
Training and Introduction to Communicative Learning Techniques and Teaching Media for English Transmigration Village Tutors, Karang Indah Village, Mandastana, Barito Kuala Regency

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ABSTRACT

Speaking as means to communicate is still hard to master for many learners in non-native countries. This fact makes the teaching of speaking for English teachers become a challenging task too. That was the problem in English Transmigration Village, Mandastana, Barito Kuala Regency. Therefore, the lecturers from English Department, University of Muhammadiyah Banjarmasin conducted a training on communicative language learning techniques and teaching media, so the tutors can use it for their future classes. The training was in five sessions, full of practices. The tutors enjoyed the training and planned to use their knowledge based on their needs.

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INTRODUCTION

Teaching and learning in a fun way is not just the dream of every student, but also the expectations of each teacher. An attractive and interactive class, a pleasant atmosphere and good communication between students and teachers is one of the keys to the success of the teaching and learning process itself. Likewise, the English conversation learning system should prioritize students' communicative skills, because in this way students will be able to express themselves to learn to follow the rules of English when communicating.

But all of that cannot be done if a teacher or lecturer does not use communicative teaching techniques and teaching media, thus, making the teaching and learning process of English less effective. According to Gagne and Briggs (1975) in (Haryanto, n.d.) learning media is a medium that carries messages or information that aims to be instructional or it contains teaching purposes that includes tools that are physically used to convey the contents of teaching materials.

Basically, the function of the communicative learning technique itself is to help the teacher or teaching staff to deliver teaching material, so that it can be more easily used by students. This technique is very important to make the English lesson more meaningful. Hopefully, this condition can make enjoyable teaching and learning process.

The importance of choosing the right media is also one of the main conditions for the successful employment of the media itself. For this reason, in addition to the right learning

techniques, it is also necessary to select media that are in accordance with the teaching material. The selection requirements of techniques and media should be suitable to the objectives to be achieved, the conditions and limitations that exist by remembering the capabilities and characteristics of the technique and the media concerned.

Teaching media is a teaching aid that also influences the classroom atmosphere, conditions, and learning environment that is organized and created. Then knowledge and skills around learning resources and media are very relevant, because the mastery of the teaching media will be able to deliver a teacher, tutor or course designer to design the right media in the teaching and learning process. In doing so, the learning objectives that have been set can be achieved optimally. Apart from that, teaching media is very diverse, and each has advantages and limitations. So, this is where the role of a teacher is required to select the right media to be used in the teaching and learning process (Harahap & Siregar, 2018).

Teaching media and communicative approach involve meaningful communication. When learners are involved in real communication then they can use the language. Classroom activities that are guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials (British Council | BBC, n.d.).

Teachers play a big role in the success of students' learning, including tutors at English Transmigration Village, Karang Indah Village, Mandastana, Barito Kuala Regency. For this reason, an introduction and training are needed on various techniques and methods of teaching and making learning media using communicative learning technique.

METHODS

The Community Service was conducted by lecturers of the English Department at English Transmigration Village, Karang Indah Village, Mandastana, Barito Kuala because of: (1) English Village is a place for non-formal English language training that has been well known in South Kalimantan; (2) the necessity of implementing Tri Dharma of Higher Education, namely by doing service in the community to devote knowledge, social life and energy for the benefit of society; (3) Improving the quality of professionalism of English language tutors at English Transmigration Village, Karang Indah Village, Mandastana, Barito Kuala Regency in teaching English; (4) Providing skills in how to use Communicative Learning Techniques and the making of Learning Media for English tutors at English Transmigration Village, Karang Indah Village, Mandastana, Barito Kuala Regency; and (5) Producing graduates of English Transmigration Village who have optimal English competence.

The purpose of the training was to learn or to give experience how to use Communicative Learning Technique and Learning Media for English Transmigration Village tutors in Karang Indah Village, Mandastana Barito Kuala Regency as follows: (1) Providing training on the use of Communicative Learning Techniques for English tutors who will then be prepared them to teach in the classroom; (2) Introducing various teaching speaking techniques to make the teaching process more communicative; (3) Giving direction to English tutors about the learning process to communicate effectively and efficiently; (4) Optimizing the ability of English tutors to explore and develop teaching skills using communicative techniques such as: information gap, story completion, story-telling and reported materials; (5) Optimizing the ability of tutors to develop ideas in classroom learning; (6) Training the tutors to make simple learning media based on their needs; (7) Encouraging tutors to have a sense of confidence in English communication; and (8) Training tutors to be more skilled, active and fluent in English communication.

The benefits of this community service are: (1) Extending the English Tutors knowledge of Communicative Teaching Techniques and the creation of various Learning Media; (2) Obtaining new skills related to the use of Learning Media and Communicative Teaching Techniques by employing information gap, story completion, storytelling and reported materials; (3) Practicing the use of Learning Media and Teaching Techniques Communicative Teaching Techniques using information gap, story completion, storytelling and reported materials; and (4) Improving teaching ability, especially the use of Learning Media and Communicative Teaching Techniques such as information gap, story completion, storytelling and reported materials, so that teaching and learning process in their classes becomes more optimal.

RESULT AND DISCUSSION

The training was divided into five materials by two speakers Dina Rafidiyah and Hafidzhatu Nadia, as follows:

First is “information gap”. An information gap refers to when students don’t have all the information they need to complete a task or activity. Information gap activities require students to speak and to practice teamwork, working with their classmates to complete the missing information. Once they’ve learned the information from their classmates, they can fill the “gap” and complete the task or activity (Montana Rogers, n.d.).



Figure 1 Information Gap Worksheet
(Leli, 2010)

During this activity, the participants were so enthusiastic. They were paired up with different worksheet. They tried to fill in the information gap as fast as they can. It was really fun when we wanted to move to other activities they insisted to finish all the gap first. Games is effective techniques for teachers when he or she wants to allow second or foreign language learners practice in the target language (Gaudart, 1999).

The second one is “story completion”. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on (Kayi, 2006). For example, the teacher can start with:

A LONG TIME AGO IN A GALAXY FAR, FAR, AWAY...	PEOPLE AROUND THE WORLD TELL THE STORY OF CINDERELLA ...
IT'S VERY HOT MORNING, BUT I HAVE TO GO TO THE MARKET ...	I PLAN TO DO MY HOMEWORK TOMORROW MORNING BEFORE MY CLASS...

Figure 2 Story Completion

The second activity was really interesting. The teacher started with “A long time ago in a galaxy far, far, away there was a boy”, then each tutor added one sentences. The funny part was when the sentence sounded very unrelated with the previous one. This activity took some time, since many participants needed to think which sentence that he or she could add. Somehow, in the end of the activity everybody laughed because they couldn’t expect the end of the story.

The third material was “story-telling”. According to Peters (2018) there are six rules for great story-telling as follows: (1) great stories are universal; (2) great stories have a clear structure and purpose; (3) great stories have a character to root for (an underdog); (4) great stories appeal to our

deepest emotions; (5) great stories are surprising and unexpected; and (6) great stories are simple and focused. The teacher can give a topic for story-telling or the students can tell any stories that they like.

Next material is "reported materials". Before coming to class, students are asked to read a newspaper or magazine, and in the class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class (Kayi, 2006). The teacher can bring newspapers, magazines or movies to the class and then asked them to report about it.

This activity is for high level of English ability. It was a little bit though for the tutors to do reported materials. We tried to use movie review, but most of them still have never been to the movie or watched English movie. We tried to show the trial of the movie before we discussed about it. Somehow, they liked to watch the trial but are not really into reading the movie review.

Last but not least was "teaching media". Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. The use of media is to enhance teaching and learning and complement traditional approaches Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Media can be used to motivate discussions or lock in concepts (Mateer & Ghent, n.d.).

Teaching media session was really inspiring. Most of the tutors admit that they have never used teaching media, they just used the book to give the English material. We gave them some ideas about how to teach English grammar using various medias. They liked it, but we couldn't teach them in person on how to make the medias because of the time limitation.

There were 14 tutors who joined the training. They seemed very happy to do all the activities for all sessions. After the training, we interviewed several tutors about the sessions. Their responses were: (1) Tutor 1 said that she never learned English with fun, this is the first time she could enjoy English lesson; (2) Tutor 2 mentioned that the interesting way to learn English must have positive impact also to the students; and (3) Tutor 3 said that the teaching and learning were too exciting that she didn't realize that the time was up.

CONCLUSION

Community Service Activities carried out by lecturers from the English Department, University of Muhammadiyah Banjarmasin, namely providing training on the use of communicative learning techniques and the making of learning media for English Transmigration Village tutors in Karang Indah Village, Mandastana, Barito Kuala Regency had gone well. The tutors can already use communicative learning techniques and make simple learning media according to their needs.

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