

Teaching Methods used by Professional EFL Teachers of High School Level in Makassar

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Abstract – *The objective of the research is to describe the teachers' concept of good teaching methods, kinds of teaching methods used by professional EFL teachers, and the reasons of the professional EFL teachers used the methods. The data sources for the research are three professional EFL teachers from three high school level in Makassar. This research employed qualitative approach with a grounded theory method for the research. The researchers act as the main instrument, using field notes, audio and video recorders. In the data collection, the researchers conducted interview and direct classroom observation. In analyzing the data, the researchers employed coding method that comprised three steps, open coding, axial coding, and selective coding. The result of the research shows that the three subjects have different statements about teaching methods, but their concept is basically in line with the theories about teaching method proposed by the experts. They stated that the teaching method is a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. During their teaching the teachers used PPP (presentation, practice and production) method, communicative approach, discussion method, task-based learning, audio lingual method, and ESA (engage, study, and activate) method. The three research subjects suggest similar points considered by teachers in choosing a teaching method to be applied in the classroom. To choose a method the most important things to consider are the material and the students learning style.*

Key words: *Teaching Methods, Professional EFL teachers*

I. INTRODUCTION

In the learning process, the method has a very significant position to achieve the learning goal because the method is the way teachers deliver lessons to students in the classroom. Good methods will facilitate the students to understand the lesson given by the teacher. The method is applicable by a teacher to achieve the educational goals that have been set. Without a method, a subject matter will not proceed efficiently and effectively in learning activities to achieve educational goals.

Teaching is an essential effort of teachers in creating learning situations. The method used by the teacher is expected to grow a variety of learning activities for students in relation to the teaching activities of teachers. In other words, the learning process is a process of educational interaction between a teacher and students, in which the teacher creates learning atmosphere and students respect to the teacher's effort. Therefore, good teaching method is a method that can foster learning activities for students and teachers in an effort to choose a method that is both an effort to enhance the quality of teaching or education which it is responsible.

Yuwono (2010) states that English teacher professionalism in Indonesia is unique, is often different from what is constructed by common literature on teacher professionalism, and could be elaborated in terms of five areas. Those areas are motives for entering the profession, teaching rewards, the wider society's views about teaching profession, English teachers' career progression, and teachers' perceptions on the meaning of professional EFL teachers.

In other countries Kasi (2010) found that collaborative action research is an alternative model for EFL teacher professional development in Pakistan. In Japan Nagatomo (2011) found that teachers' professional identity has come to be seen as one of the most critical components in shaping classroom practices. That is why the researchers are interested to conduct this research. Through this study, we

expect to find something new especially in EFL teacher professional development.

The Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, chapter 1 point 1 explains that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in education. It is further described in point 12 that the teacher's certificate is a formal proof of recognition given to teachers and lecturers as professionals.

Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization (Harmer, 2001). When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. The more all-embracing they become, however, the more difficult it is to categorize them as real methods in their own right.

This research explains about the teachers' concept of teaching methods, the teaching methods used by the professional EFL teachers, and the reason of using the methods at the level of senior high school. The result of this research will also be useful as an evaluation of the teacher certification conducted by the government especially the government of Makassar, whether the program is run in accordance with the wishes of the regional and central government.

The researchers also expect that the results of this research be a reference for other researchers to conduct related researches in other places and could be Makassar become a pilot area on the certification process especially on the use of teaching methods used by professional EFL teachers at senior high schools.

Yuwono and Harbon (2010) stated that English teacher professionalism in Indonesia is unique. It is often different from what is constructed by common literature on teacher professionalism, and could be elaborated in terms of five

areas. Those areas are: (1) motives for entering the profession, (2) teaching rewards, (3) the wider society's views about teaching profession, (4) English teachers' career progression, and (5) teachers' perceptions on the meaning of professional EFL teachers.

Yeh (2005) in her research found this teacher study group effectively tore down the walls of isolation by supporting each other in the process of teacher professional development and providing each other with constructive suggestions concerning future teachers' inevitable confusion, frustration, and struggles in the TESOL profession.

Fogal (2010) in his research said that methodologies reserved traditionally for native speakers, that is, teacher-centered lectures, can transfer over into EFL studies. A teacher-centered methodology coupled with an integrated approach to literary analysis that incorporates meta-cognitive awareness has the overwhelming support of learners at this level.

Maeda and Kawamura (2009) said that the Cambodian teachers' preferred PD areas are: teaching skills & methods, understanding students, and attending conferences, seminars & workshops. Although more than half of the Japanese and Korean teachers were interested in Language Improvement, only a small portion of the Cambodian teachers showed interest in this area.

Senior (2010) concludes that the notion of class-centered teaching may be a useful means of encouraging locally-trained language teachers in the Asian region to reflect upon their current teaching and class management practices and to modify them in ways that are congruent with their personal belief systems and appropriate for their local educational contexts. Adamson (2005) concludes that there is a need for foreign lecturers to raise their awareness of influences upon the learner and the educational system in which the classroom is framed, and that this process needs to consider local, non-Anglo-centric concepts to enhance teacher development.

A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students (Liu & Shi, 2007). Teaching method can be considered in relation to the type of learning it is supposed to bring about, and in relation to characteristics of the learners.

Pollard (2008) described nine kinds of teaching methods: (1) grammar translation method, (2) audio-lingual method, (3) communicative approach, (4) PPP (presentation, practice, and production), (5) task-based learning, (6) ESA (engage, study, and activate), (7) humanistic, (8) lexical approach, and (9) other teaching methods.

II. PROFESSIONAL TEACHER

Tafsir (1992:74) states that teachers are the people who are responsible for the development of students by pursuing the development of all students potential affective, cognitive, and psychomotor. According to Danim (2002:2) professional refers to two things, the first is the person who holds the profession. A professional usually do her/his work autonomously and devote her/his self to the service users with a sense of responsibility. The second is individual performance in doing work based on her/his profession.

Definition of professional in Law of Republic Indonesia No. 14/2005 is a job or activity with conducted by someone and become income in his/her life that require expertise, skill,

and ability which fulfill or a given norm and require profession education. Furthermore, Usman (2001:38) states that "a professional job is a job that can only be done by people who are specially prepared for that job and not by amateurs". Beside that Venema (2009) suggest that professional can develop by professional learning communities (PLCs).

From the definition about professional explained above, the researchers argue that the word professional refers to a person who is an expert or skilled in doing specific activity. A professional does an activity for getting paid/salary at what he/she did by his/her expertise and the expertise are considered important socially.

Teachers can be called professional if they are persons equipped with the abilities and skills to be a teacher. They have to master the methodologies skill because this skill is a key factor distinguishing teachers to other professions.

Focusing on the definition mention above, the researcher concludes that a professional teacher is someone who has special ability and expert in teaching so that he/she is able to do his/her job as a teacher with a maximum capacity.

To be a professional teacher, some criteria or standards must be fulfilled by a teacher as mentioned in the Law of Teachers and Lecturers No. 14/2005 (Chapter IV, Articles 8-10), the criteria are that teachers must have: certain academic qualification (S1 or D4), teacher competence (pedagogy, personality, professional, and social), educator certificate, physical and mental health, and ability to realize the goal of national education.

Teacher Competence above consists of (1) pedagogy competence, (2) personality competence, (3) professional competence, and (4) social competence

Teachers can be popular just because they are friendly and helpful, but to be truly professional and effective they need other qualities, they need to be able to identify the skills and behavior they require in a true professional. Below are some qualities of a truly professional teacher according to Brenda (2008).

1. A professional teacher needs to be confident without being arrogant.
2. A professional teacher should have all the required materials and lesson plan ready before enters the classroom.
3. In interacting with the students needs professional standard of behavior, polite, and fair.
4. Teacher must observe punctuality and appropriate tidiness and dress.

III. RESEARCH METHOD

This research applied descriptive qualitative method. This type of design involves assessing the preferences, attitudes, practices, concerns, and interests of some group of people. The object of this method is to describe teacher concept about teaching methods, teaching methods used by professional EFL teacher and the reason of the professional EFL teacher use the methods.

The subjects of the research are professional English teachers of high school level at Makassar; SMAN 1 Makassar, SMKN 4 Makassar, and MAN 2 Makassar. The instrument of the research consists of, (1) the researcher as

the main instrument in collecting data of observation and interview, (2) notebook to make field note and interview transcripts, (3) hand phone recorder to record interview, and (4) camera to take photos or videos.

To collect the data, the researchers used observation and interview. The interview used to collect information on concept of the perception of teachers about teaching methods. The interview guide is used to conduct semi structure and in consistent order using open-ended question.

The data taken from observation and interview are analyzed by coding method adapted from Strauss and Corbin's (1990). They suggest their approach to analyze qualitative data. Firstly, taking the data without analyze them. The aims are to enable participants to express themselves as much as possible. Secondly, applying grounded theory where the researcher reconstructs the data based on interpretation of collected data. Thirdly the researcher developed the theory that aims to obtain the organizing concept and principles. This research used the second approach which leads the researcher to select and interpret the collected data.

The stage of data analysis is grounded theory and divided into three. The first is open coding, the process of breaking down, examining, comparing, conceptualizing data. The second is axial coding, a set of procedures whereby data are put back together in new ways after open coding. The third is selective coding, the process of selecting the core categories that need further refinement and development.

IV. FINDINGS

A. Teacher concepts about teaching methods

All subjects have different option in giving the concept of teaching method. Especially, one of the subject had a different comment, because one of my subject teach at one of the favorite high school in Makassar, she wants the learners to enjoy learning English so she said the most important in good teaching methods are teacher and students are close each other by making a good contact and relationship between teacher and students so that the students can easy to learn and catch the materials

Basically their concepts are in line with the theories about teaching method proposed by the experts that have been presented in previous chapter that is in chapter two. One of them Liu and Shi (2007). They defined "a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. These guidelines include the teacher's responsibility in creating and using good teaching methods in learning activities

All comments presented by the three subjects above show that the teaching methods used by professional EFL teachers create atmospheres of learning and the learning process so that learners can achieve basic competency or a set of indicators that have been established.

B. Kinds of Teaching Methods Used by the Teachers

Based on the result of interview and direct observation in the classroom, the researcher found six kinds of teaching methods which they apply in the classroom. They consist of PPP (presentation, practice and production), communicative approach, discussing method, task based learning, audio lingual method, and ESA (Engage, Study, and activate).

C. The Reason Teachers Used the Methods

From the result of interview and observation, the researcher found that in teaching and learning activities there were five kinds of teaching methods that the teachers used and they also stated their reason to apply particular teaching methods.

The first method that they used is PPP (presentation, practice and production) because they think this method can encourage students in learning process, then the teachers used this method by presenting the material first and explain the material then the students used the language in practice by asking and discussing with the teacher and other students and the result of the learning process the students can easy to understand their assignment and easy to did the assignment. Besides that, the teachers used this method to train the students to present their material in front of their class, so the students can build their self-confidence by performing and explaining the materials.

The second method used by the EFL teachers is communicative approach, they said good approach that have relation with the students' condition, students culture, the students' skill, so communicative approach very efficient and essential because English is a lesson that to need every time to speak up, the teacher don't need the students to speak with grammatical or may be must right in pronounce the word, but the most important the students must be understanding the content. This method also used by the teacher because the teacher used communication as a way to makes students interested in learning process especially when was the students bored, the teacher used this method and then the students felt comfort to joined the teaching and learning process. After that the teacher easy to explain the material.

The third, the teacher used discussion method, the teacher used this method because in classroom only a few students who have a good English, so this method can help the teacher to handle the students who have a low ability by grouping them with the high ability students and the teacher asked them to discuss and motivate the students to learn English after that the teacher can easy to explain the materials.

The fourth is task based learning, the teacher used this method because text book it's very important to the teacher and students. They have to have some literature to make the material more valid and she think text book very helpful in teaching English in her class and text book helped the students understanding the material easier then guide the students to finish their assignment. Beside that, the teacher can easily measure the students' knowledge about the materials and then this method controls the students' activity in learning and teaching process. The teacher used text book as a media to give the students task in every meeting.

The fifth method is audio lingual method, the teacher used this method because in learning process the teacher used LCD or projector as a media in learning process, the media helped the teacher to explain their material and the students interested in learning if the teacher used this method. Then the teacher explained the material by using this media also to build students spirit in learning English.

The last is ESA. The teacher used this method because this method used media like pictures and by the picture the teacher tries to stimulate the students to discuss about the materials and the most important the teacher used this method to get the students attention or interest.

V. CONCLUSION

Based on findings and discussion in the previous chapter about teachers' concept about teaching method, kinds of teaching method use by professional English teachers, and the reason of the teachers used their method, the researcher makes conclusions as follows:

1. All subjects have different options in giving the concept of teaching method. Especially, one of the subject had a different comment, because one of my subject teach at one of the favorite high school in Makassar, she wants the learners enjoyed in learning English so she said the most important in good teaching methods are teacher and students arte closed each other by making a good contact and relationship between teacher and students so that the students can easy to learn and catch the materials. From their concept the researcher makes a conclusion that the teaching method is a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. These guidelines include the teacher's responsibility in creating and using good teaching methods in learning activities and create atmospheres of learning process so that learners can achieve basic competency or a set of indicators that have been established.
2. The researcher found that in teaching and learning activities there were six kinds of teaching methods which they apply in the classroom. They consist of task based learning, audio lingual method, communicative approach, discussing method, PPP, and ESA.
3. Based on the interview and direct observation class, the researchers found that there are six teaching methods used by professional EFL teachers and the reasons are:
 - a. PPP (presentation, practice and production) because they think this method can encourage students in learning process and the students enjoyed learning English with this method.
 - b. Communicative approach, the teacher used communication as a way to make students interested in learning process especially when was the students bored, the teacher used this method and then the students felt comport to joined the teaching and learning process. After that the teacher easy to explain the material.
 - c. Discussing method, this method helped the teacher and students understand the materials, because they help each other by the teacher grouping the students.
 - d. Task based learning, the teacher used this method because text book it's very important to the teacher and students and text book as a media to give the students task in every meeting.
 - e. Audio lingual method, the teacher used this method because the media helped the teacher to explain their material and the students interested in learning if the teacher used this method.
 - f. ESA (Engage, Study, and activate). This method stimulates the students to discuss materials and the most important the teacher used this method to get the students attention or interest

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