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## LEARNING MATERIALS FOR POSTMETHOD ERA CLASSROOM

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### Abstract

Postmethod pedagogy has been a current issue in the field of foreign language teaching. It promotes the global needs of language learning as well as the local preserve through the three parameters it offers: particularity, practicality, and possibility. These parameters are internalized through the ten macrostrategies: maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, fostering language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, ensuring social relevance, and raising cultural consciousness. The pedagogy suggests that a teacher should try to contextualize his or her own teaching practices. This article deals portrays the internalization of the three parameters and ten macrostrategies into contextual learning materials.

**Keywords:** postmethod pedagogy, postmethod parameters, postmethod macrostrategies, learning materials

## A. INTRODUCTION

### 1. Language View

In viewing the language, Kumaravadivelu (2006: 3-21) explores the fundamental concepts of language and the pedagogic precepts that could be possibly derived from them. He discusses the concepts of (a) language as system that focuses on the phonological, semantic, and syntactic elements of language; (b) language as discourse, which is relevant mainly to the coherent and cohesive features that unite the disparate systemic elements of language, as well as features of language use in communicative contexts; and (c) language as ideology, which deals mainly with issues of how the social and political forces of power and domination impact on language structures and language use. He argues that the field of applied linguistics has so far invested much of its effort to explore language as system and language as discourse. However, it has virtually ignored language as ideology until very recently. These three concepts will somehow lead to his idea on the three parameters of postmethod pedagogy, which will be discussed further in the next subchapter.

The recent belief of language teaching is postmethod pedagogy which requires the language teachers to rethink their views in the language teaching and education. Kumaravadivelu (2003: 34) states that the postmethod pedagogy helps us to move beyond methods, though the concept of method is critical for language learning and teaching, and teacher education. This pedagogy has the following three parameters: particularity, practicality, and possibility. The three parameters become the principles of postmethod pedagogy which will be further explained in forthcoming section.

### 2. Learning Principles

Kumaravadivelu (2003: 34) affirms that the post-method pedagogy helps teachers to move beyond methods and consider things that are called beyond approaches and method. This pedagogy has three parameters: particularity, practicality, and possibility.

Particularity is the sort of techniques used by teachers depending on the teaching situation, i.e. where, when and to whom they are teaching. The situation is believed to determine the "how" factor in teaching, and the socio-cultural and political issues affecting the teaching process. EFL teachers should therefore have a good understanding of the situation. In the case of Indonesia, teachers should be able to analyze of the situation with layers of contexts, covering the classroom context, school context, the surrounding context, the regional

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context, the provincial context, the national context and the global context. The availability of learning resources and policies related to EFL teaching should be considered in the analysis. Above all these are their students' characteristics, including their language aptitude, attitudes to English, levels of multi-intelligences/abilities, learning styles, personality types, interests, and values, as well as their age. With the notion of particularity, any language pedagogy, to be relevant must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in particular socio-cultural milieu" Kumaravadivelu (2003: 34). In other words, there should be a relationship between the teaching context and the applied methodology. The time has gone when methods and grand theories are regarded to cover everything. Particularity requires teachers to be knowledgeable of language teaching methods and techniques from which they can choose the one(s) suitable for their students in a particular place and time and with which they can comfortably serve their students. In other words, in their own ways, they can benefit from any method/technique for the sake of nothing but their students' learning and their professional development.

The second parameter is practicality. By practicality Kumaravadivelu (2003:35) argues that a method should be applicable in real situations so that it can build the bridge between theories and practice. With this parameter in mind, teachers are expected to derive theories from their practices and then practice what they have theorized. This can be conducted through cycles of action research studies. By trying to derive a theory from their own practice, they can understand and identify the existing problems, and therefore, can opt the best way to teach. Such teachers then have an unexplainable "sense of plausibility", i.e. a sense of what makes a good teaching (Prabhu, in Kumaravadivelu, 2003: 33).

The last parameter, possibility, means that the method should be appropriate socially, culturally, and politically. It seeks to tap the sociopolitical consciousness that participants bring with them to the classroom so that it functions as a catalyst, as well, for a continual quest for identity formation and social transformation. Naturally teachers and students attend the classroom with all their beliefs and thoughts as well as their personalities. Their personalities inside the classroom are then the same as their personalities outside the classroom in their everyday lives. Meanwhile, Giroux (Kumaravadivelu, 2001: 543) maintains that pedagogy of possibility refers to "the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogical setting." Kumaravadivelu (2003: 37), also indicates that in some situations the students' resistance has reframed and reinterpreted the textbooks because of mismatch in the method and the sociopolitical issues. These three dimensions of the post-method pedagogy are interwoven and "each one shapes and is reshaped by the other.

### **3. The Roles of Teachers and Students in the Postmethod Pedagogy**

The main characteristic of postmethod teachers and students (learners) is that both parties should be autonomous, thus the literature on it should provide two interrelated aspects of autonomy: academic autonomy and social autonomy. This idea is supported by Holec (in Kumaravadivelu, 2001: 545) who argues that learning becomes autonomous when learners are responsible for their own learning. Concerning this being autonomous, Kumaravadivelu mentions that with the help of their teachers and their peers, postmethod learners can exploit some opportunities by:

- a. Clarifying their learning strategies and styles by conducting, or having administered, select portions of strategy repository and style surveys, and by composing their own language learning records.
- b. Extending their strategies and styles by including some of those used by successful language learners (For example, if some learners are global in their learning style, they might have to design strategies that are elaborated with the analytic learning style, such as dismantling words and sentences in order to digest meaning.)
- c. Monitoring their ongoing learning outcomes by evaluating language learning development through personal journal writings in addition to attending regular class tests and other standardized tests
- d. Helping with the opportunities for additional language reception or production beyond what they perform in the classroom, for example, through library and laboratory.

In terms of social autonomy, learners can develop it by:

- a. Looking for their teachers' intervention to get proportional feedback on areas of difficulty and to cope with problems. Learners perform this through speaking activities inside and outside the class.
- b. Working together with other learners to gather information on a certain project they are working on. Learners perform this by forming small groups, distributing the responsibilities of reference materials being discussed (e.g., dictionaries and encyclopedias) to pool information, and discussing it with the members of the group.
- c. Maximizing opportunities to communicate with competent speakers of the language. Learners can obtain this by taking part in social and cultural events, and getting involved in conversations with other participants. (Kumaravadivelu, 2001: 547).

The above discussion leads to what Kumaravadivelu (2003: 133) mentions as narrow and broad views of learner autonomy. The former seeks to increase the learner capacity to learn whereas the latter is beyond that; it includes a capacity to liberate. "Learning to learn means learning to use appropriate strategies to realize desired learning objectives." Learning to learn, which is also called academic autonomy, enables learners to be effective learners. Libratory autonomy, on the other hand, empowers them to be critical (Kumaravadivelu, 2006: 176). It helps learners recognize their sociopolitical obstructions that impede them from realizing their full potential as human beings, as well as provide them with the intellectual and cognitive tools which are necessary to deal with the impediments.

In addition to be autonomous teachers, Kumaravadivelu (2005: 178) emphasizes that postmethod pedagogy does not only promote the ability of the teachers to know how to develop a reflective approach to their teaching, but also recognize the teachers' prior knowledge and their potential to know how to teach as well as how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks. It also promotes their ability to analyze and evaluate their own teaching acts, how to initiate change in their classroom, and how to monitor the effects of the changes.

Therefore, postmethod teachers should believe in their background knowledge and their capabilities to develop a reflective teaching. Thus, action research is considered as an important tool in the process reflecting since one of the main aims of AR (Action Research) is to identify a 'problematic' situation or issue that the participants – in this case teachers, students, and administrators – consider worth looking into more deeply and systematically (Burns, 2010: 2). Moreover Burns argues that AR central idea, with its plan, act, observe, and reflect, is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even, better, improvements in practice.

#### **4. Three-Dimensional Framework**

Post method pedagogy is rooted in Stern's theory on the three-dimensional framework. It consists of three dimensions, namely: the intralingual-crosslingual dimension, the analytic-experiential dimension, and the explicit-implicit dimension. The following description of three-dimensional framework is summarized from Kumaravadivelu's work (2006: 187-192).

##### **a. The Intralingual-Crosslingual Dimension**

"Intralingual and intracultural" are technical terms used to point out the techniques within the target language and target culture as the guidance for teaching. Meanwhile the terms "crosslingual and crosscultural" refer to the techniques that utilize features of the learner's first language and native culture. The features are used for comparison purposes.

It is worth noting that this dimension emphasizes the connection between L1 and L2. L1 should be used in L2 classroom for three main reasons. First, learning new language encourages the learners to start with the language they already know. Second, L1 serves as a frame of reference system for L2. Third, since learning in new language and culture demand adjustment, native language and native culture help the learners with the adjustment process.

##### **b. The Analytic-Experiential Dimension**

This dimension mainly deals with "code and communication" or with "form and message" which has been a perennial debate among the theorists so as which one becomes

the focus of instructions. Stern proposes analytic strategy and experiential strategy. The first pertains to formal properties of language such as grammar, vocabulary, notions and functions. The second refers to message-oriented and contextual interaction.

Stern introduces the notion of information-gap activities with “an element unpredictability.” It is argued that one strategy alone, analytic or experiential strategy will not guarantee successful road to proficiency. Thus, both strategies should be combined.

### c. The Explicit-Implicit Dimension

This dimension deals with a key issue of intellectuality versus intuition. Learning an L2 is sometimes seen as intellectual exercise while on the other time as an unconscious intuitive exercise. Stern uses the term *explicit* and *implicit* to refer the two strategies previously mentioned. Accordingly, both explicit and implicit strategies are beneficial. The explicit strategy helps the learners acquire the conceptual knowledge of language consciously. Meanwhile, the implicit strategy helps both teacher and learner realize that a language is just too complex to be described explicitly.

The above three-dimensional framework for language teaching is then integrated into *the language syllabus*, the *communicative activities syllabus*, the *cultural syllabus*, and the *general language education syllabus*. The four types of the syllabus are designed to appropriately fit the objectives of the multidimensional framework for language teaching.

## B. POST-METHOD LEARNING STRATEGIES OF LANGUAGE TEACHING

Kumaravadivelu offers the macrostrategic framework for language teaching (2003: 38), as a plan or a broad guideline based on teachers’ ability in generating their operational in the classroom through microstrategies. They are namely:

### 1. Maximize learning opportunities

It is a process of creating and utilizing learning opportunities. Teachers play as creators of learning opportunities for their learners, as well as utilizes of learning opportunities created by learners (Kumaravadivelu, 2006: 201). The former requires teachers to balance their roles as planners and mediators. Whereas the later should change the teachers’ point of view that teachers are no longer seen merely as teachers and learners as learners, rather, they are both the managers of learning. Therefore, teachers should be willing to modify their lesson plans continuously based on the ongoing feedback from the learners. Thus the syllabus prepared should be treated as pre-syllabus that is able to be reconstructed to meet specific learning needs, wants, and situations (Kumaravadivelu, 2006: 202).

Creativity and the use of various teaching methods in the ESL classroom are therefore significant in maximizing learning opportunities for students. The study, by Motlhaka (2015: 517), found that the learning opportunities in the classroom can be designed by teachers as well as students through flexible syllabus rather than depending on a static syllabus or a prescribed textbook. This offers the students active involvement in the shared tasks of developing a syllabus through the process of negotiating with the teacher.

### 2. Facilitate negotiated interaction

It refers to meaningful learner-learner and learner-teacher interaction, where learners have freedom to actively initiate and navigate talk, not just react and respond to it. The learning materials are realized by creating activities through free techniques so that students interact with one another freely with some freedom to take initiatives, encouraging students to talk or write about what is in their minds (thoughts, opinions, ideas, ideals, information) and what is in their hearts (various kinds of feelings), and asking students to make a diary or leaning journal. Furthermore Kumaravadivelu (2006: 202) argues that “...during these interactional activities, teachers should facilitate the learner’s understanding and use of language as system, language as discourse, and language as ideology”.

### 3. Minimize perceptual mismatches

It stresses the appreciation of the potential and mismatches between the teachers’ and learners’ perceptions, intentions, and interpretations (Kumaravadivelu, 2003: 39). The learning materials are dialogues or surveys are used to explore possible mismatches between the

teacher and students. Being open is an obligation for the teachers and the learners will help minimize the mismatch.

Kumaravadivelu (2006: 203-204) proposes ten potential sources of perceptual mismatch that teachers should be aware:

- a. *Cognitive*: a source that refers to the knowledge of the world and mental processes through which learners obtain conceptual understanding of physical and natural phenomena;
- b. *Communicative*: a source that refers to skills through which learners exchange messages, including the use of communication strategies;
- c. *Linguistic*: a source that refers to linguistic repertoire—syntactic, semantic, and pragmatic knowledge of the target language—that is minimally required to participate in classroom activities;
- d. *Pedagogic*: a source that refers to teacher/learner recognition of stated or unstated, short-and/or long-term objective(s) of classroom activities;
- e. *Strategic*: a source that refers to learning strategies, that is, operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information;
- f. *Cultural*: a source that refers to prior knowledge of the target cultural norms minimally required for the learner to understand classroom activities;
- g. *Evaluative*: a source that refers to articulated or unarticulated types and modes of ongoing self-evaluation measures used by learners to monitor their classroom performance;
- h. *Procedural*: a source that refers to stated or unstated paths chosen by the learner to achieve an immediate goal. Procedural source pertains to locally specified, currently identified bottom-up tactics, which seek a quick resolution to a specific problem on hand, whereas strategic source, mentioned earlier, pertains to broad-based, higher-level, top-down strategy, which seeks an overall solution to a general language-learning situation;
- i. *Instructional*: a source that refers to instructional directions given by the teacher and/or indicated by the textbook writer to help learners achieve their goal(s); and
- j. *Attitudinal*: a source that refers to participants' attitude toward the nature of L2 learning and teaching, the nature of classroom culture, and the nature of participant role relationships

When teachers are aware of these mismatches, it is expected that they can effectively interfere the students whenever learners are indicated to deal with such problems in carrying out a specific classroom activity.

#### 4. Activate intuitive heuristics

It highlights the importance of providing rich textual data so that learners can infer and internalize underlying rules governing grammatical usage and communicative use. The learning materials are providing students with as many materials containing different texts about different topics, and giving some questions or clues for the underlying rules of form and functions.

The above suggestion is due to the doubts raised whether a second/foreign language (L2) system can be carefully analyzed and clearly explained to learners with the view of assisting grammar construction. Moreover Kumaravadivelu (2006: 204-205) states:

The feasibility as well as the desirability of such an exercise has been repeatedly questioned. Such a concern echoes the Chomskyan premise that one cannot learn the entire gamut of the grammatical structure of a language through explanation and instruction beyond the rudimentary level, for the simple reason that no one has enough explicit knowledge about the structure to provide adequate explanation and instruction.

#### 5. Foster language awareness

It refers to any attempt to draw learners' attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning. Learners need to develop critical language awareness in order that they can recognize ideological practices that mislead the use of language so that they can maintain a social and political power structure.

#### 6. Contextualize linguistic input

It highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extra situational contexts. The learning materials are distributed by always use texts as input for helping students learn linguistic and discourse features.

### **7. Integrate language skills**

It refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing. The learning materials are provided by encouraging teachers to integrate the language skills in classroom learning, e.g. listening with speaking and probably writing, reading with writing and speaking.

### **8. Promote learner autonomy**

It involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning. The learning materials are given by training the students in using learning strategies, helping them in planning their learning, and encouraging them to set a target.

An autonomous learning environment could raise students' awareness of how to identify goals, specify objectives, identify resources and strategies needed to achieve the goals and measure their learning progress. According to Motlhaka (2015: 521), this could be achieved if an ESL (EFL, for the case of Indonesia) course provides students with preparation, practice, and feedback in which students would participate in the future. Moreover Motlhaka states that the potential for student autonomy increases students' learning awareness grows. Therefore, he argues, "activities which prompt students to reflect on their learning aim to enhance students' insight into their learning processes. ESL students are becoming the source of information for class activities and the focus of curriculum design when lecturers show a strong positive attitude toward strategy instruction and provide rationale for strategy use. Lecturers should emphasize the goal of strategy instruction and work on students' learning strengths to sustain their current repertoires of learning strategies."

### **9. Ensure social relevance**

It refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place. The learning materials are presented by encouraging the students to explore possibilities of learning many different cultures of other countries in the internet.

### **10. Raise cultural consciousness**

It emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge. The learning materials can be delivered by asking the students to find English expressions of which the message is culturally inappropriate for Indonesian culture. Individual student, who has been shaped socially and culturally in his/her status and experience, will be engaged more in the learning process if his/her culture is acknowledged

## **C. LEARNING MATERIALS FOR POST-METHOD ERA CLASSROOM**

Kumaravadivelu (2012: 24-25) offers applying ideas in making learning materials for the postmethod era classroom. First, the learning materials may have been provided from the Internet as the resources to increase the learner's English proficiency. The second, the learning materials should be produced in culturally-sensitive and contextually-relevant form, so that they can be used, revised, and circulated digitally for other classroom and get feedback from other teachers and learners. The third, in case that the learners are young adults who are well-versed in using the Internet and social networks, the learning materials should be completed with the instructions of how the teachers and learners might be involved in selecting raw materials that appeal to them.

### **a. The procedure of post-method teaching materials**

With regard to classroom activities, particularly to teachers' role and learners' role, post-method classroom, therefore, proposes a modular model consisting of all the macrostrategies proposed by Kumaravadivelu. Since it is only a proposal, the teacher could arrange the instructional syntax based on the post method parameters of pedagogy; parameters of particularity, parameters of practicality, and parameters of possibility.

Based on the macrostrategies above, English instructional syntax can be arranged to be applied at classroom. Since it is only an offer, the teacher could arrange the instructional syntax

based on the postmethod parameters of pedagogy; parameters of particularity, parameters of practicality, and parameters of possibility.

I	Input (consider social relevance).		Minimize perceptual mismatch.
II	Promote language awareness and cultural consciousness.		
III	Maximize learning opportunity. Facilitate negotiated interaction.	Integrate language skills.	
IV	Activate intuitive heuristic. Promote learner autonomy.		

The syntax of learning material of post-method approach is promoted in four phases. The first phase, the English teacher should be able to identify the context of the class where he or she teaches. There are some considerations that should be noted to prepare the students willingness, the facilities and the learners' prior ability, etc. In the second phase, the English teacher should promote the language awareness and cultural consciousness to invite the learners' enthusiasm on the material. The cultural consciousness on the learners' target language is an activity to make the learners aware of the importance of culture in learning a language.

The phase three, the teacher's task is to maximize learning opportunity and facilitate negotiated interaction by integrating the four language skills (listening, speaking, reading, and writing). The teacher should not separate the language skills in delivering the material that will cause the language learning only focusing on one skill.

Phase four, the teacher should activate intuitive heuristic, or not by giving the material and promote learner autonomy, since learning a language is autonomous. The teacher should give a lot of examples so that the learners could draw a conclusion about the principle of the text. Since too many explanations from the teacher will not help, the learners should be autonomous in learning the language and finding the principles of the text.

Phase one to four should be conducted by the teacher by minimizing the learners' misunderstanding about the learning material. Basically, the communication is an effort to minimize the ambiguity. Therefore, in every phase of the language instruction should be directed to the understanding of instructional materials well and correctly. In result, the learners could apply the language well and correctly. More operationally, the phases above are classified in detail into (1) modeling of texts, (2) language and culture focus, (3) production of four skills (guided, semi guided, free production), and (4) enrichment (by linking to real world texts and autonomous learning). The first step, modeling of texts, the learners are invited to understand the language structure and linguistic feature of a model text and compare it to other texts. The teacher could conduct the activity by giving clear instructions about what they should do on the selected text. In result, the learners will understand more about the language structure and linguistic features they learned Feez and Joyce (1998: 29).

In the second step, language and culture focus, the learners are given exercises about the linguistics of a text, including its meaning. The exercises are intended to give more understanding to the learners about the forms of linguistics used to build the text and its meaning. In the third step, production of four skills, the learners are asked to produce language through the four skills, listening, speaking, reading and writing. Listening and reading are performed to give input for the learners before they produce text in oral or speaking and writing, gradually, starting from guided, semi guided to free production text.

On the step four, enrichment, the learners seek for the relationship between what they have learnt with the other text which have the same context, and the upcoming or previous instructional cycle. The other activities could be comparing the use of selected types of texts on the same field, conducting role playing of the other text on the same field, comparing the models of oral and writing text, and seek for the linguistics main features on the selected text and apply on the other text.

Kumaravadivelu (2003: 40) emphasizes that "a practicing teacher needs a framework that can develop his/her knowledge, skill, attitude, and autonomy necessary to devise for himself/herself a systematic, coherent, and relevant personal theory of practice". Due to the importance of these principles, the followings are the examples of the microstrategy of each macrostrategy.

**1) Maximize learning opportunity**

This macrostrategy emphasizes the teacher gives a chance to the learners to find the answers. In order to best maximize classroom teaching-learning and foster ESL students' learning, teachers should realize how learning strategies deal with their ESL learners. When the student is motivated, he or she will choose the right strategies he or she needs to improve his or her learning. However it depends on the language learning context of particular ESL class. When the students learn a second language under an instrumental setting, the teaching learning can be connected with the school community or the local and global community. Those activities are some ways of creating learning opportunities. The teacher should monitors how the lesson is unfolding and makes some changes. Below is an example task to implement this macrostrategy.

**Vocabulary Task:**

Before reading the text, discuss the words below with your neighbor. As you discuss, notice how these words are used.

1.	Javanese	Japanese
2.	Present (v)	Present (n,adj)
3.	Over (prep)	Offer (n,v)
4.	Believe	Belief

**2) Minimize perceptual mismatches**

The aim of this macrostrategy is converging the learners and teacher's ideas so that it reduces misconceptions among them. Sometimes students can learn items that are different from what teacher has planned or has emphasized. Therefore, the teacher should converge the teacher and students' perceptions, in spite of generalizing the students' ability. The following example will describe the procedure of the task in minimizing related challenges to learner perception non-correspondences:

**While-reading Task:**

Match the words with the following pictures which reflect their meaning. There is one extra word. Use the text to infer the meanings of the words.



- a. gunung
- b. palace
- c. royal guard
- d. Grand Mosque
- e. farmer



### 3) Facilitate negotiated interaction

The main idea of this macrostrategy is giving the students the opportunity to initiate conversations as well as reacting and responding.

#### Speaking Task:

The teacher tells the students about a popular traditional annual festival of Bau Nyale in Lombok. After telling the story and modeling of the way of describing it, the teacher arises the students' curiosity.

**T :** (googling brief description of Bau Nyale). Let us try to find out another traditional annual festival in Yogyakarta.

**Ss:** ..... (students answer the questions)

**T:** ..... (provide more prompts to facilitate negotiated interactions)

### 4) Promote learner autonomy

This macrostrategy suggests that teacher should help students to learn how to learn.

#### Writing Task:

Teacher asks the students to write about certain traditional annual festivals in the Western countries. Teacher provides the students with KWL chart so as to guide their autonomous learning (semi-guided).

KWL		
What I Know	What I Want to Know	What I Learned
Choose one of the followings: <input type="checkbox"/> Thanksgiving <input type="checkbox"/> Matador <input type="checkbox"/> ..... <input type="checkbox"/> ..... <input type="checkbox"/> .....		

### 5) Foster language awareness

This macrostrategy deals with the explanation of the formal aspect of the target language such as imperatives, idioms, adjectives, and the like.

#### While-reading:

##### Idioms of "along the way"

**T:** What does the writer mean by saying "along the way" in the text? Why does the writer

**Ss:** ..... (expected answers: Is "along the way" adjective, preposition, or what?)

##### Adjectives of "Grebeg Mulud"

What do you think about "Grebeg Mulud?" Circle the adjective that describe the "Grebeg Mulud"

## 6) Activate intuitive heuristic

This macrostrategy is aimed at helping the students infer and internalize certain grammatical usage and communicative use.

### Grammatical usage Task

Teacher has the students discuss the grammatical rules underlying the following sentences and how those sentences might be used for communicative use.

- a. Sekaten is called Grebeg Muludan
- b. The offerings are presented by the palace.
- c. The offerings are guarded by 10 units of brigade
- d. The Gunungan will be fought over by the people
- e. The Gunungan will be ripped apart by the crowd

Boring	exciting	amusing	sparkling	inviting
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## 7) Contextualize linguistic input

This macrostrategy demands the teacher integrate syntactic, semantic, pragmatic and discourse aspects of language.

### Grebeg Muludan

One of the main events of Sekaten is called Grebeg Muludan. Garebeg is the peak celebration of Sekaten, during which the palace distributes gunungan. Gunungan is **Javanese** word which means a mountain. In this context, gunungan is a model of mountain made of sticky rice, sweets, various foods, crackers, fruits and vegetables. Those cone-shaped **offerings** are **presented** by the palace to the public. The offerings are carried in processions from Kemandungan through Sitinggil and Pagelaran hall and finally ended in Grand Mosque. Along the way, the offerings are guarded by 10 units of bregodo (brigade) of Kraton's royal guards. After being blessed, the Gunungan will be fought **over** and ripped apart by the people that already waiting in the square. The public **believe** that the parts they get from the Gunungan is sacred, potent and could bring good luck, prosperity and wealth upon their households. They will keep the parts in the house for luck, or bury them in the rice fields. The farmers believe those objects will grant their fields fertility and protection from locust, plagues, and any misfortune that might befall them.

Adapted from Wikipedia <https://en.wikipedia.org/wiki/Sekaten> (13-01-2016)

### Comprehension Questions:

1. Who fight over the Gunungan?
2. What is Gunungan?
3. Why do people keep the parts of Gunungan?
4. Where do they carry the Gunungan?
5. When is the Gunungan distributed?

### 8) Integrate language skills

The main point of this macrostrategy is integrating two or more macro-skills of language such as writing and speaking, or reading and speaking, or all of them in one lesson plan unit or task.

#### **While-reading activity**

Teacher has the students read the text of “GrebegMuludan”

#### **Speaking Task**

Teacher provides some keywords and asks the students as the basis for retelling the story in pairs using their own words. During the task students are not allowed to read the original text.

#### **Writing Task**

After finishing their compositions, the students are asked to review others' works in small group to build a narration about “GrebegMulud”

### 9) Ensure social relevance

This macrostrategy deals with the teacher's effort to develop learners' sensitivity towards the social, political, economic and educational environment of where the target language learning takes place.

#### **Pre-reading: Brainstorming**

**T** : (teacher sticks some pictures related to Sekaten event) Look at the pictures on the board. What do you know about Sekaten annual festival of Yogyakarta.

- As students tell their ideas one by one, the teacher writes them on the board around the pictures as below.



**10) Raise cultural consciousness**

This macrostrategy is aimed at creating awareness and empathy towards others culture. Thus, teacher should provide the students with the opportunity to make comparison between their cultures the target culture.

**Post-reading: Discussion Question**

Human beings basically like celebrating an event periodically. For example, Sekaten in Yogyakarta, like we have discussed previously. Now, could you find another annual traditional festival in Western culture and compare it to Sekaten. Find out in what ways they are similar and different.

**11) Examples of Learning Materials for Post Method Era Classroom**

Based on the syntax of postmethod era classroom procedures, the following are the examples of the tasks in detail:

**a. Modeling text**



**Grebeg Muludan**

The main event of Sekaten is called the Grebeg Muludan that held in 12th day (exactly during the birthday of Prophet Muhammad) starting in 8:00 am. The main Gunungan (Javanese: mountain), a model of mountain made of sticky rice, sweets, various foods, crackers, fruits and vegetables, were guarded by 10 units of bregodo (brigade) of Kraton's royal guards: Wirobrojo, Daeng, Patangpuluh, Jogokaryo, Prawirotomo, Nyutro, Ketanggung, Mantrijero, Surokarso, and Bugis. The Gunungan will be carried in processions from Kemandungan through Sitinggil and Pagelaran hall and finally ended in Grand Mosque. After the prayer, the Gunungan that symbolize the wealth and prosperity of Mataram Sultanate will be picked, fought over and ripped apart by the people that already waiting in the square, as they believed this objects is sacred, potent and could bring good luck, prosperity and wealth upon their households. Usually these parts of Gunungan will be kept in the house for luck, or buried in the rice fields as the traditional Javanese farmers believed that these objects will grant their fields fertility and protection from locust, plagues, and any misfortunes that might befall them.

Original text taken from: <https://en.wikipedia.org/wiki/Sekaten>  
(13-01-2016)

## b. Language and culture focus

## 1) Language Focus

Collective nouns

**people / police / cattle**

These collective nouns always take a plural verb. There is no singular form of these nouns:

People who have invested all their savings in shares are sure to lose out.

Police in this area are currently investigating 74 allegations of date rape.

All the cattle were moved to the fields lower down the valley as winter approached.

**the rich / the poor / the homeless**

Note that when adjectives are used as collective nouns they always accompanied by a plural verb form:

The rich tend to reside in the outer suburbs whilst the poor are confined to the inner city areas in this country.

The homeless are well looked after at Christmas in Britain when they are offered shelter, food and hot showers.

Source:

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv358.shtml>  
(13012016)

## 2) Culture Focus

**Task 1**

In small groups of 3-4 persons, brainstorm on the following terms:

1. *Grebeg*
2. *Sekaten*
3. *Muludan*
4. *Sultan*
5. *Gunungan*
6. *Ngalapberkah*

## c. Production of four skills (guided, semi guided, and free production)

**Task 2**

Read the text carefully.

**Grebeg Muludan**

One of the main events of Sekaten is called Grebeg Muludan. Garebeg is the peak celebration of Sekaten, during which the palace distributes gunungan. Gunungan is **Javanese** word which means a mountain. In this context, gunungan is a model of mountain made of sticky rice, sweets, various foods, crackers, fruits and vegetables. Those cone-shaped **offerings** are **presented** by the palace to the public. The offerings are carried in processions from Kemandungan through Sithinggil and Pagelaran hall and finally ended in Grand Mosque. Along the way, the offerings are guarded by 10 units of bregodo (brigade) of Kraton's royal guards. After being blessed, the Gunungan will be fought **over** and ripped apart by the people that already waiting in the square. The public **believe** that the parts they get from the Gunungan is sacred, potent and could bring good luck, prosperity and wealth upon their households. They will keep the parts in the house for luck, or bury them in the rice fields. The farmers believe those objects will grant their fields fertility and protection from locust, plagues, and any misfortune that might befall them.

Adapted from Wikipedia <https://en.wikipedia.org/wiki/Sekaten> (13-01-2016)

**Task 3**

Exploring words (Reading)

Read the words below and find the meaning in the text. Pay attention to the bold words in the text.

No.	words	Meaning
1		Royal
2		Offered
3		Highest
4		Richness
5		Eventually

**Task 4**

Cue cards (Speaking)

Find a classmate and ask him or her questions listed on your cue cards.

HAVE YOU EVER VISITED SEKATEN?	HOW DID YOU LIKE SEKATEN?	WHAT DID YOU DO AT SEKATEN?
WHOM DID YOU GO WITH TO SEKATEN?	WHAT DID YOU SEE AT SEKATEN?	WHAT DID YOU BUY AT SEKATEN?

**Task 5**

Listening

Listen to the conversation below.

Yono : How much is this small gamelan, mam?  
 Seller : It's forty thousand rupiahs  
 Yono : Oh, the price seems to be quite high. is it fixed?  
 Seller : Since you're the first buyer, I'll give you some discount.  
 Yono : That's very kind of you, mam? Thank you very much

**Task 6**

Writing

Write a letter to a friend abroad telling him or her about your experience visiting Sekaten. Tell him or her, the thing(s) that you have ever bought there. Don't forget to invite him to visit Sekaten.

**d. Enrichment**

The students are asked to read online to find information about traditional annual festivals in another country. Compose a paragraph telling about them using your own words.

#### D. CONCLUSION

The learning materials for postmethod pedagogy are devised in line with the ten macrostrategies proposed by Kumaravadivelu. As those macrostrategies deal with broad principles, a postmethod teacher has to find out suitable ways of connecting them with the aspects of practicality, possibility and particularity. The learning materials should be viewed as a transformation from a set of macrostrategies into microstrategies. In order to have successful implementation of the learning materials, the teacher and the students have to apply the role of postmethod teachers and learners.

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