

PROCEEDING

*SEMINAR INTERNASIONAL DAN WORKSHOP
“English Language Acquisition Paradigm and
Integrated Character- Based Learning”*

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Proceeding International Seminar
Character Education, Learning and Acquisition in ELT

at NNs Settings

Teaching is the formation of belief (Green, 1971). An university is a school of teaching. Now, what belief are they doing? Within this paradigm, university launches its decree, "universitas et Humanitas" (Hjemslev, 1963) in analogy to what Plato stated "**No scholae sed vitae discimus**". From within grows various new theses such as language reflects social facts (Durkheim) and **the culture as well as the world view its society** (Geertz, 1975). So, within theses cannons, every school is to search their answer, how to explain the concurrent M3, the global platform. This proceeding attempts to respond to the thesis and so it strives to reveal the teacher's worldwide in ELT in NNs settings in Indonesia.

Language is the mirror society (Chayka, 1980). With respect to ELT society in NNs setting, this proceeding describes what teachers are doing in NNs setting and why they are doing what they are doing? The first planary session reveals how education characterizes learners to be to a true citizens as a better civilize being the second prescribes the virtue of teaching that characterize building the learners true interlectual processes. The third planary session canon plots learning and acquisition paradigms plot how the inner intellect to be the base of character and character performances true competences in the realm of ELT in an NNs setting. More and more papers are accomodating how classroom English teaching become better, more relevant, more fuctional, more interesting, and in particular more meaningful to the learner's character development within the English proficiency. These are more and more ideals, and the team paradigm of learning and acquisition have strived its canon to reveals the focus – on – the – learner approach in the English curriculum.

It is true that the canon of teaching is the formation of belief. With the canon aforementioned, it is now left to the teachers in NNs settings to transform in to action the value of the paradigm learning and acquisition, how to make the virtue more meaningful for the learners in an NNs settings. Congratulation for keynote speakers and those distinguished resourceful persons for their contribution has helped construct the learning – acquisition paradigm as the seminar theme. My special appreciations are extended to the following persons: Mr. Jim, MA. An Ms. Nancy, MA.; Ms. Megan Ross, Ma.; Prof. Dr. Belferik Manullang; Prof. Dr. Berlin Sibarani for their special meaningful papers.

Dean of Faculty of Education and Teacher Training
HKBP Nommensen University,

Dr. Tagor Pangaribuan, M.Pd.

Language Acquisition as Foreign Language among English learners at FKIP UHN Pematangsiantar

**Bertaria Sohnata Hutaaruk
FKIP UHN Pematangsiantar**

Language acquisition is the strategy of the learners to explain a message to his listener, when the initial plan cannot be carried out. This research is dealt with the problem: What communication strategies are used by the students in learning English as a foreign language? The writer intends to use the theory of Ellis (1985), Faerch and Kasper in Ellis (1985), and Brown (1980). This study is on classroom realities in learning English as a foreign language in EFL class at FKIP UHN Pematangsiantar. The data are interpreted by using theory of Faerch and Kasper about types of communication strategies. The data analysis shows that the students among English learners at FKIP UHN Pematangsiantar use some type of communication strategies in communication one to another, when they have problem how to say or to express a message to her listener in target language. The data analysis shows that the students are use formal reduction strategies, foreign zing strategies, code-switching strategies and indirect appeal strategies. But the analysis shows that the students use more often formal reduction strategies than strategies. Communication strategies are very important for learning English as a foreign language. The best strategy users are those with adequate formal proficiency who modify the strategy to suit the specific concept to be conveyed. Therefore the writer makes the suggestion such as when learners have to refer to some object without knowing the second language word, they can use the communication strategies so that the can keep the conversation.

Keywords: Acquisition, Strategies, Language

1. Introduction

According to Ellis (1985:188) “Communication strategies are used by second language learners and native speakers when they are faced by a production problem. Communication strategies are problem oriented. The writer means that the problem which may be occasioned by the lack of knowledge of the second language learner’s term the speaker wishes to communicate to express a meaning. That is, they are employed by the learners because he lacks or cannot gain access to the linguistic resources required to express and intended meaning. A learner who learns English as a foreign language is also as same as a baby who learns to communicate with people around him/her. Since the person wants to learn English, the language, which becomes the medium through with teachers teach, and students demonstrate what they have learned must be in English language. How teacher and students use the language to communicate in the classroom mediates between teaching, learning, and second language acquisition. Understanding communication in second language classroom is not a simple task. Teacher cannot assume that their students will learn, talk, act, or interact in predictable ways. Differences in teachers and students perceptions of the classroom context can lead to different interpretation of and participation in classroom activities. Therefore, communication strategies are essential for both teachers and students in communicating with one another. The writer gives an example in the classroom. In doing conversation, every student always do their best. But sometimes, we can’t explain something even when we try hard. If we spend too much time to trying to remember a word or trying to explain something, it slows down the conversation too much. Just say “never mind“and keep the conversation going. So it is a strategy to keep the conversation going. The nature of classroom communication has long been a focus of research for scholars interested in the effects of classroom interaction on learning. The problem is dealt with communication strategies among English learners at FKIP UHN Pematangsiantar. There are many theories used to support this research. The writer used, the theory of Bloomfield (1995), Brown (1980), Ellis (1985), Faerch and Kasper (1985), Hartley (1982), Harrison (1973), Moody (1977), Sapir (1949) and Jakobson (1960).

2. Review of Related Literature

Krashen in Ellis (1985:179) describes language acquisition occurs when language is used for and what it was designed of communication. It means that communication strategies play an important role for foreign language learners so that they can apply the language and a real action, not only theoretically. Especially, everybody agrees that the main function of languages is for communication. It could be said communication strategies are very important for learning English as a foreign language, because they are ways to express a meaning in target language by a learner who has a limited command of the language. Faerch and Kasper in Ellis (1985:187) argue that a basic condition for communication strategies to have a potential learning effect is that they belong to achievement behaviour rather than reduction behaviour. Tarone in Ellis (1980:187), however, challenges this view. She suggests that the conversational effect of communication strategies in general is to enable the native speaker to help the L2 learner use the right form to say what he wants. A learner may become skillful in making up for lack of linguistic knowledge by the use of various communication strategies.

Definitions of language usually refer to its verbal features (oral and written). Speech occurred long before writing in the history of language, as it does in the language development of very child. We can see by ourselves that the kind of language firstly introduced to children in the spoken language. Then little by little, they will study the written language. Writing is a cultural invention the existence or absence of which has little effect on the basic nature of a language. According to Austin in Brown (1962:193), Communication between human is an extremely complex ever changing phenomenon. But there are certain generalizations that we can make about the majority of communication event and these will have particular relevance for the learning and teaching of language. When two people are engaged in talking to each other we can be fairly sure they are doing so for good reasons such as (1) speaker/writer wants to say something, (2) speaker/writer has a communicative purpose, (3) speaker/writer selects from their language store, (4) listener/reader is interested in communicative purpose. In deciding how to approach the teaching and learning of English we can divide classroom activities into two categories: those that give students language input and those which encourage them to produce language output. Brown (1980:81) in his book, "Principle of Language Learning and Teaching", "cites: "Communication may be regarded as a combination of acts, a series of elements with purpose and intent. Communication is not merely an event, something that happens, it is functional, purposive and designed to bring about some effect, some change, however subtle or unobservable-on the environment of hearers and speakers". Whenever communication takes places, of course, there is a speaker (and/or writer) and a listener (and/or reader). This is case where a novelist writes a manuscripts and, for here the writer assumes that there will be a reader one day and that the reader will be performing a communicative act when reading the book. In conversation and, for example, the exchange of letters, the speaker or writer quickly becomes a listener or reader as the communication progresses.

The term of communication strategy was coined by Slinker in Brown (1980:88) in his account of the processes responsible for interlanguage. There has been a steady increase of interest in the learner's communication strategies since then. Brown (1980:88) in his book, "Principle of Language Learning and Teaching" cites: "A communication strategy is the conscious employment of Learning and Teaching" cites: "A communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating and idea when precise linguistic forms are for some reasons not readily available to the learner at a point in communication." Ellis (1985:182) in his book, "Understanding Second Language Acquisitions" cites: "Communication strategies are psycholinguistic plans which exists as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement." Communication strategies are problem-oriented. The learner employs them because he lacks or cannot gain access to the linguistic resources required to express an intended meaning. Faerch and Kasper in Ellis (1980:181) classify communication strategies as part of a particular kind of plan, which is activated when the initial plan cannot be carried out. The learner is forced into substituting a 'strategic plan' for his original production plan because he discovers he has insufficient means to implement the production plan. Tarone in Ellis (1985:288) sees communication strategies as the learner's contribution to the interactional work required to overcome a communication problem. Communication strategies are employed by native speaker as well as by second language learners. Most of the communication strategies are common to both. They are to be seen as a part of communicative competence. Typical communication strategies

are paraphrase and mime. Communication strategies contrast with learning strategies. If learning strategies are the long-term solution to a problem, communication strategies provide the short-term answer.

Faerch and Kasper in Ellis (1980:184), Communication strategies are strategies for using second language knowledge. They are employed when learners are faced with the task of communicating meaning of which they lack the requisite linguistic knowledge (e.g. when they have to name an object without knowing the second language word). Communication strategies are classified into reduction strategies and achievement strategies: A. *Reduction strategies*

(1. Formal reduction strategies, 2. Functional reduction strategies) B. *Achievement strategies* (Compensatory strategies such as Non-cooperative strategies) C. L1/L3 based strategies : Code switching: Foreign zing, Literal translation, ii) L2-based strategies: (Substitution, Paraphrase, Word coinage, Restructuring) D. Non-linguistic strategies: Co-operative strategies: Direct appeal and Indirect appeal. Retrieval strategies: Waiting, Using semantic field, Using other languages. Communication strategies are used by L2 learners (and native speakers) when they are faced by a production problem. They consist of substitute plans and are potentially conscious. A typology of communication strategies distinguishes reduction strategies, which are used to avoid the problem altogether, and achievement strategies, which are used to overcome problem. The latter can be further divided into compensatory strategies (including both L1 and L2 based strategies) and retrieval strategies. There has been only limited empirical study of communication strategies, but there is evidence to suggest that their use is influenced by the learner's personality, and the learning situation. It is not yet clear what effect, if any, communicative strategies have on linguistic development. The issues are (1) which strategies are facilitative (e.g. L2 – or L1 based strategies) and (2) which aspects of Second Language Acquisition (SLA) (e.g. Lexis or grammar) are affected.

Peering into the 'black box' to identify the different learner strategies at work in SLA is rather like stumbling blindfold around a room to find a hidden object. There are, perhaps inevitable that the focus of attention has been on production rather than reception, as the researcher needs the support of the learner's actual utterances to guide his enquiry. The processes and strategies involved in reception have been neglected, therefore. Second, the mapping of strategies into a tight conceptual framework is bound to be arbitrary to some extent. It is doubtful whether learner strategies can be divided into learning, production, and communication as neatly as suggested in this chapter. This is evident in the discussion of simplification, which has been classified as both a general learning strategy and a strategy of a production. It might also be counted as a communication strategy-semantic simplification, for instance, may occur when the learner has experienced a problem with his initial production plan.

3. Research Methodology

As the writer has stated previously, this analysis is to find the communication strategies used in learning English as a foreign language. Based on the problem above, the writer chooses qualitative research as a design of this research. Qualitative research is a design of research that expressed in sentences. The subject in this research is English learners in EFL class at FKIP UHN Pematangsiantar. This research tends on the invention of the communication strategies used in learning English as a foreign language. There are some techniques of collecting data in a research used observation interview. Observing and recording the interactions among the students in the classroom do the field research. In doing this, firstly the writer observe the interactions that occur during face to face communication among the students. Then the writer records their conversation.

The validity in qualitative study is different with validity in quantitative study. In quantitative study, numbers measures the validity and believe ness. While in qualitative, it confirms how far the instruments used in approach of participant, observation means the instruments have the requirements of the validity and believe ness. It can be achieved by triangulation. Triangulation in qualitative study is indicated to look for the aspect of theory, methodology and data. To know the validity of this research, the writer will use triangulation theory, which is firstly the data, secondly checking the data and lastly find the data by the library theory. The theory will show the validity of the data collected by the subject research and reference. After the data is colleted, the

writer analyzes the data based on theory of Faerch and Kasper in Ellis (1985:184-185). As seen in the object of the research above. The data analysis is mostly library research. The sources are taken from books articles and various references, which has connection with the communication strategies in learning English as a foreign language, in order to add supporting opinion toward the topic discussed, so the communication strategies in learning at senior high school can be applied meaningfully, throughout the data which recorded.

4. Result and Findings

There are four communication strategies that students use in communication one to another namely:

(1) Formal reduction

The formal reduction strategies can we see from data 1,2 and 4. Which, when students have difficulties how to say what are three in their mind in target language, they try to express it in different words or structure, alternative linguistic message.

(2) Foreignizing

Foreignizing strategies can we see from data 1. “castiball” word which to express one item in target language, the student use a non second language form, but adapts it to make appear like a second language form.

(3) Indirect appeal strategies

Indirect appeal strategies can we see from data 3. Which, when the student have problem to say some item without knowing like a second language word in target language, they are pause. The pause is show that the students needs a help from his interlocutor, even though that the students (speaker) does not request assistance directly. But the pause is indicating that the student (speaker) need for help, to that the communication can continue though.

(3) Code-switching

Code- switching is intended to make the conversation continues through, even though the student doesn't know how to say the item in target language.

From the four types of communication strategies, English learners at FKIP UHN Pematangsiantar oftenly used formal reduction than foreignizing, code-switching, and indirect appeal strategies. Beside this type of communication strategies, the writer also found what effects that make students choice this communication strategies. From analysis data above that make student choice this communication strategy. As some researcher said that the learners of limited proficiency prefer either reduction strategies or L1 based achievement strategies, while the more advanced learners prefer L2 based achievement strategies such as paraphrase.

Data Interpretation

Data analysis show that the students are differ variables on the use of communication strategies. The differences are influenced by four effects.

1. Effects of proficiency level

The proficiency level of the learner influences his choice of strategy. In general L2-learners of limited proficiency prefer either reduction strategies or L1- based achievement strategies while the more advanced learners prefer L2-based achievement strategies such as paraphrase.

2. Effect of the problem-source

There is less evidence to demonstrate that strategy choice influenced by the specific nature of the problem, but his would seem likely. Code-switching is more likely when the first and second language have close cognates.

3. Effects of personality

One learner spoke quickly and provided little detail in either L1- or L2 performance, whereas another elaborated and frequently appealed for assistance. So the personality factors may correlate highly strategy preference.

4. Effects of the learning situation

It would seem probable that learner's use of communication strategies is affected by situation of use. The learners may use fewer strategies in classroom environment than in a natural environment, particularly if the pedagogic focus is on correct L2 use, rather than on fluent communication. So the situation may also influence the type of strategy used.

3. Conclusions

Based on the analysis above, the writer makes some conclusions, they are:

1. Based on the data analyzed, it was found that the students preferred use formal reductions strategies than other strategies. It can be seen from the analysis of data in chapter 4.
2. The writer found that English learners in EFL class at FKIP UHN Pematangsiantar use formal reduction strategies, foreign zing strategies, code switching strategies and indirect Appeal strategies.
3. It was found that the students preferred use formal reduction strategies than foreign zing, code-switching, and indirect Appeal Strategies.

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