

# ARTICLE

## ***THE IMPLEMENTATION OF FOCUS ON FORM INSTRUCTION IN COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITY AT TWELVE GRADE OF SMKN 1 NGASEM IN ACADEMIC YEAR 2016/2017***

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## THE IMPLEMENTATION OF FOCUS ON FORM INSTRUCTION IN COMMUNICATIVE LANGUAGE TEACHING (CLT) AT SMKN 1 NGASEM IN ACADEMIC YEARS 2016/2017

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### ABSTRACT

Focus on form is an approach to language education in which learners aware of the grammatical form of language features that students are already able to use communicatively. Communicative Language Teaching or CLT is a reaction of traditional approach that is teaching a language through grammar, translation, and pattern drills defined as a teaching method. A qualitative case study was implemented. The subjects of this research were an english teacher at SMKN 1 Ngasem who implemented focus on form in communicative language teaching in describing person, consists of 30 students. The instruments are observation and documentation. The study found that there were two focus on form, that is pre-emptive that has negotiation and didactic and feedback consist of explicit and implicit feedback. The teacher applied all the types and techniques but, She prefer on some parts of focus on form. The finding, identified that the teacher applied all of the focus on form types and techniques. The researcher has some suggestions, to the teacher should distinguish when the teacher must use explicit or implicit feedback because some of the students are understand and some are still confused. And for the other researcher suggests investigating the data about the teacher's focus on form in used in another stage of school.

Key words: Focus on form, Communicative Language Teaching.

### I. INTRODUCTION

Focus on form is an approach to language education in which learners are made aware of the grammatical form of language features that the students are already able to use communicatively. According to Long (1991: 23) focus on form helps students to improve their grammatical accuracy by drawing students' attention to a certain linguistic form with several techniques during verbal

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communication. To explain the concept of focus on form more clearly, Long (1991: 16) divide second language acquisition into two notions: focus on forms and focus on meaning. The differences between a focus on form from a focus on forms (FonFs) and a focus on meaning. FonFs is the traditional approach. It represents an analytic syllabus, and is based on the assumption that language consists of a series of grammatical forms that can be acquired sequentially and

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additively. On the other hand, Focus on meaning is based on the assumption that learners are able to analyze language inductively and arrive at its underlying grammar.

In education life focus on form has many advantages for the students and teacher, the benefit of focus on form as mentioned by Long (1991:22) that FonF approach is more effective than both FonFs and focus on meaning Focus on form often consists of an occasional shift of attention to linguistic code features by the teacher and/or one or more students by perceived problems with comprehension or production, so the students able to speak communicatively in real life.

Based on the explanation above of focus on form and the differences between another approach the researcher conclude that by implemented focus on form instructions, it can be increase the students ability in the communicative language teaching process.

The principles of focus on form based on Ellis (2001:16) purposed are Reactive focus on form that contain of negotiation and feedback then preemptive focus on form that contain of students initiated and teacher initiated. Meanwhile in the Doughty and Williams (1998: 258) purposed that input flood, Task-essential language, input enhancement, Negotiation,

Recast, Output Enhancement, interaction enhancement, Dictogloss, Concious-raising Task, Input processing, and the last is garden path those are as the technique that can be implemented in focus on form approach. after we know the meaning and theory of focus on form so, the researcher will continue in term of communicative language teaching itself.

Communicative Language Teaching or CLT is a reaction to the traditional approach which is teaching a language through grammar, translation, and pattern drills it also defined as a teaching method which focuses on teaching a language through meaningful communication in a real situations and real time. The goal of CLT is to achieve communicative competence in order to communicate effectively. This new term, communicative competence, was first introduced by Hymes (2000: 277) stated that second language learners should know not only the grammar rules of a target language, but also, when and how to say “what” to “whom” in order to communicate with native speakers successfully.

According to Nunan (1991:195).In CLT the teacher’s role is promoting communication as anfacilitator and advisor the student’s role is negotiating meaning as an active communicator and negotiator. Furthermore, pedagogical materials must

provide students with authentic resources for promoting communication.

Therefore the teacher only control the students' communication while the students practice about their daily life with their classmates.

In this case many types of CLT that can be implemented as stated by Nunan (1991: 10) by the teacher, there are task based instruction is the first type of CLT is defines as *task* as work people do in their daily lives such as "making an airline reservation, "borrowing a library book," or "finding a street destination" .

On the other hand, a pedagogical task is defined as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language." Accordingly, meaning is more important than form in task based instruction, and the communicative task should meet learners 'realistic purpose of learning a second language.

Based on those theories it can be conclude that communicative language teaching is an approach to language teaching that emphasized interaction as both of the means and the ultimate goal of study.

Here the previous study which found the correlation of focus on form instruction in communicative language

teaching (CLT) According to Sasanbaleghizadeh's (2010) study found that in 10 hours of meaning-focused instruction there were only 41 focus on form episodes (one in every 15 minutes), which is a much lower rate compared to a similar study reported in the literature. Furthermore, the findings of the study revealed that there were very few instances of preemptive focus on form in the observed instructional setting.

The teacher should play a more active role in informing trainee teachers of the instructional value of focus on form in 10 hours of meaning-focused instruction there were only 41 focus on form episodes (one in every 15 minutes), which is a much lower rate compared to a similar study reported in the literature. Furthermore, the findings of the study revealed that there were very few instances of preemptive focus on form in the observed instructional setting. The article concludes that teacher training courses should play a more active role in informing trainee teachers of the instructional value of focus on form.

Minseoyu (2013) in her research with a tittle " Teaching Grammar Using Focus on Form Approach in Communicative Language Teaching for Korean Middle School Students also found that "Based on the wide range of research used in this paper, using focus on form will

help Korean students enhance their ability to use grammar accurately in communication. However, some of focus on form's anticipated disadvantages are class size and teachers' inadequate proficiency in English. To overcome the disadvantages of using focus on form in CLT, some pedagogical choices (e.g. reactive vs proactive, implicit vs explicit techniques, and sequential vs integrated) are discussed thoroughly. Finally, focus on form may also be applied to the strong version of CLT such as task-based instruction and content-based instruction"

In the research entitled "Instruction in Foreign Language Learning and Teaching in Colombia by Diego Fernando Macías (2011) found that It must be noted that although focus on form instruction may not be the ultimate alternative to improve the process of English language teaching indeed in other settings as can be detailed in the studies mentioned previously type of instruction since there is considerable disagreement as to which type (focus on form or focus on forms) might be more effective (Ellis, 2006). In fact, there have been several studies that seem to give evidence that either one works. To the best of my knowledge, there has been no research in the area Meanwhile in the research with a title "Towards the Use of Focus on Form of focus on form instruction

in Colombia. Therefore, initiative needs to come from EFL teachers and ELT researchers to explore the potential usefulness of this type of instruction and determine to what extent it might satisfy teachers' and learners' needs and expectations.

At this era, teacher only focus in one of students ability, its mean that in speaking content the teacher only focus in what they understand about speaking, but the teacher don't pay attention about student's grammar. So, in this case the researcher focus to analyze the implementation of teacher teaching in term of focus on form in communication language teaching. Students only focus in one element or component when they are learning English, such as the accuracy contain of grammar, vocabulary and pronunciation, then the students onl focus in grammar or the accuracy while neglating fluency, The students cannot communicative well in real situation

Based on that research, the researcher concludes that teacher only focus in students speaking ability without pay attention in the students' grammatically correct. In the teaching learning process using focus on form instructions in communicative language teaching, that's why the researcher want to study about "How is the implementation of focus on form instructions in communicative



language teaching to tenth Grade Students of SMK NEGERI 1 NGASEM ?”

In previous study the researcher only focus in type of the research is quantitative, and use all of the characteristics of focus on form there are input flood, recast, digloss, input enhancement, input processing, negotiation, interaction enhancement, and conscious raising- task, the participants are students in university. But, here the researcher found the gap that must research because another researcher only focus on the uses of technique. So the researcher here studied about the implementation of focus on form based on teaching technique in focus on form by describing of the teacher extend in focus on form instruction that focus on corrective feedback and negotiation and the participants is a teacher in vocational high school.

## **II. RESEARCH METHODS**

In conducting the research, the writer uses qualitative approach. Maxwell in Sholichatun's thesis, (2011:22) stated that “the strength as qualitative research derives primarily from its inductive approach, it focuses on specific situation or people, and it emphasizes on words rather than the numbers”. The researcher describes about the implementation of focus on form in communicative language teaching, it includes the implementation of reactive and

pre-emptive focus on form in two different classes to measure the constant of the teacher doing focus on form instructions. The researcher uses documentation and observation, in documentation the researcher uses RPP and syllabus to make sure that the teaching and learning process is same with RPP and syllabus that she uses. In observation, the researcher uses video of teaching and learning process by transcribing the teacher utterances.

## **III. RESULT AND CONCLUSION**

In this part of the chapter, the writer gives explanations of the interpretation and discussion based on the data description above. It is explained in the same way as the data description. The interpretation and discussion based on the research questions and followed by the other finding which found by the researcher. The detail explanation as follows: Generally there are two types of focus on form instruction and the writer interpreted that there were two types of the focus on form instruction which the teacher used. They were reactive focus on form which consists of negotiational and feedback. And pre-emptive focus on form consists of student initiated and teacher initiated. Based on the result of the data above, it was identified that the teacher at the twelve grade at SMKN 1 NGASEM used all types that she already

used all of the part of focus on form even it was not fully applied.

First, the teacher did reactive focus on form that consist of negotiation that contain of conversational and didactic, and also feedback that consist of explicit feedback and implicit feedback. As stated by Ellis (2015) that each of these two types of focus-on-form can be realized by means of a number of discursual strategies. For example, reactive focus-on-form can be conversational or didactic which meant the teacher did the explicit and implicit feedback but it was not perfectly done. Because the teacher also used the other type of focus on form instructions in the teaching and learning process to make based on the student difficulties or mistake.

Second, the teacher always repeat the students answer if there is a mistake made by students, even it their grammatical, pronunciation and also the structure that made by the students. As stated by Ellis (2015) that however, a student error does not cause any communication problem but the teacher still elects to correct. It Indicated that the teacher used reactive focus on form instructions in term of didactic. It also support by Doughty and Varella (1998) research finding that they required the teacher first to repeat the student utterance

highlighting the error through stress and rising intonation.

Third, The teacher also make sure the ability of the students by gave them sudden question in the middle of dialogue in the classroom, even it implicit and explicit feedback. It indicated that the teacher also used reactive focus on form in the term of feedback, both implicit and explicit feedback. It finding also suport by Ellis (2015) in her research that Teachers often repeat all or part of a student utterance to show they are following and to encourage the student to continue. To ensure attention to form it may benecessary to make the feedback less implicit. Fourth, the teacher used pre emptive focus on form also.

The writer found that the aspects of pre emptive focus on form were done by the teacher well, such as the teacher was being the speaker rather than grade giver, the teacher did interaction with the students when they were making sentences to decrive the person and the teacher walked around the class in order to be able to help students when they asked along the speaking process, and the last one was the techer often praised the students even only saying “ that good, i have told you before”. Those aspects that the teacher used were indicated that she applied preemptive focus on form in the term of teacher Initiated.



Those finding same as Ellis (2015) stated that Pre-emptive focus-on-form can also take a number of forms. It can be student initiated as when a student asks a question about a linguistic form or it can be teacher-initiated. In this latter case the teacher may pre-empt by means of a query to check whether students know a particular linguistic form or the teacher may directly advise students to take care that they use a particular linguistic feature correctly as, for example, by advising them to use the past tense in an activity involving the reporting of an accident.

The other finding by Minseoyu (2014) stated in her study that the students' low accuracy has made Korean English teachers reconsider the necessity of teaching grammar in CLT, teachers can use eleven teaching techniques in order to apply focus on form to their meaning based instruction. The implicit techniques can be used when teachers want to focus on natural language or try to improve students' language awareness implicitly, without explicit grammar explanation or exercises. On the other hand, the explicit techniques can be used when teachers focus more on teaching grammar rules by using meta-talk (or talking about grammar), rather than natural communication.

Fifth, The teacher also gave the students chance to explain by their own

words for example "Sule has tall body right?" the students also so confident when having dialog with their classmates in teaching and learning process. It indicated that the teacher applied preemptive focus on form in term of student initiated.

This research can be useful to many elements of education, start from the teacher, students and even the book writer. The other English teacher can analyze the advantages and disadvantages of focus on form in teaching and learning process. By knowing this research, the students can analyze about the teacher instruction that sometimes the teacher gave to the students.

By applying focus on form in communicative language teaching the students can improve their ability in second language better, as stated by minseoyu (2015) in her study that considering a situation when the application of students' grammar knowledge to communication is unrealistic because grammar and communication are not taught at the same time, and students need time to internalize the grammar rules for meaningful communication, Korean English education needs a new approach in which students can have sufficient opportunities to communicate in L2 and also improve their grammatical accuracy in output. For this reason, Michael Long's

focus on form seems to be able to offer a solution.

This research entitled “The implementation of focus on form in communicative language teaching that aims to describe the way the teacher performs reactive and form and describe the way the teacher employs preemptive focus on form in SMKN 1 Ngasem. According to Long (1991: 23) focus on form helps students to improve their grammatical accuracy by drawing students’ attention to a certain linguistic form with several techniques during verbal communication.

Based on the research result which was related to questions and purposes, there were two points that would be concluded; types of focus on form in types of reactive and preemptive focus on form in teaching and learning process.

Based on the research is known that the teacher used all the types of focus on form in the term of preemptive and reactive focus on form but in some types of preemptive and reactive focus on form the teacher can not fully fill it. In Reactive focus on form the use of feedback is really common, the teacher prefers in explicit and implicit feedback than didactic or conversational.

The second, the teacher prefers in implicit feedback when the students made a mistake in grammar rules. By giving

implicit feedback the students are able to analyze their mistake by themselves. The most suitable time for the teacher to use implicit feedback is when the students are understood enough, but the teacher wants to check and clarify again about the students’ understanding, so using implicit feedback is really effective but when the time is limited sometimes the teacher skips implicit feedback to make the time shorter.

The third, In the term of preemptive focus on form the teacher prefers in Teacher initiated than students initiated because the students also did not have any opinion to share. They stucked to the teacher explanation and keep silent. Students Initiated appeared when the student given time by the teacher to show their opinion.

The fourth was the other findings, they were; The difficulties of the implicit feedback which were faced by the students. They often misunderstood and confused about the teacher’s utterances., they were sometimes difficult to figure out the correct answers since the teacher was only showing the mistakes without correcting it and when the teacher gave the feedback directly, the students got a problem to put the correct utterances on the mistakes because they should think twice about how the mistake and what is the true one. The advantages of implicit feedback is the students answer or correct their mistake by their own answer,

by their own word. No one disturb the students because the teacher gave the students questions suddenly.

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