Dasar Filosofis:
Pengajaran Bahasa Asing (L2) terkait dengan masalah **standards**, yaitu foreign language standards, world language standards atau apa yang secara spesifik mereka namakan language other than English (LOTE) standards. (what every student should know and be able to do in core academic content areas).

Dalam wujudnya yang falsafi Standards for Foreign Language Learning berupa 5 C's:
1) Communication
Komunikasi adalah jantung dari pembelajaran bahasa kedua baik komunikasi itu terjadi secara berhadapan, tulisan maupun melintasi abad-abad melalui membaca kesastraan.
2) Cultures
Melalui pembelajaran bahasa asing, siswa memperoleh pengetahuan dan pemahaman tentang budaya yang menggunakan bahasa tersebut sehingga siswa tidak akan menguasai bahasa itu dengan baik sampai mereka menguasai konteks budaya tempat bahasa itu berlangsung.
3) Connections
Pembelajaran bahasa asing Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.
4) Comparisons
Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
5) Communities
Together, these elements enable the student of languages to participate in multi-lingual communities at home and around he world in a variety of contexts and in culturally appropriate ways.

Beranikah kita bertema: **Building Our Strength through Languages: A National Priority** seperti dilakukan American Council on Teaching of Foreign Language (ACTFL) yang pada Annual Meeting ke-37 (November 21-23, 2003)

Bahasa Asing: Arab, Jepang, Jerman dan Prancis termasuk bahasa-bahasa asing yang dipelajari dan diajarkan secara internasional dengan ditandai adanya **ACTFL di Amerika dan ECML di Eropa** yang menyediakan berbagai rujukan dan pengalaman para pengajar bahasa asing yang telah lama berakumulasi dalam banyak situs internet yang dapat diperoleh dengan gratis dan kadang harus membayar.

Kurikulum Berbasis Kompetensi (KBK) 2002:
Dasar pemikiran untuk menggunakan konsep kompetensi: 1) berkenaan dengan kemampuan siswa melakukan sesuatu; 2) menjelaskan pengalaman belajar; 3) merupakan hasil belajar; 4) didefinisikan secara jelas dan luas dalam suatu standar yang dapat diukur.

Konsep standards berdekatan dengan konsep kompetensi yaitu sama-sama apa yang harus diketahui siswa dan dapat dilakukannya. Sedangkan yang berkenaan dengan praktik pengajaran bahasa asing belum atau tidak sama.

Kurikulum Hasil Belajar Bahasa Asing non-Inggris hingga hari ini belum dipublish seperti halnya KHB mata pelajaran lain, meski KBK sudah dirintis sejak tahun 2000.

Pada rumpun pengajaran Bahasa Inggris terkandung 10 poin yang bersifat tujuan, yang jika kita terapkan dalam pengajaran Bahasa Asing non-Inggris terasa terlalu tinggi dan sulit. Tujuan pembelajaran Bahasa Inggris untuk SLTP pun masih terlalu tinggi bagi tujuan pembelajaran Bahasa Asing non-Inggris di SMU.

Pembelajaran Bahasa Arab di SMU mentargetkan hanya 1000 kosakata (termasuk per-ubahan bentuknya) dan bersifat pemulaan dan pengenalan (novice) sehingga mungkin lebih cocok bagi rekan-rekannya karena kesepadanannya daripada harus mengikuti pembelajaran anutannya yang sudah hebat.

Siswa SLTP dan SMU sudah mencapai usia 12 tahun yakni apa yang disebut oleh Piaget sebagai formal operational stage, fase terakhir perkembangan kognisi manusia, yang pada saat itu **developed abstract thinking** sudah dicapai sehingga tidak ada perbedaan yang signifikan antara metode pengajaran di SLTP dan SMU karena semua siswa sudah dalam kondisi psikologi yang matang.

Metode Pengajaran

Mackey menyebutkan type of methods sebagai berikut:
 (1) the Direct Method, (2) the Natural Method, (3) the Psychological Method, (4) the Phonetic Method, (5) the Reading Method, (6) the Grammar Method, (7) the Translation Method, (8) the Grammar-Translation Method, (9) the Eclectic Method, (10) the Unit Method, (11) the Language-Control Method, (12) the Mimicry-Memorization Method, (13) the Practice-Theory Method, (14) the Cognate Method, (15) the Dual-Language Method.

Richard dan Rodgers (1986): 1) The Oral Approach and Situational Language Teaching; 2) The Audiolingual Method; 3) Communicative Language Teaching; 4) Total Physical Response; 5) The Silent Way; 6) Community Language Learning; 6) The Natural Approach; dan 7) Suggestopedia.

(http://www.aber.ac.uk/education): 1) Grammar (Indirect) Method; 2) Direct Method; 3) Oral Method; 4) Natural Method; 5) Bilingual Method; 6) Language Control Method; 6) Phonetic Method; 7) Audio-Lingual method; 8) Audio-Visual method; 9) Eclectic (Modified) Method; dan 10) Communicative Method.

Savignon (1983): Communicative Competence dalam pengajaran bahasa; Brown (1994): prinsip-prinsip belajar-mengajar bahasa termasuk di dalamnya Communicative Competence; Millrood (2001): berbagai aspek metodologi pengajaran bahasa dan penekanan pada Communicative Language Teaching; Nina Liszt: Vocationally-Oriented Language Learning (VOLL) dan Post-Communicative Foreign Language Leraning ditandai dengan prinsip-prinsip: holistic; learner-centred; content-based; action-oriented; project-based; collaborative; intercultural; dan reflective.

Metode apapun yang kita pelajari dan kita coba untuk menerapkannya dalam proses belajar-mengajar di kelas, tidak boleh menyimpang dari ketentuan dan rambu-rambu yang telah digariskan dalam kurikulum dalam hal ini KBK baik standar nasionalnya maupun standar lokalnya.

Dalam pembelajaran Bahasa Asing, kita harus merujuk kepada anutan yaitu Bahasa Inggris.

KBK 2004 menyatakan bahwa pendekatan yang diterapkan dalam pembelajaran bahasa adalah pendekatan kebermaknaan beserta unsur-unsurnya (poin 1a-g), dan penerapan konsep tersebut (poin 2a-d3) dapat disimpulkan bahwa pembelajaran bahasa asing yang diminta adalah Communicative Language Teaching atau Communicative Language Learning.
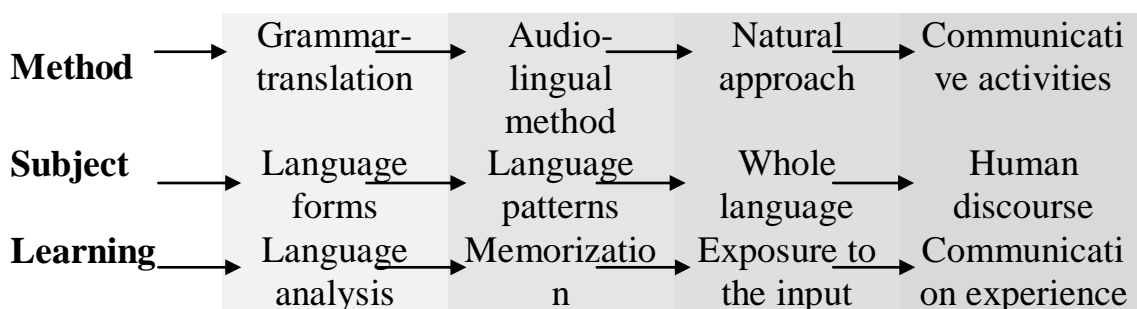
> Teachers in communicative classrooms will find themselves talking less and listening more – becoming active facilitators of their students' learning.. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

KBK Bahasa Arab pun dalam hal prinsip pembelajaran mengikuti sang anutan, Bahasa Inggris, meski dengan susunan kata dan gaya yang agak berbeda.

Bagaimana Pengajaran Bahasa Asing yang Komunikatif?

Millrood (2001):

Communicative teaching is a way of teaching a language through communication. The way towards communicative teaching method can be traced in the chart below:

Method →	Grammar-translation →	Audio-lingual method →	Natural approach →	Communicative activities
Subject →	Language forms →	Language patterns →	Whole language →	Human discourse
Learning →	Language analysis →	Memorization →	Exposure to the input →	Communication experience

Communicative approach is used differently in **different teaching cultures.** "Teaching culture" is the collective teaching experience, beliefs and practices, which are typical of a certain community or society. Communicative approach is not universally relevant for different teaching cultures. The learners can question the effectiveness of the lesson during which they practice communication but do not learn anything concrete. "What have we learned during this lesson of incessant talk?", is a typical question asked by the learners in Asian communities.

In **Japan** languages are taught in the typically teacher-fronted and teacher-centered classrooms. A typical lesson consists of the teacher's checking the learner's sentence by sentence translations of a text. **Chinese students** can be unwilling to ask questions during a communicative lesson because students do not want to interrupt other students or the teacher, it is better to ask after the lesson etc.

Communicative competence breaks down into the two major components of the knowledge: **knowledge of the language** and **knowledge of how to achieve the goal of communication**

Communicative competence

Knowledge of the language   **Knowledge of how to use the language**
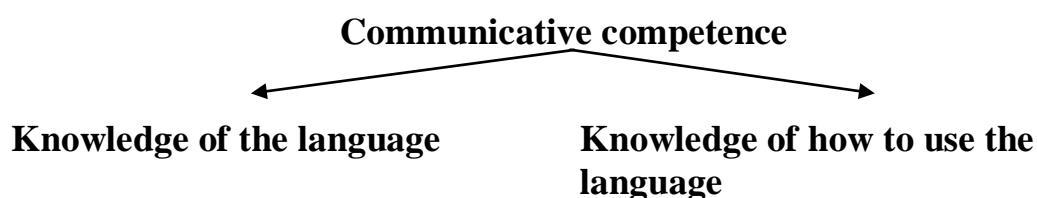
Competence is not the same as ability. In order to be able to communicate, people need **psycho-physiological mechanisms,** i.e. communicative skills.

Successful strategies are known as the **"four maxims"** of good communication. These maxims include **quality** (say only what is supported

by evidence), **quantity** (say no more and no less than you think is needed), **relevance** (say what is relevant to the point of communication) and **manner** (present your ideas clearly and unambiguously) The four maxims of successful communication can be used in teaching how to communicate effectively.

Communication strategies can be **goal-oriented** (having a particular goal in mind), **partner-oriented** (with the partner and his comprehension in mind, using negotiation of meaning, persuasion, self-correction, repetition, circumlocution etc) and **circumstances-oriented** (behaving according to the situation).

In choosing a strategy the participants in communication can prefer either an **achievement strategy** (guessing, paraphrasing but achieving the goal) or a **reduction strategy** (co-operation, avoidance and sometimes giving up one's goal partially or completely).

An integral part of communicative competence (the knowledge of how to communicate with people) is the **non-verbal communication.** It includes **proxemics** (physical distance and life space in the process of communication), **kinesics** (body language, gestures and postures), **facial expression** (smiles, eye-contact), **haptics** (the use of touch in communication), **clothing and physical appearance** in the process of communication (the concept of decency in clothing and physical appearance), **oleactics** (communication via smell), **paralanguage** (“um-m”, “uh-huh” etc).

Many non-verbal expressions vary from culture to culture, and it is often the cause of cultural misinterpretation. E.g. a physical distance can be too close or somebody's private space can be trespassed. Gestures and postures can be inappropriate, there can be a lack of smile and eye-contact. Touching somebody's body during conversation can be taken as offensive. The dressing habit can be alien. Some smells (e.g. sweat or breath) can be found intolerable. Vocal confirmation of following the conversations (Aha! Etc.) can also be inappropriate. In some cultures humble bows are part of etiquette while others support a proud upright posture. (hal. 15).
………….. etc.