effort for Indonesia to develop quality human resources. The quality human resources are subject to science and technology development that that would make Indonesia become a competitive nation. This is related to the objective of education, that is to develop students' potential to have faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative,

and independent, so that they will become democratic and responsible citizens for the national development.

In particular, students have potential in all languages, including potential in English. This potential is a gift that could possibly be developed to become English proficiency. Such competence to communicate in English incorporates characters influenced by social-culture of the target language. So, to develop the competence include some culturally bound characters. This requires teachers to have to carefully select lesson materials that contain local wisdom; that is some philosophically-deep meaning of local values and norms in social life, in order to develop students' appropriate characters.

Overall, this paper has attempted to discuss how the communicative competence should be developed in relation to socio-culture awareness and characters development. This issue is important in English language teaching-learning process, so that students could improve communicative competence that reflects appropriate characters in interactions.

References

Arslan, A. (2008). *Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills*. International Journal of Human Sciences. [Online] http://mpra.ub.uni-muenchen.de/20707/

Aziez, F. (2011). *Examining the Vocabulary Levels of Indonesia's English National Examination Texts*. Asian EFL Journal. Vol. 51 April 2011.

Canale, M. & Swain, M. (1980). *Approaches to Communicative Competence*. Singapore: SEAMEO RELC

Government of Indonesia (GOI). (2003). *Decree no. 20/2003 Concerning National Education System*

Kilickaya, F. (2004). *Authentic Materials and Cultural Content in EFL Classrooms*. The Internet TESL Journal, Vol. X, No. 7, July 2004 [Online] http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html

Ministry of Education and Culture (MOEC). (2013a). *Decree No. 54. Concerning Graduate Competence Standard of Primary and Secondary Schools.*

Ministry of Education and Culture (MOEC). (2013b). *Decree No. 64. Concerning Content Standard*

Ministry of Education and Culture (MOEC). (2014). *Decree No. 63. Concerning Scouting as a Compulsory Extra Curricular Activities in Primary and Secondary Schools.*

Nair , G. K. S, Rahim, R A., Setia, R., Husin, N., & Sabapathy, E. (2012). *ICT and Teachers' Attitude in English Language Teaching.* Asian Social Science. Vol. 8, No. 11.

Nitiasih, P. K., Suarcaya, P., & Suputra, P. E. D. (2013). *Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) Di Propinsi Bali.* Proceeding Seminar Nasional Riset Inovatif I 2013 Pp. 204-212

Nuraeni, H..G. & Alfan, M.A. (2012). Studi Budaya di Indonesia. Bandung: CV. Pustaka Setia

Nowlan, A. (2010). *Creating a More Globally Conscious Classroom.* Language Education in Asia, Volume 1, 2010 p.147

Septy, A.P. (2004). *Use of Computer Network System in Improving English Language Teaching Outcome.* Journal EDUKASI, Vol. 5 Year III, April 2004

Septy, A.P. (2007). *Penerapan KBK-KTSP Mata Pelajaran Bahasa Inggris dan Kaitannya dengan PAKEM.* A paper presented on the Seminar on IT Based ELT at Univ Bung Hatta TEFLIN Branch, 26 July 2007

Septy, A.P. (2014). *ICT-based Media in English Language Teaching and Learning.* A paper presented on the Seminar on Creative English Teaching and Learning Models in the Implementation of 2013 Curriculum Towards Preparing Indonesian Golden Generation 2045 Bung Hatta University Padang, December 11th, 2014

Septy, A..P. (2015a). *Implementing ICT media in Implementing Character-Competence Content of English Materials.* Proceedings of the 3rd International Seminar on English Language and Teaching 2015 "Shaping the New Trends of English Teaching and Studies". Padang: Universitas Negeri Padang

Septy, A..P. (2015b). *ICT Media in English teaching of Character-Competence development.* Proceedings of the 2nd International Seminar on Lingusitics (ISOL 2) "Language and Civilization". Padang: Universitas Andalas Padang

Septy, A. P. (2015c). *Budaya, Seni dan Teknologi serta Peran Guru Bahasa.* Proceedings Seminar Nasional Bahasa dan Budaya dalam Pengajaran Bahasa Inggris. Padang: Universitas Bung Hatta Padang

Septy, A. P. (2015d). *The arts of Technology Based Media in Teaching: developing Character Competence Through teachers' Designed ICT Media.* Proceedings the 9th International Conference "Capacity building for English Education in a Digital Age". Salatiga: Universitas Kristen Satya Wacana

Sun, Y. (2014). *Major Trends in the Global ELT Field: A Non-Native English-Speaking Professional's Perspective.* Plenary Paper in Language Education in Asia, Volume 5, Issue 1, 2014