

ENGLISH AND COMMUNICATION SKILL WITH TOURIST AS NATIVE SPEAKER BASED ON CONTEXTUALS LEARNING APPROACH

Faidah Yusuf

UIN Alauddin Makassar
faidahyusuf8@gmail.com

Abstract

This study about the communication skill of using English with tourist as native speaker based on context. In this presentation, the lecturer gives the task to the students to find the tourists to invite to communicate, in places where the context of tourist attractions. So, they are free and easy can practice their English which of course uses communication skills. The students made the group, and go together in the tourist attraction and record and take the picture with the tourist. Then students make material and mental preparations before communicating with tourists, and present their English communication results in class. Students are highly motivated in communicating with tourists as native speaker.

Keywords: Tourist; Communication; English

Abstrak

Studi tentang kemampuan berkomunikasi menggunakan bahasa Inggris dengan turis sebagai penutur asli berdasarkan konteks. Dalam presentasi ini, dosen memberikan tugas kepada para siswa untuk mencari wisatawan untuk diajak berkomunikasi, di tempat-tempat di mana konteks tempat wisata. Jadi, mereka bebas dan mudah bisa mempraktekkan bahasa Inggris mereka yang tentu saja menggunakan kemampuan komunikasi. Para siswa membuat kelompok tersebut, dan pergi bersama-sama di tempat wisata dan merekam dan berfoto bersama turis. Kemudian siswa membuat persiapan materi dan mental sebelum berkomunikasi dengan turis, dan mempresentasikan hasil komunikasi bahasa Inggris mereka di kelas. Siswa sangat termotivasi dalam berkomunikasi dengan wisatawan sebagai penutur asli.

Kata kunci: Wisata; Komunikasi; Inggris

INTRODUCTION

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings based on (Bloomfield in Bashir 2015). Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it: we never try to into the depth of the meaning of this word. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way.

Using language for doing communication with the others, especially English language for English learners. Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood. According to (Riemer, 2002) communication skills are essential for English learners who aspire to carry out his/her professional practice in the global arena. Communication skills basically constitute several core elements such as the fluency in the English language and the fundamentals of visual communication.

Evidence indicates that communication skills are what helped Homo sapiens evolve beyond our related ancestors, and that these skills have helped humankind develop into the advanced societies on Earth today, based on (Riemer, 2002). However, these skills become stifled in the very discipline that has brought so many advancements and that is English learners.

English learners or students should be a good communicator. Because they use English or foreign language for communication with tourist or native speaker. Evidence indicates that most of students misunderstanding what the tourist or native speaker when communicate with them.

Therefore, the attempt in learning English or foreign language as a means of communication in cross cultural situation is getting more intensive afforded by any parties of people, including Indonesian. According to (Sumaranama, 2016) that in learning English as universal language, the non-English native speakers will no doubt find any obstacles that so will Indonesian. Since native language and language being learnt (English) are obviously distinctive.

As (Wilkins and Mohideen in Sumaranama 2016) said that when learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer. It is mean that to transfer or to communicate to native is one of the challenges for the students. We can learn in everywhere. Not only in the class but also we can look for in the other side based on the contextual.

According to (Davtyan, 2014) that Contextual Learning (CL) is a learning system that ties brain actions to crating patters that have meaning. CI does it by connecting academic content to the context of real life. This is very important because it helps to store not only short-term memory, which students usually easily forget, but it also help to store long term memory which will help them to apply these memories to their job obligations later in their life.

Therefore, the students use English as foreign language to communicate with tourist or native speaker in tourism object that can practice their English with the tourist native, could improve their communication skill.

LITERATURE REVIEW

a. Communication Skill

According to (Riemer, 2002) that a recent report from Melbourne, Australia, stated that employers now seek graduates with skills beyond the standard paper degree; this includes an excellent level of skills in:

- Communication
- Decision-making
- Teamwork

Other areas identified in the report included competencies in business acumen, marketing and public relations. Having the most knowledge was not as important as getting the work done in the most effective manner. Employers gave considerable value on graduates acquiring a diverse set of skills in differing work environments based on (Illing in (Riemer, 2002)). However, the report also found that most graduates felt that they had gained analytical and problem-solving skills, subject-specific knowledge, research and improved decision-making abilities through their degrees. Yet despite this, much fewer felt that their graduate degree provided:

- Oral communication skills.
- Awareness of the social implications of their discipline's developments.
- Management skills.
- Understanding of other points of view and other cultures.
- Confidence and competence to work in international environments.

Notably, oral communication skills were considered very important in the graduates' new work environments, but this was in the face of the low level of oral communication skills imparted during their studies. However, neglecting learning opportunities can engender a shallow level of understanding in the graduate if he/she does not see the broader picture. The burgeoning importance placed on oral communication skills by employers has been echoed internationally for a decade or more and across disciplines. Knowledge and technical know-how are clearly important, but these must be presented with an excellent standard of communication skills, particularly oral. Indeed, oral communication and presentation skills are considered one of the best career enhancers and to be the single biggest factor in determining a student's career success or failure state from (Polack-Wahl in (Riemer, 2002)). Their relevance was emphasized recently with the statement that:

Skills such as problem solving, communications, interpersonal skills and critical and independent thinking should be fostered in engineering education, not just because they are qualities that employers look for but because they should be part of any tertiary education. (Polack-Wahl in (Riemer, 2002))

b. Tourist or Native Speaker

The first account of the use of the native speaker, according to Davies (1991), seems to have been referenced by Bloomfield in (Lee, 1992) who states, “The first language a human being learns to speak is his native language; he is a native speaker of this language”. However, this definition seems to be too restricting.

In fact, the first learned language can be replaced by a language that is acquired later (although may not be completely forgotten) through the more frequent and fluent use of the later-acquired language where the first language is “no longer useful, no longer generative or creative and therefore no longer ‘first’” (Davies in (Lee, 1992)), as in the case of children who are transplanted, either through migration or adoption, at an early age. In the field of theoretical linguistics, the native speaker is the authority of the grammar of his or her native language (Chomsky in (Lee, 1992)) who “knows what the language is [...] and what the language isn’t [...]” (Davies (Lee, 1992)). According to this logic, a native speaker is an individual who is infallible and has perfect command of his or her language. This may not absolutely be the case, as Nayar in (Lee, 1992) argues that native speakers are not “ipso facto knowledgeable, correct and infallible in their competence”. He further contends that the notion that the native speaker “has the power to err without a blemish in his competence” based purely on the fact that the individual is perceived as a native speaker needs to be challenged and reevaluated. So far, the two explanations presented by Bloomfield and Chomsky do not adequately resolve this complex puzzle.

In exploring the definition of a native speaker, the notion that a native speaker has intuitive knowledge of the language he or she is a native speaker of, and has linguistic as well as communicative competence (Hymes in (Lee, 1992)) have been offered. Additionally, native speakers of a language have pragmatic and strategic competence of their language. They are able to attend to pragmatic conventions of the language, to not only accomplish communication goals but pay heed to interpersonal relationships with other interlocutors simultaneously, depending on different sociocultural contexts (Kasper in (Lee, 1992)).

c. Contextual approach

The word contextual means ‘to have relevance with the context’ or ‘in context’. Context itself can be interpreted as situation or event. In general, contextual can imply according to (Kumara in (Nasrun*, 2014):

- 1) in connection with, relevant, a direct relation, following context;
and
- 2) Bringing purpose, meaning, and meaningfulness.

The above meanings of ‘contextual’ generate ‘contextual rule’. Contextual rule is a rule that is set up on the basis of the meaning of contextual itself. In teaching-learning context, it is a situation in which students successfully achieve the objective (i.e. knowledge mastery) which is relevant to them and meaningful in their daily lives. Contextual Teaching Approach is aimed at supplying knowledge to the students, flexibly transferable from one problem to another, from one context to another. Contextual teaching can provide them with a skill to solve problems. When the learning activity is to let students work in groups, they will be encouraged to work together, show respect, and help with each other. Consequently, they will start building empathy, sympathy, and solidarity, making the class peaceful and harmonious.

The Directorate of the First Secondary Education asserts that Contextual Approach bases itself on the learning notion such as learning process, learning transfer, students as subjects, and the importance of learning

atmosphere based on (Kesuma, Dharma, et.al in (Nasrun*, 2014) that Contextual Approach was developed by John Dewey, who concluded that students would achieve their best when they learned the object which is relevant with what they already knew and with what would probably occur in their surroundings. The approach emphasizes on high order of thinking, knowledge transfer, conclusion and data analysis, and solution to specific problem.

According to the Indonesian Ministry of National Education, the contextual teaching covers the following steps stated from (Jaja in (Nasrun*, 2014)

- 1) Stimulate students’ mindset that they will achieve most when they are challenged to, by themselves, work, discover, and construct new knowledge and skills (Constructivism).
- 2) Do as much as inquiry learning in all topics. (Inquiry).
- 3) Develop students’ inquisitiveness by asking questions. (Questioning)
- 4) Create a learning community or learning in groups. (Learning Community)
- 5) Demonstrate so that they can see a model. (Modeling)
- 6) Do reflection at the end of the session (Reflection)
- 7) Do authentic and objective assessment in various methods.

According to Hull in (Davtyan, 2014) “contextual learning theory says that learning occurs only when students process new information or knowledge in such a way that it makes sense in their frame of reference.” He also says that this approach to “learning and teaching assumes that the mind naturally seeks meaning in context and does so by searching for relationships that make sense and appear useful.” This approach accepts that the brain searches for the meaning of specific relationships with our surroundings (Johnson, 2002; Powers & Guan, 2000 in (Davtyan, 2014)). Based on these CL activities not only can be done in the classroom, but also in laboratories, and in the future in the workplace. Educators have to be smart to design learning environments that can be easily related to real life. In this type of environment students can find connection between not realistic ideas and everyday submissions in real- world context.

RESULT

For doing English and communication skill with tourist as native speaker based on contextual learning approach, it's mean that called project. However the lecture analyzed student presentation results. It is essential to design the project day in cooperation with the native speaker and gives him or her freedom to include his or her own points of interest in the project day. You can regard our outline of the day as one possible example that serves to illustrate the planning and the realization of such a project.

In the planning of English lesson, the lecturer gives assignment to the students using English language to communicate specially with the tourist that exist in tourist area, like beach, museum, historic place, hotel and other place commonly visited by foreign tourist. By communicating with the tourist as a native speaker is a challenge for students to communicate with him. Therefore, the lecturers provide direction to practice direct search for tourist in the tourist area of course the tourists do not want to be bothered with questions.

In the preparatory phase of the task of finding tourist / native speakers, students make lists, any place tourists visit, prepare questions to ask tourists, search for information about their countries of origin, whatever likes and dislikes for something, and prepare mentally for not being nervous while communicating.

Meet with tourists or people from other countries is very different from people from their own country, so when they meet with them and invite them to communicate to the tourists there are respond and there are also not respond, maybe they do not want to be disturbed. But there are also happy to invite to communicate each other.

Students claim to be motivated in communicating English with tourist because it can practice English already in learning in the class. And of course can hone their communication skills.

The tourist is usually located in places where tourist attractions and hotels are enjoying their rest time. Many different in communicating with non native and native speakers. When the native speakers or tourists accent or their dialect different from the State of Indonesia so it is difficult to understand when communicating with them.

Communication skills in the community is very important, especially in communicating English which is an international language should be well understood and then in practice. Because without practice then nothing.

After checking the results of student communication with the tourists as native speaker it turns out they are happy and enthusiastic with this task. They presented the results of their work in class.

Some students who have come to the field say that there are some tourists who pass the streets or sit back relax. When students start to communicate there are some tourists who respond and there is a cool. This is where communication skills are important.

The results of the student presentation said that English and communication skills are important; because the tourists will want to talk to if we are smart to see the situation or the context around it. When a tourist is no longer a walk there who do not want in invite communication, because he is running or walking sports. There are tourists who are sitting enjoying the view of the beach or tourist who was taking pictures, photographing the scenery around it. The students are challenged to communicate.

There are some tourists who from German, Dutch, English, America who invited to communicate by asking some questions, see the result is extraordinary. By analyzing the student presentation results by assigning tasks based on context, much more fun and learning, the experience of communicating with tourists as native speakers.

Communication based on the contextual can stimulate students' mindset that they will achieve most when they are challenged to, by themselves, work, discover, and construct new knowledge and skills (Constructivism). And can inquiry many topics when they communicate with the others.

The students got challenges to communicate with the tourist/native speaker, for developing their knowledge in languages and show their attitude directly. When the tourists respond or start to speak with the students, it means that they understand and the communication happened.

Most of the students express their happiness can communicate with the tourist/native speaker by using English language, whereas they can communicate with the nice contextual freely, especially in the vocational places.

The students can get many experiences and can develop their English and Communication Skill with Tourist as Native Speaker Based on Contextual Learning Approach.

CONCLUSION

By learning and practicing English with good direct communication skills with native speakers is something extraordinary, because communicating with native speakers can gain experience and use their language, if they understand it means that English is used successfully, if not communication skill by the way sign language by using English vocabulary, if they understand then the communication was successful.

REFERENCES

- Bashir, M. M. A. D. A. H. D. (2015). Factor Effecting Students ' English Speaking Skills Factor Effecting Students ' English Speaking Skills. *British Journal Arts and Social Science*, (June).
- Davtyan, R. (2014). Contextual Learning. *ASEE 2014 Zone I Conference, April 3-5, 2014, University of Bridgeport, Bridgeport, CT, USA. Contextual.*
- Lee, J. J. (1992). Volume 7. Issue 2 Article 9. *Asian EFL Journal*, 7(2).
- Nasrun*. (2014). Contextual Learning Approach in Improving Critical Thinking Skills of Guidance and Counseling Students of State University of Medan. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 4531, 151–161.
- Riemer, M. J. (2002). English and Communication Skills for the Global Engineer. *Global Journal of English Education*, 6(1).
- Sumaranama, I. K. R. (2016). NATIVE LANGUAGE INTERFERENCE IN ARRANGING ENGLISH TEXT BY INDONESIAN STUDENT.