IMPLEMENTATION OF LITERACY BASED APPROACH TO ENHANCETHE COMMUNICATIVE SKILL IN ELT

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ABSTRACT

This study was conducted to review the failure of teaching English in ELT to reach the objective of the curriculum, especially in communicative skills. The methodology of the study was descriptive qualitative with library research as the approach. The result showed that the literacy approach is conducted to achieve the effective communicative skills for the students. The literacy has been developed not only read and write but furthermore in using the knowledge in order to help student role in society. Furthermore, this study revealed some theory and technique supporting the literacy approach in the classroom. It is suggested to the teacher to enrich their capacity in order to preparing the next curriculum so they can understand and act in the classroom as the literate teacher.

Keyword: *Literacy based approach, Communicative Skill, ELT*

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Introduction

There are many critics and cynical statements, from both teachers and linguists, pointed to the English language teaching both in primary and secondary school in Indonesia about the failure outcome of English teaching in ELT classroom, especially Madrasah. They compared the outcome of the students studying in 12-year school with the outcome of the students taking three-month English course. They claimed that the students who finished three-months English language courses showed the better performance than the madrasah students did. This statements is almost same with the critics from not only from an Adjunct Associate Lecturer in The University of Adelaide South Australia, Subekti (2012), but also from Abbas Badib a professor at UNESA in Media Indonesia (2000), about the failure of English teaching in Indonesian educational system. It

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means that the implementation of English teaching in Indonesia was failure because the four skills in language, listening, speaking, reading, and writing in high school was not particularly applied in real life context. Furthermore, Abbas in Media Indonesia (2000) assumed that this failure gave significant loss to the labor and economic of Indonesia because of the uncompetitive high school graduates in business world.

Many significant things could be the indicators in the failure of English language teaching. The first, many graduated students of High School was not well equipped with the language skills, as Putri (2002) and Furchan (2009) examine that all this time, the students seem to be prefer learn about English language itself rather than learning how to communicate by using English, so they produce the knowledge more than the language skills. The second indicators, there are many spreads of English

language courses as the indication or maybe it can say as the consequence of the inadequate of the teaching English inregular schools. This issue has been reviewed by Fragozo (2009:112) that, the consequenceof the ineffectiveness of the regular school is the on-going transference the role of language teaching to private English course. It means that students, especially to adding his skills inEnglish, the do not have any option but need to see this private English course institution. This reason has made an opportunity for the business of English course. So that, the private English schools are offering something different from regular school, and trying to promote themselves with some slogans, for example, *we make English easy*(Easy Speak),*Others teachyou English, we make you speak* (English Talk)*, It's fun to learn English* (Global Education),and the most extremely one is *Now Everyone can Learn English with REASONABLE PRICE* (Manchester English

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Course).

These are the reality as the consequence of the ineffectiveness English teaching in regular school. These are the indicators that many regular schools have not given the meaningful teaching to the students in achieving the goal of language as the effective communication. Beside of the reality, basically, English courses is needed by the students, however, it is not focus in developing students skills. For the modern country, especially the country who has English as their first or national language, the goal of English courses usually for some specific purposes, not for the daily English use, whether to academic, business, or in getting certificate of competence such as TOEFL, IELTS, ELP, etc., that is the development after mastering the skills in English language.

The Third indicator that makes teaching English language failure is the implementation of the curriculum by the teacher that sometimes out

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of tracks. The teachers missed the communicative approach, which is the purpose in English Curriculum in Indonesia. The communicative approach as in Badan Standar Nasional Pendidikan (2006) is including the four language skills, Listening, Speaking, Reading, and Writing. It is also supported by Kusrini (2021: 72) that integrating four skills can enhance the students' performance to reach the goal of the study. The limitation in applying the material has been done by teacher. The teachers are stuck in teaching skill one by one, without considering the opportunity that is integrated skills offers in the classroom. From this reality, the teachers wasted their time in giving monotonous material that makes meaningful learning cannot be achieved.

Another reason that makes teacher sometimes went out of tracks is the minimum of Controls from the supervisor. In reality, schools, especially madrasah in Indonesia, supervisor

sometimes, not all the time, is occupied by veteran of the teacher, that still use old paradigms in handling the teachers. The other hand, less of the trainings to the English teachers is one ofproblems. It makes teacher sometimes felt comfort with this situation and less of inspiration while they are going to teach. After all, Koesoema (2009:74) assumes, some people believe that government did not ready in preparing the teachers in facing the new paradigms, particularly in teaching English language.

The fourth indicator comes from the language assessments from government; Ujian Akhir for Bahasa Inggris did not give any clue about the link between the instructional goals, with the indicators in the evaluation. Fatmawati (2012:8-9) investigated in Surakarta, the finallanguage test to Junior High Schools all around Surakarta, it reveals that the assessments focused most in reading, after that followed by writing, there is no speaking nor

listening section showed in the assessments instrument. What an ironic situation in language teaching world of Indonesia.

The issues about SNBT, especially Literature in English, make the changing of orientation in teaching English in regular school. When we look back about the purpose as explained in English language curriculum by Badan Standar Nasional Pendidikan (2006:126) the first general purpose in learning English to High School students is able to get the communicational competence in spoken or written in achieving informational literacy level, the teacher should present the whole process in achieving the main goal. The main goal according to curriculum is achieving the informational literacy level, but in fact, by ignoring the communicative skills to get communicational competence, the teachers go straight to the informational literacy level, by working, reviewing, and using materials from

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previous SNBT to achieve the better TPS score in the next occasions. The worse thing is English teaching in the last year of the graduation, students is force to deal with many simulations, not simulation in allaying the communicative competence, but simulation in working out the TPS try-out.

From all of the arguments above, the people responses from ordinary to expert about the curriculum on English language, some indicators as synthesized the reality, this paper will trying to answer the question what is the real identity of English language curriculum in Indonesia. As mention above that, the term literacy is use as the goal of Junior and Senior high school. The next part there will be discussed about what literacy-based curriculum is, why it is used, and the implementation of the literacy approach ion the field. After the discussed, hopefully it can open our mind about the essential of the curriculum that the

government programed, and become some input in construct our mind-set until instructional design that will be applied in the next time.

Interpretation of literacy as an education policy

As people know about the history in curriculum development in Indonesia since 2004 is using literacy approach. As Kumalarini and Munir (2006:40) describe that the curriculum 2004 is using literacy approach as the solution in facing the challenging of world andlanguage discourse in the near future. This approach is the forerunner in developing the next curriculum as known as KTSP in 2006. After doing some research and development by government, finally in 2006, KTSP, School based curriculum was launch. It has been pointed out by Wijayati (2011:58) that School based Curriculum is still using literacy approach in order to stimulate and activate the English teaching four skills based. It is also stated in the

first of three goals of English Language High School curriculum guideline (Badan Standar Nasional Pendidikan, 2006:126) that the English teaching in Senior High School has aimed in getting informational literacy level.

During the covid-1 pandemic, where the learning activities were done in online, the rank of literacy skill of Indonesia was on the 6th rank from the lowest. This inspired the Education Minister of Indonesia to revise the Education system by implementing *Kurikulum Merdeka* (freedom in study) by focusing on the students innate potentials. The biggest changein this curriculum is everything is served in literacy mode. Hence, the students are forced to read and comprehend the text to solve the problems. Furthermore, by reading and comprehending the text can help the students to sharpen their analytical thinking. Not only does this curriculum increase the students' analytical skill, but also communicative skill. The

students are forced to work in team to discuss the problem and to find the solution.

By using literacy approach, the government hoped that this approach could increase the language literacy levels of the students. This program became the fundamental changes in preparing the students in facing the reality in the global society and modernity. Literacy approach in language teaching is a solution to teacher in the classroom that hopefully can maintain the participation the student to use the skills in society.

Literacy, define by Wray, Medwell, Poulson, and Fox (2002:1) as the whole process in combining two complementary aspect, reading and speaking, which need to developing the students skills with in integrated program in education. In short, cited by Blake and Blake (2002:11), Jack Goody defined literacy as an ability to read as well as write. But by seeing the modernity and

globalization recently, Mohanty (2007:64) claims that literacy is beyond reading, writing and numeracy, but it is further in having adequate skills for today's demands.

From the last definition, the government of Indonesia was starting the early education for primary school as *Calistung* as the basic ability that all of Indonesian people need to achieved. At least, the government has started the standard of literacy as able to read, whetherin Latin letters or Arabic letters.

Why should literacy approach in curriculum?

Literacy programs had become an urgent program of United Nation, since the literacy has close connection or relation with poverty. For that, United Nation especially UNESCO proclaimed September 8 every year as International Literacy Day. According to Badan Pusat Statistik (2012:39), the number of adult literacy rate (people that more

than 15 years old) on August 2011 is 92,91%, and ironically it was decreased to 92,81% in the next year on the same month. This is a fact that the literacy approach in curriculum should be reinforced in getting the better human resources as the assets in succession of the national development programs.

While looking the development of world civilization, and variety that needed bysociety, the definition of literacy cannot be define as ability to read and write, because it isnot relevant anymore, but beyond that, as Mohanty (2007) claimed before. Term literacy isdeveloped, as the world needs changes, not only read and write, but also beyond those are. Itis more specific to skills in applying and developing their knowledge from what they read and write in order to give contribution to global society. Kirsch (1993:2) was giving the sameperception, as he defined literacy as getting information from printed and written

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media be a function in society to develop a student knowledge potential in order achieving a studentgoal. From the definition before, it can be said that, literacy is a step stones learners to develop themselves in answering the real life needs, as the contribution to society. It meansthe demands for today's need about literate man is not only understanding what he read orwrite, but ability to apply by make participation in society based on his understanding before. Literacy can be found in many fields, as we known scientific literacy, mathematical literacy, information and technology literacy, even more the most sophisticated is media literacy. In language teaching, language literacy can be understood as the ability to read aswell as write in in novice that can be used as communication media. The communicationability of somebody in a certain level means communicated or understood by people as the contributions. As Kern (2000:2)

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explained that focus of literacy is from the consideration ofreading and writing ability in the social contexts of use, the corridor of reading and writing as complement part of written communication, rather that linguistic distinction or cognitive process. The idea of literacy with second or foreign language teaching after all the current perspective of literacy showed the combination between focus on social contexts of language use with additional components that reflected meaning construction and communicationnegotiation (Kern, 2000:39).

Creating literate generation as the final purpose of education at schools is becoming a need since the fact that low literacy level has close relationship with the high rate of school drop-out, poverty, and unemployment, which those are the indicators that depict the lowvalue of the human development index of a country(Wagner, 2001:9). The literacy level achievement of a nation reflected

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the pattern of its society. The developed country inclines the people who have high standard of literacy and the developing country. If so, it not an excessive expectation to our country for getting a head in the development by extra work in upgrading it standard literacy oh its people.

It is not a new thing if todays, many developing countries is tending to developing their education system with literacy education. This is because the literacy education has purpose to make all the people in the country able to communicate, spoken or written, to fill their daily needs, is schools, business, markets, and all of economic life. Thus, the English teaching as foreign or other language in these counties is focused to developing the ability of language or language skills in order to make the students become autonomous in their whole life, creative, and able to solve the problems with their ability in English language skills.

How is the relation with English curriculum?

Since competence-based curriculum was run in early 2004, the concept of literacy hasbeen asserted. Literacy, which is a Kern (2000:3) claimed as text-centric in curriculum implementation, is using text as the significant role in the classroom. As we agree that teaching English in school should emphasize the four skills in doing effective communication, the text or discourse is used to be a stimulant to make those skills present.

As Kumalarini and Munir (2006:36) explained that from the text, it is expected giving procedural knowledge or implementation of the knowledge not declarative knowledge or only transferring the knowledge. In the school-based curriculum 2006, this principle was stillexist, means that it is useful in increasing student literacy in school. Furthermore Kumalarini and Munir (2006) conclude that if somebody has discourse

competence, when he involves with a certain discourse, he will connect it with situation and culture around him.

Teaching English with literacy approach giving the meaning that learning English as communication tool, not learning for the language itself. Thus, the use of the language itself can be considered to facing social interaction. It is expected that the student can master the discourse to make them easy in creating a discourse based on his idea in spoken or written. So the job of the teachers is developing student competence in communication or exchanging the meaning (Departemen Pendidikan Nasional, 2004). Finally, English teaching in schools must emphasize in the importance of the using language, which is proper and authentic in order to develop their life skills that able to answering the students need while socializing with the community.

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Literacy and communicative competences

Language teaching in Indonesia is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly andappropriately to accomplish communication goals. Communicative competence needs supporting component in order to maintain the effective communication. The fundamental competence of communicative competence is linguistic competence is introduce by Chomsky (1965). After that, the competence components for communicative competence was developed by Hymes (1972) with adding sociolinguistic competence beside linguistic competence. The other reformation of communicative competence as introduce by Canale and Swain (1980) by changing linguistic competence to grammatical competence, keeping sociolinguistic competence, and adding strategic competence. Several years later, Canale (1983) revised his previous model of

competences by adding discourse competence beside three competences before. Later in the mid 90's Celce-Murcia, Dörnyei, and Thurrell (1995) introduced the model of competences which was combined linguistic competence, strategic competence, sociolinguistic competence, actional competence and discourse competence. Finally, after more than four decades, Celce-Murcia (2007:45) proposed the improvement ofthe previous model into the figure below to describe the communicative competence to the teachers.
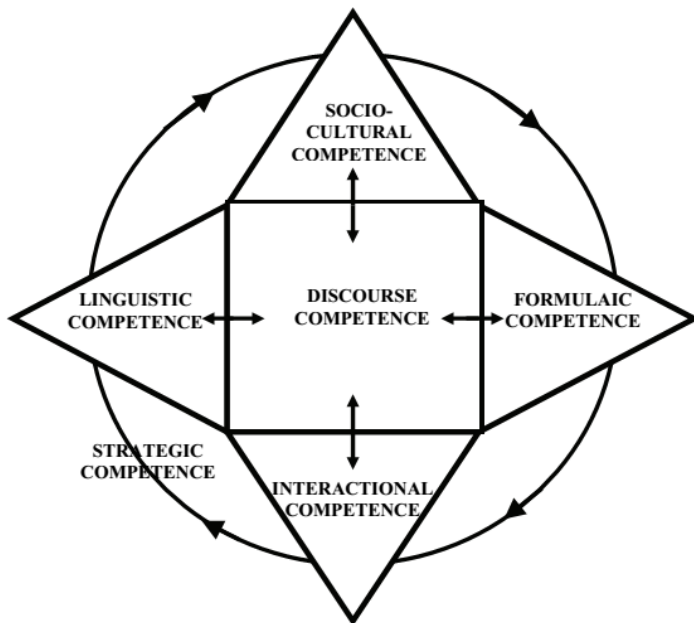
Revised schematic representation of communicative competence'(Celce-Murcia, 2007:45)

Sociocultural competence discusses about to the pragmatic knowledge of the speaker, for example, how to express messages properly within the overall social and communication cultural context (Celce-Murcia, 2007:46). Even when good cultural descriptions are available, it is hard to get

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learners to change their native verbal behavior based on a new setof assumptions. Celce-Murcia et al. (1995:23) described several variables of sociocultural which are most essential in terms of the current model. The first, *social contextual factors* embrace the participants' age, gender, status, social distance and their relations to each other, power and affect. The second, *stylistic appropriateness* are politeness strategies, a sense of genres and registers. And the third, *cultural factors* include background knowledge of the target language group, major dialects/regional differences, and cross cultural awareness. These competencies can be acquired in part through some knowledge of the life and traditions as well as knowledge of the history and literature of the target language community.

Discourse competence states to the selection, sequencing, and organizing of words, structures, and utterances to accomplish a joined

spoken communication (Celce-Murcia,2007:46). It is the place of the top-down communicative determined and sociocultural knowledge cross with the lexical and grammatical resources to express communications and attitudes and to create coherent texts. There are several sub-areas of discourse competence, four of which are most important with regard to the current model (Celce-Murcia et al., 1995:14). The first, *cohesion* includes conventions regarding use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains. The second, *deixis* contains situational grounding achieved through use of personal pronouns, spatial terms (*here/there*; *this/that*), temporal terms (*now/then*; *before/after*), and textual reference. The third, *coherence*, includes expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other

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organizational schemata through conventionally recognized means. The fourth, *generic structure* means formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

Linguistic competence entails the recursive, open-ended systems, which they are phonological, lexical, morphological, and syntactic knowledge(Celce-Murcia, 2007:47). *Phonological knowledge* includes both segmental (vowels, consonants, syllable types) and supra segmental (prominence/stress, intonation, and rhythm). *Lexical knowledge* is the knowledge of both content words (nouns, verbs, adjectives) and function words (pronouns, determiners, prepositions, verbal auxiliaries, etc.). *Morphological knowledge* includes parts of speech, grammatical inflections, and productive derivational processes. *Syntactic knowledge* which are constituent/phrase

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structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding.

Formulaic competence denotes to those fixed and assembled pieces of language that speakers use deeply in daily communications (Celce-Murcia, 2007:47). Formulaic competence brought general attention to routines, collocations, idioms, and lexical frames.

The hands-on component of interactional competence is the bottom-up counterpart to the more global top-down socio-cultural competence (Celce-Murcia, 2007:48). Interactional competence has three sub-components that are applicable. The first, *actionable competence* is the knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming,

regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.). The second, *conversational competence* includes the turn-taking system in conversation. The third, *non-verbal/ paralinguistic competence* includes *kinesics* (body language), *proxemics* (use of space by interlocutors), *haptic behavior* (touching), and *non-linguistic utterances* with interactional import.

Strategic competence means such behaviors are either learning strategies or communication strategies (Celce-Murcia, 2007:50). The crucial strategies, which are the ones we highlighted in Celce-Murcia et al. (1995:26-29), are communication strategies, they are *achievement* (strategies of approximation, circumlocution, code-switching, miming, etc.),*stalling* or time gaining (using phrases like Where was I? etc.), *self-monitoring* (using phrases that allow for self-repair like I mean), *interacting*

(appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.) *social* (involves seeking out native speakers to practice with, actively looking for opportunities to use the target language).

The explanation of communicative competence of the model above has given some description that what our curriculum have done. It not easy to applied in the real world, but atleast, the government effort in giving the better education. The part, will be discussed the suggest procedure in this model submission.

Implementation literacy-based approach in English teaching

In application of English teaching literacy-based approach, there are four stages or levels of literacy skills. These four levels was proposed by Wells (1987) cited by Finn (2009:124), they are

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performative level, functional level, informational level, and Epistemic level. The first level is *performative level* means read and write in the simple way in informal meeting and writing. This skill is expected to the elementary school (SD) in Indonesia according to English language curriculum for KTSP. The next level is *functional level*, refers to the ability in the purposes of reading and writing demand in daily life and for ordinary community. For example, reading *Jakarta Post*, filling the registration form, understanding sign, direction or a procedure in doing something. The functional level is expected literacy level to the junior high students (SMP). The third level is, *informational level*, referred from the ability in read and engage the kind of knowledge that related with the school activity and write certain report or summary based on such knowledge. Informational level was expected to be hold by Senior High Students (SMA), based on the curriculum

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purposed. The *epistemic level*, or powerful literacy involved creativity and reason, include ability in evaluate, analyze, and synthesize while reading and writing to persuade and negotiate trough writing andspeaking. This level is expected to the scholar people, especially in the campus life. This is the literacy of the people who is conscious with power and self interest in controlling and understanding society where negotiable is occur through language.

After the idea of the literacy level above, we need to understand that literacy-based Curriculum is conducted from oral cycle (in elementary school) until written cycle (in senior high school). It means that the communicative skill in oral cycle is the condition to achieved better communicative skills in written cycle. Even though teaching English is emphasizing in oral communication, the students is introduced with written communication gradually particularly in

written language. The explanation gives the understanding ideally that Junior high school students should better in oral cycle, especially to academic purposes in order to supporting their written skills in Senior high school.

For the language teaching in curriculum 2004, Departemen Pendidikan Nasional (2004) recommended learning method as *four steps two cycle*, which is purposed by Hammond, Burns, Joyce, Brosnan, and Gerot (1992). This model is developed to create the learning better experience of the students start the oral cycle to written cycle. In brief the model can be described below.

	Oral Cycle	Written Cycle
Building knowledgeof Field (BKOF)	Sharing kknowledge, Vocabulary Building, and Grammar Focus.	Sharing Knowledge, Vocabulary building, and Grammar focus.

Modeling of Text(MOT)	Story Telling and Transactionaland Interpersonal exchange	Reading for comprehension and interpretation, Reflecting on text, Reflecting on information organization, and Reading short Functional text.
Joint Construction (JC)	Constructing Stories, Constructing transactional exchange, and Constructing interpersonal exchange	Planning Text outline in constructing short functional text.
Independent Construction (IC)	Constructing performing stories, Performing transactional exchange, and Performing interpersonal exchange.	Constructing short functional text,

Compiled from Kumalarini and Munir (2006:41)

These kind of models discussed above was

introduce to Curriculum 2004 (KBK). In the field,

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many teachers still used this model in KTSP curriculum. Basically, KBK and KTSPare the same in essential and practice because they were focused in language competence. Many text books based on KTSP gave the classified activity and direction to the teacher and student in the frame of *four steps two cycle* i.e. *Look Ahead* published by Erlangga. Hopefully this review can make the reader has general understanding with literacy-based curriculumthat had been applied, and as the consideration in preparing ourselves in application of Curriculum 2013 that has just launched by the Government.

Conclusion

Teaching English has been challenged since the critics of the people about the school output in not like their expected. The government has done their job with making strategic policies in order to increase or literacy levels as the indicator of human

development index. Since the definition of literacy has been developed from read and write to the ability in solving the problem with the skills that they achieved in the school.

The increasing of the literacy is pursued by government to make the better future of the students. Literacy approach has been inserted in curriculum with the hope that students to activate the other skills of student so they can explore and develop what they have absorb to become a useful person in the society system.

Communicative competence as stepping stones in reaching literacy skills to the students has been passed an evolution. The development of the communicative competence isthe consequence of the development of human civilization on earth. The up-dated model of communicative competence presented in this paper can help a comparable determination for teachers who are increasing their pedagogy skills.

After all, the model of *four steps two cycles*, which is introduced in earlier 2004 by government, seemed to be better method in English teaching since it is used by the text books, as the representation teacher demands. The capacity of the teacher should be enhanced to reach the national goal in persuading the better human development index of Indonesia

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