BAHASA, SASTRA, DAN PENGAJARANNYA DALAM PERSPEKTIF IDEOLOGI, EKOLOGI, DAN MULTIKULTURALISME

**PUSAT BAHASA UNIVERSITAS TIDAR
BALAI BAHASA JAWA TENGAH
HISKI KOMISARIAT KEDU**

Bahasa, Sastra, dan Pengajarannya dalam Perspektif Ideologi,
Ekologi, dan Multikulturalisme
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II. Judul

Kata Pengantar

Bahasa, sastra, dan pengajarannya merupakan bidang ilmu yang berkesinambungan dan tak dapat dipisahkan. Dalam perkembangannya, ketiga bidang ilmu tersebut mendapatkan perhatian yang kian besar. Terbukti dengan adanya organisasi profesi serupa Asosiasi Dosen Bahasa dan Sastra Indonesia (ADOBSI), Himpunan Sarjana Kesusasteraan Indonesia (HISKI), dan *The Association of Teaching English As a Foreign Language in Indonesia* (TEFLIN) yang bergerak dalam bidang bahasa dan sastra. Organisasi profesi tersebut senantiasa menggeliat dan membuat sebuah terobosan baru di bidang bahasa, sastra, dan pengajarannya.

Ilmu-ilmu bahasa, sastra, dan pengajarannya dalam perkembangannya sudah menelurkan beberapa perspektif kajian baru berdasarkan fenomena kebahasaan dan kesastraan yang berkembang di masyarakat. Fenomena-fenomena tersebut dapat dilihat dari perspektif ideo-logi, yaitu bagaimana bahasa dan sastra yang di dalamnya memuat cara berpikir seseorang atau golongan terkait dengan sebuah kehidupan; ekologi, yaitu bagaimana bahasa dan sastra memiliki korelasi dengan lingkungan hidup; dan multikulturalisme, yaitu bagaimana bahasa dan sastra menjadi sebuah refleksi dari beberapa

kebudayaan yang terdapat di dalam kehidupan masyarakat.

Dari beberapa perspektif tersebut muncul beberapa makalah yang mengkaji tentang sastra dan ideologi, yaitu *“Nash-Nash Ideologis dalam Novel Wajah Sebuah Vagina Karya Naning Pranoto: Perkenalan Marxisme Sastra”* oleh Juanda, *“Memotret Peta Konflik Ideologis Masyarakat Poskolonial lewat Seperti Dendam, Rindu Harus Dibayar Tuntas Karya Eka Kurniawan”* oleh Winda Candra Hantari, *“Moralitas dan Ideologi Sastra dalam Gaya dan Bahasa yang Tidak Vulgar: Pergerakan dari Sastra Wangi Menuju Sastra Islam, dari Saman dan Nayla Menuju Ayat-Ayat Cinta 2”* oleh Ali Imron, *“Metafora Teks Seksual dalam Serat Centhini sebagai Cerminan Ideologi Masyarakat Jawa”* oleh Nurnaningsih, *“Representasi Ideologi dalam Ungkapan Tradisional Bahasa Kaili”* oleh Gazali, dan *“Islamisme dalam Teks Drama Absurd Indonesia”* oleh Turahmat. Beberapa kajian sastra dan multikulturalisme, di antaranya *“Pertarungan Budaya dalam Proses Penerjemahan Novel”* oleh Puji Laksono, *“Aspek Psikologis Tokoh dalam Cerita Rakyat Putri Cempa di Kabupaten Rembang Jawa Tengah”* oleh Evi Chamalah, Meilan Arsanti, dan Luk Luk Oktavia, dan *“Manifestasi Kearifan Lokal dalam Cerpen Mbok Jah sebagai Aset Budaya Bangsa”* oleh Imam Baihaqi.

Makalah dengan perspektif kajian bahasa dan multikulturalisme di antaranya *“Bahasa Sebagai Cermin Multikulturalisme: Membina Watak Melalui Budaya Literasi Kearifan Lokal”* oleh H.R. Utami, *“Peranan Bahasa dalam*

Multikulturalisme Sosial Budaya, Penyamaan Perspektif dan Ideologi" oleh Retma Sari, *"Kajian Morfologis Bahasa-Bahasa Nusantara dengan Stimulan Lagu-Lagu Daerahnya"* oleh Yulia Esti Katrini. Ada pula kajian bahasa dan ekologi yaitu *"The Ecological Perspectives on Oral Proficiency: How Ideas Reach A Target Language"* oleh Didik Rinan Sumekto.

Kajian bahasa dan sastra dari perspektif pengajaran serta sudut pandang lain juga tampak dalam buku ini, di antaranya *"Implementasi Scientific Approach dalam Pembelajaran Writing untuk Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Tidar"* oleh Farikah, *"Authentic Assessment for Productive Skills"* oleh Prima Ferri Karma, *"Media Picture And Picture dan Pengaruhnya pada Hasil Pembelajaran Sastra"* oleh Amar Ma'ruf, *"Pengajaran Bahasa dan Sastra Indonesia dalam Perspektif Ideologi, Ekologi, dan Multikulturalisme di Indonesia Timur"* oleh Anisatul Fuadiyah, *"The Importance Of Understanding Speech Act Of English Teacher's Utterances In Teaching Learning Process Of The Eleventh Grade In Sma Syubbanul Wathon"* oleh Himmatul Ngaliyah, *"Nilai Edukasi dalam Wayang "Semar Mbangun Kahyangan" Versi Ki Hadi Sugito dan Relevansinya dalam Pendidikan Karakter Modern"* oleh Molas Warsi Nugraheni, *"Developing Students' Speaking Competence Through Storytelling at the Second Grade Students of SMK Negeri 1 Magelang in Academic Year 2013 / 2014"* oleh Rina Dewi Septanti, Imam Ghozali, dan Hasti Robiasih.

Beberapa kajian yang telah dilakukan oleh para Dosen, Peneliti, Guru, dan Masyarakat pecinta bahasa,

sastra, dan pengajarannya yang terangkum dalam buku ini dapat memberikan warna dan perspektif baru terutama dalam sudut pandang ideologi, ekologi, dan multikulturalisme. Harapannya buku ini dapat dipakai sebagai salah satu referensi bagi para Dosen, Peneliti, Guru, dan Mahasiswa dalam melakukan kajian ilmu pengetahuan di bidang bahasa, sastra, dan pengajarannya.

Magelang, 8 Agustus 2016

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THE ECOLOGICAL PERSPECTIVES ON ORAL PROFICIENCY: HOW IDEAS REACH A TARGET LANGUAGE¹

Didik Rinan Sumekto

Widya Dharma University, Klaten

didikrinan@unwidha.ac.id

ABSTRAK

Artikel ini membahas perspektif ekologi kemahiran berbicara dengan merefleksikan pengalaman mahasiswa di jenjang pendidikan tinggi. Artikel ini membahas bagaimana kemampuan berbicara masih menjadi masalah kemampuan produktif dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing. Sejauh ini, kemampuan berbicara dikonseptualisasikan, dilaksanakan, dan diadvokasikan secara bertahap melalui silabus pembelajaran berbasis pengalaman mahasiswa. Hal lain berkaitan dengan interaksi antar bahasa lainnya, termasuk domain psikologis dan sosial di mana pengajaran

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bahasa dilaksanakan. Makalah ini menyimpulkan bahwa eksplorasi dan implikasi menjadi tujuan dalam meraih kemahiran berbicara.

Kata kunci: Ekologi kemahiran berbicara, pengalaman mahasiswa, praktek mengajar.

ABSTRACT

This article addresses the ecology of oral proficiency perspectives by reflecting on the experience among higher education students. It reviews how oral proficiency ability is still viewed as the problem of balance maintenance of productive course in the EFL teaching context. So far, oral proficiency course is conceptualized, implemented, and advocated gradually through the experiential syllabuses. Another thing relates to the interaction between a specific language and its surroundings, including psychological and social domains in which ecological language teaching works with. This paper concludes with an exploration on the possible implications of the purpose and reaching a target language in oral proficiency.

Key words: Ecology of oral proficiency, student experience, teaching practice.

INTRODUCTION

English language teaching discussions have been publicly concerned among educators and students, especially how the oral proficiency course enhances the quality of students' competence in colleges. Experientially, most people consider that this course has played a vitally substantial role in achieving a remarkable qualification, harmony, and appropriateness in learning. Shen (2015) regards that the teaching ecology provides a new perspective for education in a discipline integrating natural, social sciences, and the humanities. In the interrelation of a person as an individual and/or a social system with the multidimensional environment, the sphere development, process and result of human activities, the content of interrelation, human and environment qualities or characteristics contribute to the relations between education and the environment.

Facts on language ecology prove that the lecturers expand the constraints of the system and lead the students to realize the multiple constraints and a wide range of possible patterns will involve in the process in their engaged study (Gill, 2003). An ecological perspective on language teaching focuses attention on the subjective reality which various aspects of the teaching and learning process assume for students, and on the dynamic interaction between methodology and context (Tudor, 2003; Mahmoodzadeh, 2012). It also focuses on interrelations between languages and on cognizance, not merely of the

structural nature of language, but also of the contextual, psychological and social dynamic in which communication, and the learning itself (Gill, 2003). Thus, academic ecology could be treated as a part of ecology in teaching and learning (Kačerauskas & Zavadskas, 2015). Martin and Hornberger (2008) emphasize that an ecological approach does more than describe the relationships between situated users of different languages. Rather, it is proactive in pulling apart perceived natural language orders.

According to Gill (2003) the ecological language teaching takes students beyond the specifics of terminology of content and context of a given field. In a more holistic approach, the lecturers may guide students through an exploration of the meta-context of a specialized field. For instance, work systems may vary from one milieu to another and often. The criteria and expectations are based on assumptions that have not been articulated by the users. Students must learn to ask broad questions about the communicative objective of a given oral proficiency course. The lecturers guide the students in an exploration of assumptions, like terminological consistency, technological efficiency, absoluteness of knowledge engineering categories and of definitions in terminology sources, as well as issues such as the social ramifications of homogenization of specialized texts across cultures.

Considered as the importance point of oral proficiency in the English as a foreign language (EFL) teaching, this article attempts to examine the ecological nature of

EFL practices in the light of what it entails, advocates, and discourages. Richards (2005; Zhang, 2006) highlights ten core assumptions underlying current EFL practices today: (1) as foreign or second language learning, English is facilitated when students are engaged in interaction and meaningful communication; (2) effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange; (3) meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging; (4) communication is a holistic process that often calls upon the use of foreign or second language skills and purposes; (5) language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection; (6) language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently; (7) students develop their own routes to language learning, process at different rates, and have different needs and motivations for language learning; (8) successful language learning involves the use of effective and communication strategies; (9) the role of the lecturer in the language classroom functions as a facilitator, who creates a classroom

climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning; and (10) the classroom is a community where students learn through collaboration and sharing. Meanwhile, Blommaert (2005; Kramsch, 2007) identifies five major aspects of an ecological theory of language acquisition and use. First, it relates to relativity of self and other. In complex system on human relation, these aspects are intrinsically pluralistic and possibly in conflict with themselves and with one another. For instance, students rarely speak to transmit and exchange new information with others. Second, it counts with the timescales. An ecological model of language use shows that the meanings expressed through language operate on multiple timescales, with unpredictable, often unintended, outcomes and multiple levels of reality and fiction. Third, it deals with the emergentism. It takes a much longer and more differentiated view of teaching and learning effectiveness. The meaning of a new piece of knowledge will emerge not from the syllabus, but from the connections the students will make with their own prior knowledge and experience. Fourth, it concerns with the unfinalizability. It counts under students, not only the flesh and blood interlocutors in verbal exchanges, but also the remembered and imagined, the stylized and the projected. Ecologically oriented sociolinguists have been on problem upon the notion of bounded speech communities and focused our attention on deterri-

torialized communicative practices rather than on the territorial boundedness posited by one language; one culture assumption. Fifth, it goes to fractals. Ecological theory is concerned with the pattern of activities and events which are self-similar at different scales. It may be illustrated by how the individuals get named, how they greet and take leave from one another and in which language, how the speech act index larger social relationships between them and other native and non-native speakers. For instance, they way speakers use language in one context can be a fractal of the way they are made to relate to others in the larger context of a global issue.

Definition and Purpose

Yang (2014) defines the language ecology as a scientific study of the interaction between a specific language and its surroundings, including psychological and social domains. The psychological domain refers to a domain of interaction between a certain language and other languages, while the social domain refers to a domain of interaction between a certain language and its social environment, and the interaction between these two domains constitute the ecological environment of language. According to Martin & Hornberger (2008), language ecology may be defined as the study of interactions between any given language and its environment. The true environment of a language is the society that uses it as one of its codes. Part of its ecology is therefore psychological: its

interaction with other languages in the minds of bi- and multilingual speakers. Another part of its ecology is sociological: its interaction with the society in which it functions as a medium of communication. Meanwhile, Liu (2002, 2009) agrees all tangible environmental variables contextually organized in and outside of classrooms, which are closely connected to curriculum and instruction and can affect teaching effectiveness as well as cognitive, social and psychological development of students”.

Further, Yang (2004) highlights the purposes of the language ecology into three criteria. First, it analyzes and records language ecology and the correlation between language ecology and surroundings; second, it preserves and develops language ecology as well as the correlation between language ecology and surroundings; and third, it figures out the close correlation between language ecology and human ecology and finally develops it into human ecology. Thus, the language ecology seeks the method to preserve and develop language ecology by describing and analyzing the association between language and environment, as it was, the language ecology is a part of human ecology.

Reaching a Target Language in Oral Proficiency

A good English speaker can coordinate elements like intonation, pronunciation, and body gestures. If she or he mistakenly conveys the wrong message to others, she or he will adjust some of the elements. So the com-

prehensiveness of oral proficiency follows the dynamic balance in ecology. Oral proficiency is just like a mini ecological system, and it follows the rules in ecology. This proves that the study of oral proficiency teaching based on education ecology is feasible. In the following part, this article analyzes the problems in oral proficiency teaching from the perspective of teaching ecology (Shen, 2015). Thus, this article illustrates the problems from these three aspects, namely: students' lack of interest, lack of English environment (this relates to disharmony of lecturer-student relation and lecturer's domination in teaching), and lack of oral proficiency practice.

Shen continues that in education ecological system, the lecturers and students can be seen as ecological subjects, and teaching environment and teaching methods can be regarded as ecological objects. From the perspectives of subjects and objects, this article focuses on the building of balanced ecosystem for oral proficiency teaching. The process consists of three parts: providing limiting factors for students, switching emphasis to oral proficiency practice and student-centered learning aspects.

Create limiting factors for students in oral proficiency teaching

Limiting factors are vital to the survival and development of the subjects. Therefore, by providing students with the limiting factors, they can achieve a better

performance, which is conducive to the balance of ecological system.

Arousing students' interest in English speaking

In an English class, we can often find that most students are silent throughout the whole class, or some students are hesitating about whether they should speak or not. Anxious psychology, which is the anxiety and fear one expresses when they speak in English, can destroy students' confidence. Therefore, lecturers need to take some measures to avoid anxious psychology. First, lecturers need to create a relaxed atmosphere in English classes. This requires lecturers to abandon the traditional concept of "lecturers are the absolute authorities". Lecturers should not expect students' servile obedience, instead, and lecturers need to be good friends of students. Harmonious lecturer-student relation will put students at ease in the class. In addition, the choice of speaking topic should be carefully considered. Generally, students will not feel anxious about familiar and life-related topics, such as movies, novels, music, basketball, social affairs, etc. Second, learn how to ask questions and appreciate students. Usually, lecturers still like appointing some students to answer questions. This behavior will put students in intense anxiety. Changing the way of raising questions will achieve much better effect. For example, the class can be divided into groups, and for every question raised by the lecturer, students in the group will dis-

cuss the question together and then the representative of this group can answer the question. This can not only greatly avoid students' anxiety but also increase the interaction among students. In addition, lecturers avoid criticizing on students' wrong answers. The learning of a language is the process of practicing and making mistakes. Lecturers need to encourage students to speak without worrying making mistakes. It is what they learn from these mistakes that lead to have the oral proficiency ability of English. More importantly, for any progress students make, lecturers give a positive response to them by using the expressions like *outstanding*; *it is a good try*; *wonderful*; *well done*; and *good job*. In oral proficiency teaching, lecturers need to help students release psychological burdens and keep them motivated in speaking subject. In this way, students will form an interest in speaking, which will make English learning more enjoyable.

Providing language environment for students

By communicating with classmates on a regular basis, their oral proficiency can be greatly improved. Multimedia classroom should also be open to students, so that students can watch English movies or listen to English songs. In this kind of environment, English learning are turned into a natural process. In the long-term, the efficiency of oral English teaching can be greatly increased. For example, on some special occasions such as the vacation and the family gathering, lecturers can take this op-

portunity to organize all kinds of activities to give a culture orientation to students which provide them with more favorable environment to maximize oral proficiency course.

Switch the emphasis to oral proficiency practice

The objects like teaching environment and teaching methods also play an important role in education ecology. These objects can provide subjects with favorable conditions to develop. We can provide students with these favorable conditions by switching the teaching emphasis to oral proficiency practice. Teachers can only provide students with a few opportunities to speak English in the class. But this is far from adequate. Students need more time to practice oral proficiency. This requires the establishment of the second class. A second class refers to a public stage for English communication. There are some different forms of second class. A good English speech requires a lot including intonation, pronunciation, stress, body language, eye contact as well as a clear idea that a student wants to convey to the audience. Therefore, English speaking competition provides students with a wonderful opportunity to practice oral proficiency. Teachers can select some hotly debated topics from the newspaper or Internet. Students then prepare speech draft on their own. In the process of speech writing, students are highly motivated to learn the pronunciation of words, how to express an idea in a more precise way and how to behave

while giving a speech to others. By competing with each other, students can learn from each other. For example, student A has a good pronunciation, but the body language of student B is more natural. In addition, lecturers encourage shy students to take part in the competition, which can efficiently build up their confidence. So English speaking competition cannot only improve students' oral proficiency but also build their confidence in English speaking, which make English speaking competition a great opportunity to practice English. Role-play. The class can be divided into several groups, three to five students for each group. Every day when the class is over, the lecturer can assign a task to one of the groups, that is to give a short scene play in English before the start of next English class. The topic should be interesting and easy for role playing.

Maximizing to student-centered learning

In a balanced ecological system, students need to be in the dominated position of learning. However, lecturers usually occupy this position, which directly causes the disharmony of lecturer-student relation. So we need to establish harmonious lecturer-student relation and adjust teaching methods to realize student-centered teaching (teach less, learn more).

Characteristics of Oral Proficiency Course

Oral language, as a face to face verbal language, is an important tool to communicate with others. Oral proficiency is a term relative to written English, which includes the active oral speech and passive oral speech. Active oral speech refers to speaking and the passive oral speech refers to listening. As for the language learning, human learned to speak first, then was writing. So the same will go for the study of English. There are three basic elements for the learning of oral English. The first element is vocabulary, which is the foundation of oral English. As the old saying goes “One can’t make bricks without straw”, vocabulary can be a barrier for many English learners. It’s a common phenomenon that many students get stuck while speaking English because they cannot find one proper English word. The second element is grammar. If we compare oral English as a pearl necklace, the vocabulary can be seen as the pearls, and grammar would be the thread that strings the pearls. Along with the structure of sentences, grammar plays a vital part in the learning of oral English.

The third element is pronunciation. Without the help of non-language tools, you can understand what others say only when you can recognize their pronunciation.

ynchronicity

When one speaks English, he or she cannot prepare every sentence and then speak it out. As a matter of fact, speaking and linguistic thinking should proceed in synchrony.

Interactivity

Like other languages, oral proficiency requires active communication between listeners and speakers. Take one famous television program friends, for example, many people found that the daily talks interesting, and that should give credit to the interactivity of oral proficiency.

Situationality

As for the same contents and topics, the way we express them varies with different situations. For example, in a face to face situation, one might say, hi..., my name is Tom.... But in a telephone situation, he will say, hi..., this is Tom speaking.... So we can see the way we talk should comply with the situation, or else we may make mistakes or offend others.

Comprehensiveness

Oral proficiency requires comprehensiveness in aspects including grammar, intonation, gestures and pronunciation. If one speaks without changing the intonation, the language will be dull. In addition, body language makes the language more vivid, which plays an important role in conveying information to others. To

achieve the comprehensiveness of oral proficiency, one needs to coordinate these elements properly.

Summary

The action of speaking and linguistic thinking goes in synchrony; therefore these two elements rely on each other to exist. Without linguistic thinking, we have nothing to speak; without the need to speak, there will be no need for linguistic thinking. From this perspective of ecology, we can say the living of one organism depends on the existence of another organism. So synchronicity of oral proficiency follows the mutualism in ecology.

Interactivity and integrality. In ecology, in order to function well, the ecological system has to be well integrated. As for oral proficiency, the listener and speaker have to do their separate jobs, that is the listening and speaking. In addition, the listener and speaker form a community, in which the listener and speaker actively communicate with each other. In this sense, interactivity of oral proficiency follows the integrality in ecology.

Situationality and covariance. In ecology, covariance means the evolution of one organism will influence another organism or some relative organisms, and these organisms will change correspondingly. The same goes for oral proficiency, that is, the way we express the same contents varies with the change of situations. So the situationality of oral proficiency follows covariance in ecology.

Comprehensiveness and dynamic balance. In ecology, dynamic balance means the structures and functions

of the ecological systems are constantly adjusting themselves so that to be coordinated with each other. Similarly, a good English speaker can coordinate elements like intonation, pronunciation and body gestures. If she or he mistakenly conveys the wrong message to others, she or he would adjust some of the elements. So the comprehensiveness of oral English follows the dynamic balance in ecology.

CONCLUSION

The issues of language teaching ecology are concerned with the students' academic environment and an academician who tries to exist within it. Alternatively, an academic achievement is inseparable from specialization of one relevant theme to other ones. By improving an academic horizon, students can speak about the creative themes contributing to their oral proficiency ability in certain level. The aspect of academic ecology is influenced by the internal and external reasons. The implementation of the ecological language teaching can be also justified on a number of levels, such as acquisition of structure and other oral proficiency contribution as explained previously. On another level, ecological language teaching, with its constant focus on connectedness and context, drives the lecturers to continually seek new frameworks of knowledge and continually learn from their students in speaking classroom. However, the language teaching ecology is consistently exposed; the oral proficiency

course is elevated from its technical or professional status. The last but not least, most importantly, the ecology of language teaching paradigm allows the lecturers to engage in reflective teaching, centered around a core of students learning process and output appropriateness through the communication and tolerance values among their academic life.

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English Language Education Association (CELEA)
and Guangdong University of Foreign Studies,
Guangzhou, China.

The Author:

Didik Rinan SUMEKTO, is a teaching staff at English Education Department, Widya Dharma University, Klaten. His research interests include assessment, classroom management, and teaching and learning methodology. He also serves as a member of Dewan Pendidikan of Sleman Regency, from 2015 to 2020.