ASHLEIGH SAYER'S METHOD OF COMMUNICATIVE LANGUAGE TEACHING IN PSYCHOLINGUISTICS CLASS TO SIXTH SEMESTER ENGLISH DEPARTMENT STUDENTS AT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2009/2010

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ABSTRACT
This study describes Ashleigh Sayer's method of communicative language teaching in psycholinguistics class to sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010. The result of the research denoted that Ashleigh Sayer used communicative language teaching method and applied some techniques which are adopted from communicative method it self. Some techniques that Ashleigh Sayer used in her class including: pair-work, group-work, learning by teaching, writing logs, English communication, informal greeting, showing agenda, independent participant, circle setting, authentic material, media, ignoring errors of grammar, reading activity and questions and answers. The response of the students regarding her method and techniques is classified into high category. It is based on the numbers of students who like her method and techniques very much is 43 students, 14 students who quite like, 5 students less like and no student dislike her class. It can be concluded so because when Ashleigh Sayer was teaching in her psycholinguistics class to the students, she teaches in a very good way which the approach is communicative approach. Communicative method lets the students practice more their language and the teacher always makes the students able to enjoy and less shy in the class which will help the teacher to teach all the material.

Keywords: Language teaching, Communicative method, Psycholinguistics

In terms of the teaching and learning process, a reformation of approach and particular methods are very important. They must be suitable with the demands for the earliest curriculum. It is intended to solve the problems which are faced in teaching and learning process and to improve the quality of teaching English itself. Since English teachers today tend to apply communicative method in teaching language, therefore communicative method is needed to be explained about the importance. Communicative method actually was introduced in 1972 by Dell Hymes, which he said as Communicative Approach in his article *On Communicative Competence.* He said that *"The communicative competence is the nature of native speaker to use and understand the language appropriately in communication and interaction process with others, and in relationship with social context."*(Littlewood, 1981:17).

Furthermore, he introduced the communicative approach to English teaching and learning syllabus and curriculum to reach a certain communicative competence. The communicative approach (CA) was developed by Robert Langs MD, In the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events-with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously).

The importance of communicative method is that communicative method let the teacher facilitating students to practice the target language in teaching in learning process. This is a big point, because acquiring a foreign language will be easy by practicing in social everyday-life.

As communicative method is popular in teaching method today, many teachers apply that to get better acquisition of language of students. Native English teachers tend to do so. It is because communicative method as the newest method of teaching second language to students has covered almost the characteristics of previous teaching methods. Ashleigh Sayer is a native English speaking teacher from America. She teaches English to the students in IAIN Antasari Banjarmasin at Tarbiyah Faculty English Department. Based on the writer's free observation and experience when having a course with her, the writer found that the way, approach, technique and method that she uses is very interesting. Students enjoy her class and have a lot of fun in the learning process. It is a key point in writer's mind that teaching language acquisition, especially English, is hard for some students so it must be engaging and interesting and Ashleigh Sayer applies such a teaching method. The writer wants to describe in detail the method of teaching language acquisition especially English used by Ashleigh Sayer because it will be very useful for Indonesian teachers to study and then apply the way they teach English to their own students.

Definition of the Communicative Method

Communicative method is the latest method which covered almost the procedures, principles and goals even techniques in teaching second languages. Therefore, teachers in nowadays tend to use communicative method for teaching second language.

Communicative method is also known as Communicative Language Teaching (CLT) – emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context (Smith, 2007).

While according to Lindsey Layne: Communicative method is a language teaching method focuses on language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or find out. In this method, Interactive classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities.

But in other literature, the communicative method is also known as the communicative approach or communicative language teaching. This method emphasizes on students' competence in communication according to the context in which it is needed.

From the definitions above it is clear the communicative method is a method of English teaching that is meaningful and functional and has functional relevance in communication. In the concept of the communicative method, the materials are arranged and based on language function, rule of grammar and students' need. The material then presented by considering helping students enrich vocabularies, better pronouncing, and understand social context where the language will be used appropriately.

All those are needed in communicative method in order to reach the goals of its method, it was communicative competence. Through understanding the explanation above, then teachers can apply communicative method properly to make students able to use the language to communicate in authentic situations that hold an actual purpose.

The Goals of the Communicative Method
The communicative method was originally developed by Tracy Terrell and Stephen Krashen. This acquisition-focused method sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities. It refers to both processes and the goals in classroom learning. The central theoretical concept in communicative language teaching is communicative competence.

Communicative competence includes the following aspects of language knowledge:
➢ Knowing how to use language for a range of different purposes and functions
➢ Knowing how to vary our use of language according to the setting and the participants.
➢ Knowing how to use produce and understand different types of texts.
➢ Knowing how to maintain communication despite having limitations in one's language knowledge (Richard, 2007:2-3)

Savigon and Berns provide a useful summary of the eight principles of communicative method, as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language—that is, that they use language for a variety of purposes in all phases of learning.

The communicative approach or communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach it self by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. What this looks like in the classroom may depend on how the tenets are interpreted and applied. Nevertheless, we will follow our usual way of understanding the theory and associated practices by visiting a class in which a form of communicative language teaching is being practiced. (Freeman, 2006:121).

The role of the teacher in the communicative approach is to facilitate communication and only correct errors. As a secondary step to the teaching process, the teacher is the facilitator of his or her students' learning. As such as he or she has many roles to fulfill. He or she is a manager of classroom activities. In this role, one of his or her major responsibilities is to establish situation likely to promote communication. During the activities, he or she acts as an advisor, answering students' questions and monitoring their performances. At the other times he or she might be a co-communicator engaging in the communicative activity along with the students.

The students' native language has no particular role in the communicative approach. The target language should be used not only during communicative activities, but also for examples, in explaining the activities to the students or in assigning homework. A teacher evaluates not only his or her students' accuracy, but also their fluency. A teacher can informally evaluate his or her students' performance in his or her role as an advisor or co-communicator. Errors of for are tolerated and seen as a natural outcome of the development of communication skills.

The communicative approach includes these principles:
1. The goal of teacher using the communicative approach
2. The role of teacher
3. The characteristics of the teaching and learning process
4. The nature of student-teacher interaction and student-student interaction

5. The enjoyment of the students in the teaching and process
6. The view of language and culture
7. The area and skills of language which are emphasized
8. The role students native language
9. Teacher's response to students' errors (Larsen, 2001:42-45).

Classroom Principles of the Communicative Method
The communicative approach or communicative language teaching is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.

The 'what to teach' aspect of the communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes

The 'how to teach' of the Communicative approach is closely related to the idea that language learning will take care of itself, and that plenty full exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skills. Activities in the communicative approach typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing (Harmer, 2001:85).

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing (Richard, 2001:165).

In another literature mentioned the principles of communicative method, including:
1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communications involve the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

The Communicative Approach to ESL is an approach to language learning that emerged in the 1970s and 1980s as the emphasis shifted from knowledge of language forms, meanings and functions to the *use* of language, the ability to apply the knowledge acquired. The principles and the application must match to achieve the goals of working on this communicative method.

Table 2. 1. The principle and application of communicative method

Principle	Application
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences
Students should be given the opportunity to express their opinions	Games are useful as are activities where students must communicate and receive feedback (did the listener/reader understand?)
Errors are tolerated to a certain extent	Other students and teacher ignore errors
Encourage cooperative relationships among students; opportunity to negotiate meaning	Teacher uses strip stories; students work together to predict next picture
The social context of the communicative is essential	Teacher uses role-plays
Learning to use language forms appropriately is important	Teacher reminds student of the role they are playing or the particular situation they are in and how that impacts on the communication; teacher encourages students to develop independent learning skills
Teacher acts as advisor/facilitator	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes
Speakers have choices in communication of *what* to say and *how* to say it	Students and teacher suggest alternative forms that could be used
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers	For homework, students are asked to listen to a debate on the radio or watch one on television

The most obvious characteristic of the communicative approach is that almost everything is done with a communicative intent. Another characteristic of the communicative approach is to give students opportunity to develop strategies for understanding language as it is actually used by a native speaker, such as role-play, pair-work, interviews, etc.

The Use of the Communicative Method in Teaching English
Communicative principles can be applied to the teaching of any skill and at any level. The wide variety of classroom activities and exercise types discussed in the literature on communicative language teaching includes the principles of communicative method.

Regarding the procedure in teaching language based on the communicative method, Finochiaro and Brumfit offered the sequence of language teaching activities consisting of sub-activities, including:

1. Presentation of a brief dialog or several mini dialogs.
2. Oral practice of each utterance of the dialog segment to be presented.
3. Questions and answers based on the dialog topic and situation itself.
4. Questions and answers related to the students' experience.
5. Oral practice of concluding the topic.
6. Interpretative activities.
7. Oral production activities – free communication activities.
8. Sampling of the written homework assignment.
9. Evaluation of learning (oral only).

According to the above procedure, certain activities are intended to develop speaking skills, such as presentation of a brief dialogue, application of questions and answers, application of interpretative activities, the presentation of investigation activities and presentation orally evaluation. The application of the teaching procedures used in some of the above activities then becomes the indicator of the application of the communicative method in teaching language, especially speaking skills.

Some Techniques in Communicative method

The communicative approach (Communicative Language Technique or CLT) emphasizes communication as the means and goal of foreign language learning. The communicative approach aims to help students use the target language in a variety of contexts. Its primary focus is to help learners create meaning rather than help them develop perfect grammar or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how learners have developed their communicative competence.

Under this definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Therefore, in the classroom the communicative approach often takes the form of pair work and group work requiring negotiation and co-operation between learners, fluency based activities that encourage learners to develop their confidence, role plays in which students practice and develop language functions, as well as discreet use of grammar and pronunciation activities.

1. Listening comprehension exercises

Quickly finding out how well students understand what teachers say is very useful because teachers need to know whether they will understand explanations and classroom instructions. A simple way to do this is an activity in which students take notes while the teacher orally introduce himself briefly of tell a brief story. After the presentation, ask the students to write as detailed a summary of what you said as possible. As formal test, this exercise is problematic because it relies on both listening comprehension and writing skills, but if the exercise is used as a quick probe, it dual listening-writing nature actually becomes an advantage, allowing the teacher to quickly get a rough sense of students' listening, writing, grammar, and vocabulary skills (Snow, 2006:30).

2. Information-Gap

An information gap activity is an activity in which that learners are missing the information they need to complete a task and need to talk to each other to find it. For example, learner A has a biography of a famous person with all the place names missing, while Learner B has the same text with all the dates missing. Together they can complete the text by asking each other question.

In the classroom, information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, spot the difference, jigsaw readings and listening and split dictations.

3. Collaborative activity

Collaborative activity involves learners working together in order to complete a task. Collaboration increases the opportunities a student has to use the target language, and thereby develop their skills in it. For example, the task-based learning approach requires learners to work on collaborative activities. In the classroom, Learners can benefit from collaboration in a variety of activities, including writing tasks, projects and inductive approaches.

4. Pair work

Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class. For example, the learners are answering comprehension questions in pairs after reading a text. This allows them to compare answers, and clarify problems together using English.

In the classroom, teachers can evaluate the impact and effectiveness of pair work on their learners by using action research tools such as asking the learners how they feel about working like this or by actually participating in an activity in a pair and evaluating this experience afterwards.

5. Writing Exercises

One of the main advantages of doing a writing exercise early in the course is that, in addition to giving teachers some idea of students' writing skill, it is an opportunity for you to learn other kinds of information. Rather than having students write about "My Best Holliday," better to ask them to write about something related to English learning or their education in general. Here are some topic ideas to start:

- Why I am taking this course (if the students have a choice)
- How I learned English
- My best (past) English teacher
- My experience with foreigners
- Why English study is/isn't useful, etc.

6. Group work

Small group work by students is a cornerstone of classroom practice. On a typical day, students will engage in group activities in a majority of their classes. Group work is a critical instructional strategy for providing rigorous learning experiences to a wide range of students – many of whom struggled in their previous schooling and some of whom are new to the English language. The emphasis on group work and the school's culture of collective accountability for student success are mutually reinforcing.

When teachers use group work, more students are engaged in learning for more time. Everyone is actively participating at all times and students have little opportunity to disengage. Through discussion with peers, students are forced to communicate and, thereby, clarify their own thinking. They also must listen to others, becoming familiar with multiple ways of thinking about complex problems or ideas. Engaging in multiple understandings requires students to think beyond their initial response and understand the content in a richer, more connected, way. Then when students work in groups, they have access to many supportive teachers — their classmates. Peers can quickly, and effectively, remediate each other's weaknesses or misunderstandings (and, in teaching each other, solidify their own learning). The teacher, then, is more available to provide intensive instruction to the most struggling students and push the thinking of everyone.

7. Language exchanges

Language exchange is a method of language learning based on mutual language practicing by learning partners who are speakers of different languages. Language exchange is sometimes called Tandem language learning. In modern contexts, "language exchange" most often refers to mutual teaching of partners' first languages. Language exchanges are generally considered helpful for developing language proficiency, especially in speaking fluency and listening comprehension. Language exchanges that take place through writing or text chats, also improve reading comprehension and writing ability. Given that language exchanges generally take place between native speakers of different languages, there is also the side benefit of improving cross-cultural communication.

Language exchanges have also been viewed as a helpful tool to aid language learning at language schools. Language exchanges tend to benefit oral proficiency, fluency, colloquial vocabulary acquisition, and vernacular usage. However, there are also concerns that language exchanges cannot be used as a substitute for formal language education, given the difficulty of using language exchanges in learning formal grammar and writing skills.

8. Individual interviews

Individual interviews allow the teachers to get a very clear sense of students' oral skills as well as learn more about the students and begin to establish some rapport with them. For this reason, interviewing deserves serious consideration as an activity for the first week or so of class (Snow, 2006:31).

9. Role-Play

Role-playing is getting together with some friends to write a story. It's joining around a campfire or a dining room to spin some tall tales. Role-playing is being creative and having fun with friends. Role-playing games are stories. You create one of the main characters, and you create a story around your character. The rest of the players also create stories around their characters. And there's an *editor* who brings those stories together.

In most role-playing games, one person plays the "referee," who can be thought of as the "Editor" of the story. The Editor will, with input from you if you desire to give any, describe a world or setting. You and your friends, as Players, will take a character and protagonist in this world. You will guide your character through the story that you and

your friends are creating. Each player takes a different character, and each character interacts with each other character. Role-playing, in this sense, is very much play-acting in the mind. You imagine what the Editor describes. Then, you imagine your character's response to this situation, and describe that to the Editor and the other Players. They, in turn, each do the same with their characters.

10. Learning by Teaching

In professional education, learning by teaching (German: Lernen durch Lehren) designates currently the method by Jean-Pol Martin that allows pupils and students to prepare and to teach lessons, or parts of lessons. Learning by teaching should not be confused with presentations or lectures by students, as students not only convey certain content, but also choose their own methods and didactic approaches in teaching classmates that subject. Neither should it be confused with tutoring, because the teacher has intensive control of, and gives support for, the learning process in learning by teaching as against other methods.

11. Authentic Material

Authentic texts have been defined as real-life texts, not written for pedagogic purposes. They are therefore written for native speakers and contain "real" language. They are materials that have been produced to fulfill some social purpose in the language community. In contrast to non-authentic texts that is especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of *"false-text indicators"* that include:

- Perfectly formed sentences (all the time);
- A question using a grammatical structure gets a full answer;
- Repetition of structures;
- Very often does not "read" well.

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of "real" texts.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive.

METHODS

Subject of this research is one native English teacher and all the sixth semester students of English Department IAIN Antasari Banjarmasin academic year 2009/2010. There are 62 students, which consist of 37 males and 25 females. Object of the research is the communicative language teaching method and techniques used by Ashleigh Sayer to teach psycholinguistics to sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010.

There are some techniques that are applied in this research, they are:

1) Observation

This is a technique which the writer comes to the sixth semester English Department class and observes the process of teaching ang learning of them.

2) Interview

In this way the writer hold a number of interviews with related people, such as the students, the native English teacher and administrative staff English Department Tarbiyah Faculty IAIN Antasari Banjarmasin.

3) Documentary

This technique is aimed at looking for all written reports or documents that perhaps keep any detailed documents, primary data or secondary data.

4) Questionnaire

This technique is conducted to collect and enrich the data from the native English teacher and the students in addition to observation and Interviews.

FINDING AND DISCUSSION

The best method of teaching language according to Ashleigh Sayer is one in which the students are given opportunities to use the language communicatively, rather than simply focusing on grammar exercises and stuff out of workbooks. To an extent, learning grammar is important, but it should not be the sole focus of language learning and teaching, because it often leads students to feel frustrated and discouraged. Taking trips or spending time together outside of class, and doing a variety of activities help the students feel more inspired to try and use the language without feeling nervous about making mistakes.

In her class, she tries to be as communicative as possible in her teaching methods-this always improves as she gets to know her students and their life experiences better. She can better plan classes that relate to their backgrounds and interests and can ask for their feedback. Her believe about being a teacher is very strong and it is shown in her answer when the writer interview her. She said "Education is not the filling of a pail, but the lighting of a fire"-William Butler Yeats. Students need inspiration to learn and to live whatever life they ultimately choose. "Lighting a fire" means helping them get inspired and excited about something.

When Ashleigh Sayer teaches language, one of the biggest issues she faces is to try to help students feel less shy and nervous in class. It's extremely difficult to effectively use a foreign language if students are worried about how they look in front of thier friends and teacher. After years of learning that students must act and behave a certain way in school, language learning can come as an uncomfortable shock. She tries to break down that nervousness barrier, but it takes time and patience.

She tries to solve the above problem by getting to know her students as well as possible and spending time with them in circumstances outside of the classroom. For example, last year she taught junior high school students and she wasn't allowed to have them come to her home after school. Therefore, she ran an after-school homework club-it was a time for them to get together, eat snacks, get homework done and just generally hang out. It helped the students SO much in getting to know both her AND each other. In class, they became more and more comfortable speaking even though many of them were still very shy and new to the United States.

To cover the material, she makes sure that she has a lesson plan before class, and tries to make sure that the topic she wants to cover will be done in that period of time, usually with a follow-up assignment or discussion so that she feels the students understood what she covered. If they cannot finish everything in class, she likes to meet with students in small groups outside of class to check their understanding and complete the activity/material.

The goals of her class (in general) are that wherever students begin (in terms of their skill level in that particular subject) that by the end of class they have progressed and learned a lot. She doesn't care who the smartest or least active student in the class is; she has no interest in comparing students to one another. She would rather just see students work individually to improve their methods of learning, raise their overall motivation and leave the class feeling like it was worth their time.
(It's written based on the result of interview with Ms. Ashleigh Sayer, M.A)

To know the method used by Ashleigh Sayer in teaching language acquisition in psycholinguistics class to sixth semester English department students at IAIN Antasari Banjarmasin, the writer observes the teaching and learning process in fourteen class meetings for class A and B.

a) Informal greeting
To teach language acquisition effectively to the students, the teacher uses this procedures 14 times in fourteen-class meetings. Through this technique the teacher wants to make the students comport and enjoy, then they will learn English happily.

b) Showing Agenda
This application is used by the teacher 14 times in ten class meetings. Ashleigh Sayer always uses this technique in her class. since the function of this technique is as guidance of teaching and learning process, then the class meeting became structured and proper time used, because the agenda always guide the activities.

c) Reading activity
This technique of teaching language teaching is also used by the teacher. It's known from the fourteen-class meetings observations. Reading activity means to increase the students' ability about receptive language trough reading. In the class, Ashleigh Sayer asked her students to read the materials, or even sometimes let one or two students to read aloud for their friends.

d) Writing activity
From the result of observation, the teacher usually uses this technique; it was 6 times in fourteen-class meetings. Writing activity means to know better about the students' strangeness and weaknesses then the teacher could know what the students' needs. Trough this technique the teacher also can easily understand the students background of interest, then the teacher can provide better approach of getting closing to the students and teaches then based on the method which the students like.

e) English conversation

From the result of observation, the teacher uses this procedure 14 times in ten class meetings. Since learning language needs much practice, to use the target language as practicing is much helping the students' fluency and understanding. This technique is a reflection of one of the communicative principles; using target language.

f) Pair-work
From the result of observation, Ashleigh sayer usually uses this technique which is also one technique in communicative method; the teacher uses this procedure 8 times in fourteen-class meetings. This technique is aimed to increase the opportunities for learners to use English in the class with their friends and or even to the teacher.

g) Group-work
From the result of observation, the teacher uses this procedure 6 times in fourteen-class meetings. Having this technique, every student are actively participating at all times and students have little opportunity to disengage. Even though pair-work is applied too in her class, but the harder discuss would be done by this technique.

h) Question and answer
From the result of observation, the teacher uses this procedure 6 times in fourteen-class meetings. The teacher used this technique to make the student aware of their job in the class that they must pay attention to the subject and understand. It also lets the students practice more their target language.

i) Being independent participant
From the result of observation, the teacher uses this procedure 10 times in fourteen-class meetings. The student will be a little nervous and shy if the teacher focuses on him or her all the time, so that the teacher should be independent participant and became advisor for them. She came up to one group and advice them as their needs, then moves to another groups.

j) Circle setting
From the result of observation, the teacher uses this procedure 12 times in fourteen-class meetings. The point of this technique is to make the students accustomed not to be shy in practicing language. By this technique the teacher can see all the students and gives her attention to every student in her class. By applying this technique, no one from the students could hide from the teacher. This setting seat, help her asking some questions to the students directly and knows if the students didn't have good preparation and attention to the teacher.

k) Learning by teaching
From the result of observation, the teacher often uses this procedure; she used 10 times in fourteen-class meetings of her class. Learning by teaching allows pupils and students to prepare and to teach lessons, or parts of lessons so that they understand better the lesson and help their friends to understand too. In this part, she asked one or two students to re-explain the lesson to their friends using their own words. In another change, she also asked her students to have five friends group and study hard about one topic then explain it to the class.

l) Ignoring grammatical errors

From the result of observation, the teacher often uses this procedure; it was 10 times in fourteen-class meetings. Although grammar is very important, but the teacher doesn't need to check the students' grammar since it will make students shy to practice their language because they are afraid of making mistakes. In another times she came to the class with cheat sheet. The cheat sheet contains the errors of using grammar by the students, and then she gave the example for the right one.

m) Authentic material

From the result of observation, the teacher usually uses this technique; it was 7 times in fourteen-class meetings. The point of authentic material is to fulfill some social purpose in the language community. The use of authentic material also provides the students good and proper sample of the use of language. The teacher used movie, song and some texts from native writers. In many times Ashleigh Sayer took the text from internet, so then text in kind of real communication used by native speakers.

n) Media

From the result of observation, the teacher uses this procedure 10 times in fourteen-class meetings. The teacher used hand-out and computer. This two Medias help her very much, because the materials then could be fun and interesting if they were presented trough appropriate media.

After conducting the research and analyzing all the data, the writer would like to conclude all the result of study as follows:

Ashleigh Sayer used communicative language teaching method to teach psycholinguistics to sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010 and applied some techniques in her classroom activities including pair-work, group-work, learning by teaching, writing logs, English communication, informal greeting, etc. which are dialed with the principle of communicative method.

The method and techniques used by Ashleigh Sayer in teaching language acquisition in psycholinguistics class to sixth semester English Department students academic year 2009/2010 are a lots of interesting then the students could love the class and enjoyed learning with her.

The student's response regarding Ashleigh Sayer's method and techniques of teaching language acquisition in psycholinguistics class to sixth semester English Department students in at IAIN Antasari Banjarmasin academic year 2009/2010 is categorized high category.

By applying the communicative method in teaching English, Ashleigh Sayer helps the students to better understand in understanding psycholinguistics which according to the writer is a hard subject to study. Applying communicative method with various of techniques makes the students feel enjoy with the language. It is known that the students like her class during the process of teaching and learning in the class. Through this method the students are also motivated to better communicatively competent in English.

It is very important for teachers today for any subjects to invite students to love something from class. there must be at least one thing from a class that students love, and then it will motivate students to always come to a class and enjoy learning process. A good teacher will serve his or her students by good method, but if the students do not like the method, invite them to love the subject, if not, let them love the teacher.

CONCLUSION AND SUGGESTION

After conducting the research and analyzing all the data, the writer would like to conclude all the result of study as follows:

1. Ashleigh Sayer used communicative language teaching method to teach psycholinguistics to sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010 and applied some techniques in her classroom activities including pair-work, group-work, learning by teaching, writing logs, English communication, informal greeting, etc. which are dialed with the principle of communicative method.
2. The method and techniques used by Ashleigh Sayer in teaching language acquisition in psycholinguistics class to sixth semester English Department students academic year 2009/2010 are a lots of interesting then the students could love the class and enjoyed learning with her.
3. The student's response regarding Ashleigh Sayer's method and techniques of teaching language acquisition in psycholinguistics class to sixth semester English Department students in at IAIN Antasari Banjarmasin academic year 2009/2010 is categorized high category.
4. By applying the communicative method in teaching English, Ashleigh Sayer helps the students to better understand in understanding psycholinguistics which according to the writer is a hard subject to study. Applying communicative method with various of techniques makes the students feel enjoy with the language. It is known that the students like her class during the process of teaching and learning in the class. Through this method the students are also motivated to better communicatively competent in English.
5. It is very important for teachers today for any subjects to invite students to love something from class. There must be at least one thing from a class that students love, and then it will motivate students to always come to a class and enjoy learning process. A good teacher will serve his or her students by good method, but if the students do not like the method, invite them to love the subject, if not, let them love the teacher.

Based on observation, the writer gives some suggestions as follows:

1. The chief of English department Tarbiyah Faculty at IAIN Antasari Banjarmasin had better to invite every year a native English teacher in order to provide students real speaking English teacher to communicate and understand English language culture which is we cannot get from Indonesian teachers.
2. The English teachers should create comfortable situation in teaching and learning process, so the students will be enjoyable in learning English. In addition, the teachers should apply various techniques and many kinds procedure of communicative method, use effectively the teaching media, and

always motivate the students to communicate in target language the students could be better communicatively competence in English.

3. The English teachers shouldn't teach students by just sitting behind the table, but better if the teachers move and get closer to the students and make the students feel enjoy to practice language and also feel like they get special attention from their teachers.

4. For the students, especially the sixth semester English Department students to use the opportunity to learn English from the real native speaking teacher as wise as possible. The students also should practice their English more and more in order to better communicatively competent in English since according to the writer the best way to learn language is by practicing.

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