Productive Skills in Authentic Sources: A Supporting Language Program to Anticipate ASEAN Economic Community

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Abstract: This research aims at evaluating the frequency of topics related to productive skills (speaking and writing) in authentic sources to anticipate ASEAN Economic Community used by the secondary school English teachers in Riau Province. The research findings revealed that female teachers are more active in using topics related to speaking, writing, and productive skills than male teachers. In the aspect of academic qualification, master degree teachers are more active in using topics related to speaking, writing, and productive skills. In terms of teaching experience, the teachers with 11-15 years of teaching experience are more active in using topics related to speaking, writing, and productive skills. In speaking components, teachers preferred choosing language main functions than other speaking components; meanwhile in writing, the component of scrambling was the most popular for the teachers than those of other writing components. However, there was no significant difference in terms of speaking, writing, and productive skills based on teaching experience; but there was a significant correlation between speaking and writing as a whole.

Keywords: Speaking, writing; productive skills; ASEAN economic community.

1. Introduction

The Association of South-East Asian countries consisting of Brunei Darussalam, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand, and Vietnam has begun ASEAN Economic Community (AEC) since January 1ST, 2016. This kind of multi-lateral cooperation aims to raise win-to-win solutions in the fields of “free flow of goods, services and investments, a freer flow of capital, equitable economic development, and reduced poverty and socio-economic disparities (ASEAN Economic Bulletin, 2003). In this sort of condition, of course, English language plays an important role as a means of communication among these ten nations.

To anticipate this crucial situation, one of the best ways to do is to adapt English teaching approaches (in Indonesia), that is, to put greater emphasis on productive skills in authentic sources. Productive skills are “active skills” which produce and transfer messages from sender to receiver either in oral or in written communication (Golkova & Hubackova, 2014). In line with this, “…writing and speaking are considered to be productive skills that mean, they involve producing language rather than receiving it (Lesakova, 2008). Authentic sources, on the other hand, are original, factual, observable, measurable, and procedural transactions/interactions/activities (Collins Cobuild Dictionary, 1989; Echols & Shadily, 1975, Azhar, 2016).

In this context, authentic sources are such things as newspapers, magazines, tabloids, internets, official reports, billing statements, phone-directory books, yellow pages, manuals, financial reports, monetary terminologies, guidebook for tourism/education/job-vacancies, commercial advertisements, radio/television programs, and monologues or dialogues at bus/train/airport/harbor stations/ and markets. Secondary school English teachers can develop their teaching-learning materials from these kinds of authentic sources in connection with school curriculum/syllabus. As a result, students are
expected to be more active in speaking and writing skills (productive skills) without ignoring listening and reading (receptive skills) in anticipating ASEAN Economic Community (Badan National Standard Pendidikan, 2015/2016).

Refer to all things above, the research questions are as follows: (a) how often have the secondary school English teachers in Riau Province used related topics to productive skills in authentic sources in the aspects of gender, academic qualification, and teaching experience?, (b) which component of speaking and writing is often used by the secondary school English teachers in Riau Province?, (c) is there any significant difference in using related topics to speaking skills in authentic sources based on teaching experience?, (d) is there any significant difference in using related topics to writing skills in authentic sources based on teaching experience?, (e) is there any significant difference in using related topics to productive skills (speaking & writing skills) in authentic sources based on teaching experience?, and (f) is there any significant correlation in using related topics to speaking and writing skills in authentic sources?

2. Literature Review

Various linguists including Munoz (2016), Oxford University Press (2014), Serra (2014), and Integrate Ireland Language and Training (2004) explain that speaking and writing belong to productive skills. This means that these two skills require students to produce meaningful oral product (speaking) and written product (writing) through correct grammatical structures. As a consequence, teachers have significant competencies in the teaching of productive skills.

In speaking development context, Serra (2014) suggests teachers to conduct the following important tips: apply specific strategy to motivate students to speak effectively, correct the wrong pronunciation on stress and intonation, prepare topics related to students’ culture, provide enough time to think, monitor their activities accurately, praise the students with better pronunciation, and explain the use of new vocabulary words. In line with this, Integrate Ireland Language and Training (2004) disclose several strategies for speaking development as follows: apply dictionary-based vocabulary, word-search, multiple-choices, puzzles, word-chain, and word-development, stories, rhymes, poems, and phonics.

Then, in macro speaking development, Brown (2004) presents four types of speaking: imitative (to imitate pronunciation accurately), intensive (to read a text in a loud voice) responsive (to respond short-message services, greetings, discussions, demands, comments), interactive (to respond transactional & interpersonal dialogues), and extensive (to present speech, paper, story, poems, Role-play). In micro speaking development, however, Brown (2004) and Hughes (2003) recommend such activities as describing something in physical, narration from presented materials, summarizing information of the speaker’s own choice, giving directions based on visual materials through sketch, slides or video, giving instructions, giving opinion about..., making a telephone call, describing a daily routine, and giving details about a trip schedule, departures, arrivals of bus, plane, train, ship.

In line with this, Blundel (1982) suggest teachers to develop speaking through language main functions consisting of information that covers such activities as requesting, improving, retelling; about attitudes in terms of approving, cheering, competing; about action in the context of receiving, informing, criticizing; social formulas dealing with giving a positive response, reacting, expecting; and making communication work in connection with replacing, making sure, uttering.

At last, Richards (1984), Costinett (1983), Radice (1994), and Maley (1989) advise that teachers can have speaking development by creating “specific occasion” that can shape monologues or dialogues. For example, You are a new comer in this classroom; so you feel everything strange including your classmates. What do you say when: (a) you introduce yourself; (b) you accept your classmates’ invitation for lunch; (c) you decline your classmates’ offer to go to the zoo. Another way to do this is by answering questions based on a given context freely. For example, A talks to B: In my opinion, the weather in this city is extremely hot. What do you think about this? Then, B responds this situation based on how he feels at that time.

On the other hand, in the context of writing development, Integrate Ireland Language and Training (2004), Oxford University Press (2014), and Munoz (2016) conclude that writing is a hard language skill to develop; therefore, teachers should practice the following steps: concentrate and hard attempt
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to be good at writing, practice writing continuously, be patient in conducting revisions, and be able to understand various types of genres and short functional texts.

In the context of writing, at least, there four types that should be practiced: *imitative* (writing mechanism), *intensive* (word-choice, collocation, idioms, grammar), *responsive* (paragraph formats), *extensive* (scientific paper writing) (Brown, 2004; Hughes, 2003). In connection with this, Badan Standar Nasional Pendidikan (2009) explains that teachers can develop writing through various types of texts (genres) and short functional texts as *announcement, message, narration, recount, report, description, procedure, explanation, analytical exposition, hortatory exposition, discussion, advertisement, brochure, and letters*.

Then, to guide writing development scientifically, Schlegel (1992) designed operational verbs that teachers can use as the basic to explain matters related to speaking or writing: *comparing, contrasting, criticizing, defining, describing, diagramming, discussing, evaluating, explaining, illustrating, interpreting, justifying, listing, outlining, proving, relating, reviewing, summarizing, and tracing*. Finally, other important aspects that teachers should take care of in writing development concern with *skimming, scanning/note-taking, summarizing (by describing, responding, criticizing, comparing) and paraphrasing* (Richards, 1992; Holden, 1977; Lynch, 1988; Trzeciak & Mackay, 2001; Arnaudet & Barrett, 1984; Lyons, 1984; Monasche, 1984; Wallace, 1980; and Winkler, 1985).

3. Material & Methodology

This research applied the Context, Input, Process and Product (CIPP) evaluation model (Stufflebeam, et al. 1971) which focused on the factors of input and process. Stufflebeam & Shinkled (1985), Rossi et al. (2004) and Gredler (1996) considered CIPP evaluation model as a flexible *methodology to improve rather than prove the strengths and the weakness of a program as a whole*. The factor of input covers the aspects of gender, academic qualification, and teaching experience. Meanwhile, the factor of process including the aspects of the frequency of using topics related to speaking and writing (productive skills). All of these topics were adopted from the grand theoretical concepts that have been discussed in literature review. The sample of this research is 117 secondary school English teachers within the Province of Riau-Indonesia. Then, the data was analyzed statistically through descriptive analysis, t-test, one-way ANOVA in SPSS version 18, mean scores & standard deviation, and Pearson correlation (Creswell, 2005; Erman, S & Yaya, S, 1990; Jackson, 2003; Johnson & Christensen, 2000; Sugiyono, 2011).

4. Results and Discussion

The research findings proved that female teachers have a little bit active (3.28) than male teachers (3.27) in speaking, but more active in writing (3.12) - (3.01) and most active in productive skills (3.20 – 3.14). In the aspect of academic qualification, master degree teachers (3.62) is more active than undergraduate teachers (3.26) in speaking; (3.45) - (3.09) in writing; and (3.54 – 3.18) in productive skills. The teachers within 11-15 years of teaching experience are the most active (3.51) in speaking; (3.18) in writing; and (3.35) in productive skills. In speaking, teachers selected more activities on *language main functions* (3.37) than *types of speaking* (3.11) and *authentic sources* (3.11); meanwhile in writing, *scrambling* was the highest (3.42) compared to *types of writing* (3.02), *activity* (2.96), *genres* (3.34), *operating verbs* (2.83), and *miscellaneous* (3.02). However, there was no significant difference since statistical analysis found that (F = 1.224 and sig. = 0.305 (p>0.05); (F = 0.253 and sig. = 0.908 (p>0.05); (F = 0.805 and sig. = 0.524 (p>0.05) in terms of speaking, writing, and productive skills; but there was a significant correlation between speaking and writing with the value of r = 0.644 and sig. = 0.000 (p<0.05).

5. Implications and Recommendations

The implications of this research to the secondary school English teachers in the Province of Riau – Indonesia are as in the followings. Firstly, teachers need to convince themselves about ASEAN Economic Community that has been started since January 1st, 2016. For this context, they have to try their best to adjust their teaching-learning materials to productive skills which enable students to be
good at speaking and writing skills without ignoring listening and reading (receptive skills). Riggenbach & Lazaraton (1991) cited by Golkova & Hubackova (2014) concluded that productive skills will raise students’ communicative competence that they need in transactional and interactional activities with other speakers. McDonough and Shaw (2003) in Bashrin (2013) stated that “speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations while writing is presented in written mode”. This means that writing is derived from communicative competence; however, it is not always true if someone is good at speaking, he or she is also good writing or vice-versa. Caruso, (2000); Mayer et. al., (2000); Pishghadam, (2009) in Karimi (2012) found that students with higher level of speaking and writing (productive skills) will be better in Emotional Intelligence. The reason for this is that emotional intelligence will be useless without any support from the ability of speaking and writing. As it is known that emotional intelligence plays more important role than brain intelligence (so called intelligence quotient) and required in social interactions particularly in ASEAN Economic Community. Secondly, teachers in cooperation with schools need to establish English community. This is due to the fact that English is still a foreign language in Indonesia; not a second language like in other ASEAN countries such as Malaysia, Brunei Darussalam, and Singapore. Finally, to enable teachers and students to be good at speaking and writing (productive skills) the Government of Republic of Indonesia through Ministry of Education and Culture need to practice the following actions: to put more learning hours on English subject, to run bilingual program, and English total immersion program.

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