

The Integrative English Teaching and Learning Method of Five “R” for ESP Learners

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Abstract: Teaching English Method for English Specific Purposes (ESP) learners needs more strategy and procedure. Hence, learning English makes them hard to comprehend the four skills – reading, writing, speaking, and listening. The ESP learners come from different concentration of any subjects – English. Then the practitioners of teaching learning English have to lead them getting the goal by their methods, strategies, and procedures indeed. The attractive, collaborative, applicative or integrative methods must be created for them – the ESP learners.

Five “R” – *Recite, Recheck, Rewrite, Represent, and Reward* methods can be the integrated teaching and learning method for the ESP learners. Before they discuss and get the materials, they make the resume of it as their portfolio of *reciting* their pre- understanding. The learners *recheck* their pre-understanding on it after getting some feedback from the lecturer. Then their understanding has to *represent* orally to get the questions from the class. Its procedure will make the learners interact to each other and share their understandings within the *reward* applying for its result project performance. Thus, Five “R” methods will cover the application of four skills in teaching and learning English.

The integrative methods of five “R” encourage the ESP learners in comprehending the four skills in learning English. The implication of reciting asks the learners to read the materials, and to make the resume as their comprehending of it. Their reading comprehension will get the feedback from the lecturer. Then the learners have to recheck of it, then; rewrite their resume to represent and getting the reward.

Keywords: *Five “R” Methods, ESP, Integrative*

English for Specific Purposes (ESP) learners have their official needs and goals in learning English. They study English for more practically than theoretically. The materials, methods, strategies and the tasks set in to fill their purposes indeed. Its classes focus on both the structure and lexis needed for a particular field as well as the types of activities that the student is expected to perform within the profession. It could be correlated with the learners' view, needs, context, and academic (Hyland, 2006).

As English became a lingua franca worldwide, particularly in fields such as business and science, there developed a need to focus on the language needs of those people using English as an international language and to develop programs specifically to meet their needs. To facilitate the students' recognition, a nuanced method to need analysis in ESP must be considered before. It is available needed to discover target demands (Benesch, 2001: 100) and requirements. Needs analysis conducted for more data to design materials, courses, instructions, and methods comprehensively within learners' learning situation, affective and cognitive also.

Practically, students learn more effectively when they can see connections and relationships among ideas and subjects. They have authentic requirements in developing their careers or profession supported by worldwide language literature. For multidisciplinary fields such as healthcare profession, nursing, engineering, science, math, and etc. learn an English subject as their compulsory course. While the purpose of English as a means of enabling students to better access the academic opportunities (Hadley, 2015) provided by the institution. Thus, it is not a new idea; indeed, some

researchers and language practitioners have developed many methods, approaches, and strategies in teaching English for ESP/EAP learners.

In attempting to reach the target language, especially, ESP learners always face various problems in constructing their minds within English language. It makes the English instructor think about the effective strategy to facilitate them in enhancing their English communicative competence. Classroom interaction must be created as effective as among teacher-students and students-students "to promote student language development" (Suryati, 2015: 248). Hence, teaching language is comprehensive and complex process; so, in order to make this process effective and simple, skill integration is an advisable way of teaching language.

Basically, the process of teaching-learning English involves the four primary skills such as listening, reading, writing, and speaking. Its process also covers associated skills such as vocabulary, spelling, pronunciation, syntax, meaning, and usage. Thus, the integrated-skills approach occurs in interwoven language competence by implementing integrative method during instruction. However, integration means coordinating activities that students can see the natural connections among the various forms of language as they work to achieve goals (Burns et al., 1996).

According to Oxford (2001), there are two types of integrated-skill instruction such as content-based instruction and task-based instruction. In content-based instruction, the learning language is conducted through the content such as Science, Math, and Social Studies. Scarcella & Oxford (1992) argue that content-based instruction consist at least three general models: theme-based, adjunct, and sheltered. In the theme-based model the language skills are integrated into the study of theme (e.g. Childbirth, the five pillars of Islam, and economic crisis). In the adjunct model, language and content courses are taught separately but are carefully coordinated. And in the sheltered model, the subject matter is taught in simplified English tolerated to students' English proficiency level. Where, the language arts interfere with students' natural and purposes of learning English within their professions.

Task-based instruction asks the students to participate in communicative task in English. Tasks are described as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1991). Its model encourages the students to cooperate the learning language. They can form pair work and group work to elaborate their language understanding within the target language. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Moreover, task-based instruction is, as a English learning strategy, not just an object of academic demand to reach point but examine the students to keen their capability in learning English (Brown, 2001).

Unfortunately, in this article, the writer will share her experienced method in elaborating between content-based instruction and task-based instruction implemented for ESP/EAP learners. She built the integrative method of five "R" - *Recite*, *Recheck*, *Rewrite*, *Represent*, and *Reward* to enhance students' language competence in speaking, reading, listening, and writing. The method has been applied for four semesters to the students of midwifery department, nursing department, and Islamic studies department. Every students of each department get good interaction in teaching-learning process. Indeed, the classroom interaction constructs interactive learning environments (Mackey, 1999) where the students can communicate each other to generate meaning in the target language. On the other hands, Kramsch (1986) suggests that to achieve students' communicative competence, students must be given opportunities to interact with both the teacher and fellow students turn-taking, to receive feedback, to ask for clarification, and to initiate communication.

The first "R" asks the students to *recite* their pre-understanding the material before discussed in the classroom. Its task makes the students to integrate their reading comprehension and writing skill. According to Richards & Rodgers (2001) "tasks improve learner motivation" because it require the learners use the authentic language and typically include physical activity. They summarize the main point of the theme as the

material discussed on the paper or task-book. This procedure examines students' metacognition in comprehending the material. Besides, the students exercise to put their reading comprehension into the ink-impression as their masterpiece – portfolio. Reciting is as the metacognitive technique which is involved in reading for retention (Burns, et.al., 1996).

Recheck is done by the student as a second step after the students' resume is getting some feedback from the lecturer. The teacher asks the students to rewrite the right understanding of their pre-comprehension on the materials within from the feedback. It gives opportunity to them to compare their English learning progress by their culpability. In this part, improving the vocabulary and grammar take a side for learners' language competence. It provides full opportunities for both input and output requirements (Richards & Rodgers, 1996).

Next step, *represent* requires the students to explain their understanding or minds in front of the class to get fellow respond and questions. The learning process encourage among students to practice English language by asking, commanding, correcting, checking comprehension and knowledge, drilling, correcting pronunciation, and eliciting the information (Cohen et.al., 2004). Moreover, the interactive classroom activities allow the students' active participation to produce the target language through turn-taking, feedback, and negotiation. By establishing rules and right procedures set the effective classroom management guided the students in integrating English language skills. Thus, the students get reinforcement within interactive teaching-learning process.

When all the procedures could be done well by the students, the teacher provides a point as their *reward*. The reward is as teacher's appreciation to the student's effort and participation in teaching-learning English process. Then, those five 'R' – recheck, reciting, represent, and reward – has integrated students' four language skills.

Table 1. Integration Four Skills

Five 'R'	Four Language Skills			
	Listening	Reading	Speaking	Writing
Recite		✓		✓
Recheck		✓		✓
Represent	✓	✓	✓	✓
Reward	REINFORCEMENT			

This study is conducted to analyze the result of implementation five 'R' methods. It reflects on *how are the integration of five 'R' methods and how do the students perceive the method in learning process*. Specifically, it aims to examine the integration of five 'R' to the students' language competence in learning English. The findings give contribution to English teacher and ESP practitioner in enhancing the students' interaction by integration of language skills. With a better understanding and consistency among teacher and students to apply the five 'R' method, they improve the quality of teaching-learning English process and thereby increase students' English language skills.

METHOD

The researcher did an action research. Action research is based on action, evaluation and critical analysis of practices based on collected data in order to introduce improvements in relevant practices (Cohen et.al., 2000). The researcher conducted the study for the nursing students, midwifery, and Islamic studies students. For nursing students were second semester consisting 36 students; for midwifery students were fourth semester consisting 25 students; and the Islamic studies students were second semester consisting 33 students. The procedures of Action Research (Cohen et.al. 2000) can be seen as the following chart:



Chart 1. The Action Research Procedures (Cohen et.al., 2000)

In the first step of *planning*, the researcher identified and searched the information about the learners' need and characteristics. It did to arrange the materials and methods to make the interactive, active, interesting, and motivated teaching-learning English. Indeed, the researcher organized the theme, task, and procedures in implementing the five 'R' methods.

As the *acting* phase is a trial of the plan, the researcher attempted to set the integrative classroom activities. In this part, the students got the treatment to enhance their four language skills. They followed the teacher's instruction and involved in teaching-learning process.

In *observing* the action, the researcher collaborated with the students in reporting and sharing how the five 'R' methods is within their perception on it. Then, the result were analyzed to give the reflection on the action. The *reflection* was by giving evaluation and revision to the implementation of the methods and also the procedures in it.

The data were reached from mean score of students' English achievement from each semester, and questionnaire. From the students' mean score show the answer of the result of integration language skills by implementing the five 'R' methods. To know the students' perception in implementing five 'R' methods, the data were taken from students' questionnaire. According to Wallace (1998) that questionnaires are used to gain the knowledge, opinions, ideas and experiences of the learners in teaching-learning process.

3 FINDINGS AND DISCUSSION

Findings

This part describes the result of students' English achievements after implementing five 'R' methods, and students' perceptions on it. Table 2. presents the mean score students' achievements from Nursing, midwifery, and Islamic Studies department.

Table 2. Students' English Achievement

ESP learners	Sum of Students	The Mean Score	*Grade
Nursing	36	80	B+
Midwifery	25	82	A-
Islamic Studies	33	85	A-

*the grade is as the university standardization

The students' achievement indicates that the methods succeed in constructing their English language skills. By the result of students' English achievements represent that the 'R' methods integrate their improvement in English language competence. From

mean scores are on average 80, 82 and 85 points that the English competence stands on the up level of 65 point – as the minimum of English standard.

Table 3. *Students' Perception

Five 'R' Methods	Instructions	Aspects of Perceptions			
		Active	Interactive	Motivated	Interested
Recite	<i>Reciting the topic of the material</i>	45	10	20	19
	<i>Rewriting the important words or ideas</i>	52	7	10	25
	<i>Creating written summary</i>	49	7	15	23
	<i>Seeking the understanding of unfamiliar words</i>	56	3	15	20
Recheck	<i>Recheck the writing result of recitation</i>	51	29	9	5
Represent	<i>Creating oral summary</i>	44	25	13	12
	<i>Stating Arguments</i>	25	10	44	15
	<i>Completing the task from the teacher</i>	35	12	35	12
Reward	<i>Getting/giving a reward</i>	35	15	20	24

*the data accumulated 94 students from Nursing Department (36 students), Midwifery Department (25 students), and Islamic studies (33 students)

From the data above, most of the students argue that the method makes them active, motivated, and interested in teaching-learning process. It can be analyzed the percentage of each perception as on the following charts:

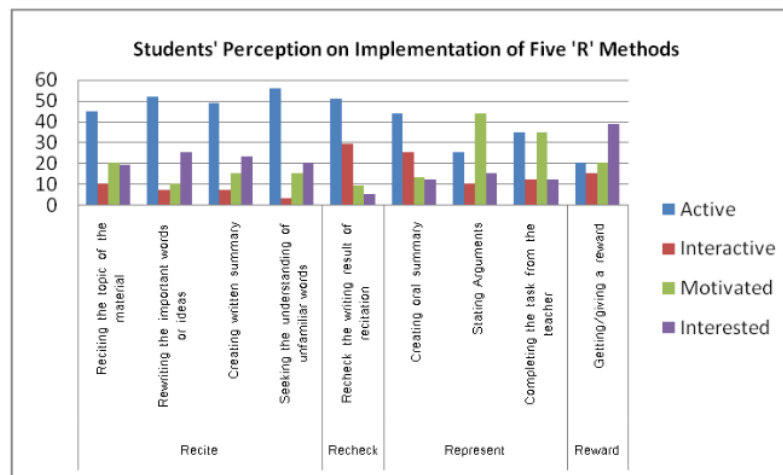


Chart 2. Students' Perception on the Implementation of Five 'R' Methods

Furthermore, in **recitation**, more than 50% of students evaluate that recitation by rewriting the important words or idea and seeking the unfamiliar words are **active** activities in learning English. And 50% of students argue that **recheck** the writing result of recitation makes them **active** in finding and giving feedback among others. Then, its

activity makes the students **interactive** to involved in where 30% of them perceiving about it. And 45% of students argue that reciting the topic of the material makes them active.

In **represent** phase, 45% of students perceive that creating oral summary is an **active** learning process for them. Then, 45% of the students agree that by stating arguments they get **motivation** to learn English by developing their vocabulary. For giving and getting a **reward** that 40% of students **interested** in.

The classroom atmosphere gets active, interactive, interesting and also motivated for the students involved in teaching-learning English. The methods attempt them to integrate their English metacognition within reading, writing, listening, and speaking. Whereas the integration of five 'R' methods in teaching-learning English is as illustrated the following table:

Table 4. The Integration of Five 'R' Methods

Five 'R' Methods	Instructions	Integrated Four Skills			
		Reading	Writing	Listening	Speaking
Recite	<i>Reciting the topic of the material</i>	√	√		
	<i>Rewriting the important words or ideas</i>		√		
	<i>Creating written summary</i>	√	√		
	<i>Seeking the understanding of unfamiliar words</i>	√	√		
Recheck	<i>Recheck the writing result of recitation</i>	√	√		
Represent	<i>Creating oral summary</i>		√		√
	<i>Stating Arguments</i>			√	√
	<i>Completing the task from the teacher</i>	√	√	√	√
Reward	<i>Getting/giving a reward</i>		√	√	√

From table 4 above the implementation of five 'R' methods has indicated that the teaching-learning process to be an integrative language learning. Whereas in each phase includes two and more language skills. It also attempt to increase the students' cognition, affection, and psychomotor.

CONCLUSION

From the discussion of the data shows that the five 'R' methods – *recite*, *recheck*, *represent*, and *reward* – make the students get the achievement result more than the minimum standard of point 65. They get score 80 till 85. And each phase of the five 'R' methods make more than 50% of the students perceive it as an active method; 45% of students argue that the methods motivated them in learning English; 40% of students think that it is interesting teaching-learning process; and 30% of students tell that the method is as an interactive classroom management.

Thus, the integrative teaching method could develop to enhance the ESP learners getting their target language in learning English. Because integrating language skills helps language learners to increase their ability in using two or more of the four skills within real context and also in their real life. This, the implementation of five 'R' methods in integrating language skills will enable the students to have better practice to use English for communication.

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