

The Method of English Language Learning at Cambridge English Course Balikpapan

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Abstract

English teachers should be smart in choosing a right method to be used in their teaching and learning. In the case of choosing any technique, method, model, and strategy is such a main priority before coming to class. The fallacy of choosing method in teaching can be a contradiction to the instructional objectives. The theoretical analysis tries to re-unlock any new perspective by using direct method in conducting English teaching and learning process. The way of interpretation and manipulation of method appropriately not only can enhance the quality of teaching and learning process but also leaning outcome or students' achievement. Using direct method in teaching English is not only in spoken aspect but also in written one especially in teaching language skills, such as speaking, and grammar aspect. Applying direct method in teaching and learning English should pay attention to the students and the characteristics of the materials that will be taught. To teach and learn English as a foreign language and target language is good for the teachers or learners use the direct method.

Keywords: *Teaching English; Learning English; Direct method; Nature method*

Introduction

Learning English is one object that still requires improvements in the learning process. Because English is a second language after their mother-tongue, then the learning process should be paid attention very much. In English language teaching, an aspect that is very aware of in terms of the method. Because, the success or failure of a program of English language teaching is often assessed in terms of the method used, the method determines the content and how to teach the language. The use of role-play in language teaching has had mixed success (Al-Arishi, 1994). But its value lies in the fact that by virtue of occupying a role, participants still have jobs to do and problems to solve, so that they are driven to communicate because of 'the duties inherent in their functions' rather than because of a 'teacher-directed need' (Jones, 1982: 9).

Some people say that the method is not so important in learning English, what is important is the willingness to learn and the quality of the student, while the method merely as a tool only. However, regardless of agree or disagree on the importance of the method, the fact remains that if there is a lack of success in learning, the teacher is required to review the methods that have been used. Furthermore, feedback from other participants can be instantaneous if the language used is considered inappropriate since it may affect the effective performance of a role (Jones 1982:7-8).

Many of us have encountered agencies that provide services in the improvement of language. These institutions use certain methods in teaching. Suppose the "Master the English Language in just two months!" Either success or failure of the campaign, but certainly there is

a special method that is applied in teaching to realize as it has been promoted. In our proposed research plan, we are interested in studying English teaching methods applied in the Cambridge English Course Balikpapan, one of the recognized English courses, so in other words, the role of the English course is huge in realizing its mission. From the background of the problems that we describe, the authors formulate the problem as follows:

1. What methods are used by CECB in teaching English to its students?
2. What are the constraints faced obstacles in learning the English language at the CECB?

Theoretical Foundation

Teaching English is considered difficult, as well as the language teaching at schools, universities, English courses. The difficulty lies on the teaching methods may be less appropriate in the circumstances at the time, so it may be by another method of teaching is simple. The use of appropriate methods in learning not only the language, particularly English, but also can be applied to other subjects. Knowing how precise and fast method of learning, actually has a lot of experts who convey their ideas. One of them is the active learning method. This method is very instrumental in the success of students who are learning. The active learning method has been known for more than 2400 years ago. Confucius also has stated that what I hear I forget, what I see I remember, what I do I understand. Mel Siberman has modified and expanded the Confucius statement becomes aware of what he called active learning.

- What I hear I forget.
- What I hear and I see I remember little.
- What I hear, see, and I ask or discuss with some other friends, I began to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- And what I teach to others, I master.

Direct Method

Direct method is a way of presenting the subject of Foreign Languages in which the teacher directly uses the foreign language as the language of instruction, and without the use of students' language in the teaching. When students get trouble in understanding the word, teachers can interpret the words by the use of props.

In this method, during the process of teaching, teacher uses the language that is taught, while the learners' language should not be used. Steps of English language learning by using the direct method, namely: selecting the appropriate topic to the level of the students' ability, then teachers tell the words or phrases that correspond to the level of their ability to use props when needed.

This method based on the understanding, teaching of a foreign language which is not the same as teaching science or natural science. When teaching science, students are required to be able to learn by heart certain formulas, thinking and remembering, in language teaching, student / students are trained to practice directly the certain words or phrases. Even when the words or phrases are initially unfamiliar and the students do not understand, but little by little the words and phrases as well the meaning will be spoken.

Similarly, if we take a look at the a mother teaching her children initially to train their children directly by teaching him, led him say the word by word, sentence by sentence, and his son to obey even though we see tasted funny. For example, his mother taught "father"

then the children call "aah" and so on. But over time the child identifies words and finally he/she understands meaning as well.

Principally, the direct method is very major in foreign language teaching, because through this method can train students directly without using the mother tongue (the environment language). Although at the beginning, it seems it is difficult for the student/students to imitate, but this method is attractive for them. Characteristics of this method include:

- 1) The basic aim expected by this method is to develop students' ability to think in English language is not the mother tongue of students.
- 2) Let the English language learning by using the English language does not use the other language as a medium.
- 3) The conversation between individual's draws the first form and it is commonly used in the society, so that at the beginning, their English conversation should be contained the vocabulary and sentence structure in accordance with the intent and purpose of student learning.
- 4) At the beginning, the students learning is conditioned to listen to sentences perfectly and has a clear meaning, so that students are able and easy to understand.
- 5) Grammar is a tool to regulate the expression of language. So the grammar is given unspecipcly but it is taught while using the words or phrases and sentences that appear in the conversation.
- 6) The English text is not presented to the students before they recognize the voice, vocabulary and structure in it. And also they do not write English text before they can read well and understand it.
- 7) Translation from and into English is something that should be avoided in this method, so it is not justified to translate English to any language.
- 8) Explaining the difficult words and sentences are enough to use English.
- 9) Most of the time, it is used to practice language learning, such as dictate, repeat the story or do the rating freely.
- 10) The method focus more attention on developing students' ability to speak than the other aspects.
- 11) Firstly, the subject is given word by word, then the structure of the sentence.
- 12) Grammar is taught only a little bit, and students are not required to memorize the formula of grammar, but the main one is the students are able to pronounce a foreign language well.
- 13) In the teaching process, it is always used some tools (props) both props direct and indirect and the demonstration by using symbols or specific movements.
- 14) After going into the classroom, the student or students are really conditioned to accept and converse in a foreign language and it is prohibited to speak any other language.
- 15) The subject consists of words and sentence structures which are widely used every day.
- 16) Grammar is taught by means of situation and made orally not by memorizing grammar rules.
- 17) The concrete meaning is taught by using objects, while abstract meaning is through the association.
- 18) Practicing much the listening, and imitating by in order to achieve the mastery of the language automatically.
- 19) Learning activities are done much in the classroom.
- 20) Firstly, the reading is given orally.
- 21) From the beginning of class, the students are trained to think in a foreign language.
- 22) Learners are given the opportunity to practice by questioning and answering with the teacher / classmates.

- 23) The pronunciation must be accompanied by discussions in English, either in explaining the meaning contained in the reading or functions of each word in a sentence.

Students are motivated to be able to call and understand the words of a sentence in a foreign language taught by the teachers, especially teachers' use props and the kinds of comfortable media. In this method, at first teachers usually teach the use of words and simple sentences that can be understood and known by students in everyday conversation for example (pen, pencil, benches, tables, etc.), students can easily understand the foreign language symbol taught by the teachers. This method relatively needs much various props, such as video films, tapes, and various media / props. This method attracts the students, because they get excited or interested and the lesson is not difficult.

Students gain practical experience although the beginning sentence pronounced has not been understood very well. Students become easier to answer the questions that they are often heard and spoken before. Prioritizing more the speaking skills. In direct method, Mother tongue has no place in learning English. Do not use the grammar rule. Use the principle of imitating and not memorizing. Preparing knowledge that is useful for speech language in context. It is suitable and appropriate for the students' linguistic levels. Some performances and displays are for spontaneous guidance. However, direct methods have deficiencies, they are as follows:

Teaching can be passive, if the teacher/s are not able to motivate the students, all students may even feel tired and feel cranky because of the words and sentences spoken by the teacher can never be understood, because the teacher/s just use the foreign language without being translated into the learners' language. At the beginning level, this method seems to be difficult to be enforced, because the students do not have the vocabulary yet.

Although in this method, the teacher may not use the learners' language in delivering the foreign language learning materials but in reality they are not always consistent, the teachers had to translate the difficult foreign words into the learners' language. A perfect mastery of the language is usually difficult to achieve. It was difficult to be applied to a large class that is requiring the teaching process that has the ability in the foreign language taught.

By just using the foreign language is often a waste of a lot of time, because the mother tongue is sometimes more effectively used to explain various aspects of the language. This method is more concerned on speaking skills than other skills. Because teachers do not use the learner's language therefore they need more seriousness that wastes much time. A teacher may not make a mistake in sentence structuring. This direct method needs the skillfulness and fluent teacher. It is difficult to provide a variety of interesting and situational activities in the classroom.

Natural Method

Natural method so called because in the process of learning, the students were taken to nature as well as its own native language lessons. In the process of language learning, this method is not much different from direct method where the teacher presents the subject directly in a foreign language without translation at all, except in certain matters where the students' dictionary and language can be used. The characteristics of this method include:

- 1) In the previous step, obtaining, listening, and then speaking, reading and finally grammar.
- 2) At the beginning, simple words are presented to introduce that have been known by students, and then practice to name the objects beginning from the existing objects in the classroom, at home and outside the classroom, even recognize foreign countries.

- 3) The props and dictionaries that can be used any time is needed very much to explain and interpret the difficult words in a foreign language and increase vocabulary words or enrich vocabulary as the main requirement to master a foreign language.
- 4) As the ability and fluency of reading and conversation is preferred in this method, the grammatical subject is less attentive.
- 5) Employing some teachers in turn, so that the students hear the words and sentences from the different people.

The advantages of this method include:

- 1) At the advanced level of this method is very effective, because each individual student is brought into the atmosphere of the real environment to listen actively and use the conversation in a foreign language.
- 2) Teaching the reading and speaking in a foreign language is preferred, whereas grammatical lesson is taught as needed.
- 3) The teaching becomes meaningful and it is easy to be absorbed by the students, because every word and sentence taught has context with the world of the students' daily life.

The lack of this method, among others:

- 1) The students find that it is difficult to learn the foreign language when they do not have a basic one, especially at levels of devotee, so that the use of the learner's language can not be avoided. Thus, the original purpose of this method on the foreign language reading and speaking is difficult to apply purely, but it must be applied consequently.
- 2) In general, students and teachers prioritize more the traditional grammar first than the reading and the speaking that it is supposed to be wrong scientifically that needs to be changed.
- 3) Teachers who are lack of the ability and practical experience in a foreign language become the difficult factor to apply and manage the method. Teachers must be active to speak in a foreign language then his students will also be able to active to practice it.

In the learning process by using this method, teacher plays three major roles, they are as follows:

1. The teacher as the main source provider of comprehensible input in the target language. Teachers are required to provide a lot of time to provide the input of language with a variety of assistance as a gesture so that the learners can interpret the given input.
2. The teachers play a role as the creators of the atmosphere of charming, relaxed and friendly group so that it will minimize the occurrence of affective filters in learning. To minimize the occurrence of affective filter, the teachers do not force the learners to speak in the group before they are ready to talk; the teachers do not correct a mistake made by the learners; and teachers provide learning materials in accordance with the interests of the learners.
3. Teachers act as voters, collect and design the learning materials and the diverse group activities to be used in the group. In selecting the learning materials are not only selected based on the only perception of the teachers but also have the interests and needs of the learners, in addition to the teacher also must choose the right activity for the presentation of a particular material.

While the role of the learners in learning the natural method according to Bambang Setiadi, et al (2004; 4.7) can be seen by phase by phase, they are as follows:

1. Pre-production phase: the learners participate in an activity group without having to provide a response, or speak the foreign language other than the language learned. For instance, the way of teachers demonstrate or give an instruction, expressions or pictures taught by the teachers.
2. Early production phase: the learners are given the opportunity to answer simple questions posed by the teachers. Learners' answers consist of a single word or a short phrase.
3. Emergent speech phase: the learners get involved in their activities and play a role and games

Method

The type of research that we have done is a case study in language learning, in which researchers actually see firsthand the problems examined. So, this study emphasizes more on qualitative data collection and uses in the qualitative analysis of data presentation, data analysis and conclusions.

The source of the data in the study is the subject of where the data was obtained. In this study we use the people at CEC Balikpapan or something related to the CECB itself as the source of our research data. The people include the board, teachers, students and students' parents. There are about 120 sixty people getting involved at CECB but I just use 12 people from them to be my respondents. 2 people represent the board, 2 people represent the teachers, 6 people represent the students, 2 people represent the students' parents.

Interview method is often called the oral interview or questionnaire is a question and answer dialogue process conducted by the writer to obtain information from interviewees. The type of interview that the writer use in this study is free guided interview, in this interview, the writer brings guideline only an outline of the things he was going to be asked, while the question of delivery is done freely, so that the interview will not be strained or monotonous. Observation method is a technique of data collection conducted to collect data by conducting systematic observations of the phenomenon investigated. This type of observation according to Buford Junker called Complete Participate observations. The method the writer uses is to obtain data about the English learning at CEC in terms of methodology, so he knows its extent.

Board of CECB was also the owner of the institute. Besides they also become the tutors for the course. Because the board of the course is also the owner, then there is not a tenure limit of the leadership. Besides the board, the students become essential element in the implementation of learning teaching, because the students in the learning process itself can hope and define themselves, and tutors will be dealing directly with students who have different abilities, intelligence, character, and different economic backgrounds. The more active the students take part in the course, the better results they will achieve.

Total students of CECB based on registration data in 2016/2017 that were recorded as students of CECB amounted to reach 103 students; 61 girls and 42 boys. This number still increased because at the time the writer made observations, schedule of teaching and learning at this institution there was still another month to begin. This means that the institution still accepted students before class on a pre-determined schedule. Most of the students who are learning the English language are from junior high school and the rest are

from high school students there were a few from elementary school students. Almost all of the students of CECB are from the haves. Yet there are some from the pure.

Internal tutor or external tutor on every program of CECB program were Bachelor of English, who averagely have experience in teaching English for over 10 years. So called, they already have skills in the field of English. Especially for speaking comprehension programs, tutors were native speakers who have been already scheduled by the board for a particular study group, namely, starting from level 4 to level 6. Different native speakers were invited by the board that means they are not permanent as tutor at the institution.

Course Programs

- 1) Grammar and Translation
- 2) Conversation
- 3) Debate
- 4) Speak with Native Speaker

This English course program runs for 3 months for one level. A pupil is supposed to graduate from course when he/she has completed the whole levels. The class meetings are executed twice in a week and continued on the following week. In the first week, for example, Monday and Wednesday for vocabulary program, while the second week on the same day, namely, Monday and Wednesday for grammar program. On the third week, also on the same day, listening lesson is given. On the week four, also on the same day, speaking lesson is given. Then back again to the program at the beginning of the month. At the beginning of the third month, the students are given audio-visual lessons for the first week, an interview with a native speaker in the second week, third week for the evaluation of vocabulary and grammar, and the week four is for the evaluation of listening and speaking program.

The Interview program with native speakers is one of the programs that exist in the CECB. At the time of the observation was done, the number of participants who attended the program were eighteen people. From the observation done by the writer, it can be concluded the temporary observation for the interview program with the native speaker as follows:

The method that the course applied was direct method, by using the technique of question students have. Direct Method is a method of learning where a teacher directly uses the foreign language when teaching, while students' language is not used. Technique of 'question students have' the way of teacher uses in the teaching the lesson is using the questions from the students. In the case, the students of CECB are active to ask questions in English language, and the tutor will answer directly by using the same language.

Learning Format

- a) Board of CECB open the program by using the English language, and then give time to tutor (native speaker) to convey the material.
- b) Tutor begins with a greeting, and then ask the students by giving questions.
- c) Board reiterated questions from students when the questions of the students are not understood by the tutor.

- d) Tutor responds to questions from the students, and students understand by listening directly, if there are new words that it feels strange to the students, students record it directly with a small book which they had prepared.
- e) At the end of the program, the board gives the conclusion that time of learning outcomes and then covered with greetings from the tutor.
- f) Time used in the learning process is effective and proportional, the program begins and ends in accordance with the schedule.

Result & Discussion

The research aims to know the methods used in language learning, especially learning English at CECB to find out the problems in language learning at CECB. On the above mentioned activities, students who usually attend in class are 15-25% of the whole. It is one of the constraints faced by CECB. Besides lack of confidence, part of the students in terms of communication in English, cause they are less motivated to come on the activities held by the CECB. It also makes CECB getting down the achievement of their students in English conversational. Various solutions have been offered by the board of CECB, including:

1. English day
2. English Discussion.
3. ADF (English Debate Forum)
4. Staging English drama

Facilities and infrastructure which are usually used by the students are asset and income of CECB, and they are functionalized by the students as maximum as possible. In terms of evaluation, the board supervised directly to the field to see or assess all activities performed by the students. And the board formed a committee in every implementation of the activities of students. Then the committee is responsible for the board relate to the implementation of activities carried out by students of CECB. To that end, the committee received an honorarium from the board.

The research that the writer has done and the corresponding data that has been collected can be said that English learning at CECB uses the Direct Method and Natural Methods. The direct method appears as a result of dissatisfaction with the results of the teaching of grammar translation method that is associated with the demands of the real needs in the community. By the mid-19th century, relations between European countries began to open, causing the need to communicate actively with each other between them. That is why, they need a new way of learning a second language, because the existing method is less practical and effective.

Thus, new approaches began to be coined by linguists in Germany, England, France, and others, who paved the way for the birth of the Direct Method. This method is growing rapidly in the 20th century in Europe and America. At the same time, this method is also used to study the English language. Direct method is actually a method that is most widely spread and well known. The characteristics of this method are:

- 1) The main objective is the mastery of the target language in which students communicate orally in the target language.
- 2) The use of everyday vocabulary with simple structure.

- 3) Grammar is taught according to the situation. The use of many new objects that arise in the use of language learning and the courage to speak reasonably.
- 4) Teaching oral language and vocabulary.
- 5) The appearance of the existing concrete meaning and the meaning of the reference to the abstract ideas that are raised through associative.
- 6) The grammar is described by the visual appearance.
- 7) Listening and imitating freely until the forms of grammar and vocabulary appear automatically.

According to the writer's observation, such methods are being used so far at the CECB, As well as the Natural Method done for the need of evaluation systems at CECB. The method is almost similar to the Direct Method and it usually ranges from questions about the objects and pictures. New words are described by the words that have been obtained. Meanings are taught through the conclusions obtained by the students based on the situation.

The method also does not use the first language (mother tongue), there is no translation, and there is no talk of a second language. The grammar is used to correct errors; dictionary used to look up the meanings of words are forgotten. The order of delivery is: listen, speak, write, and grammar. Richards and Rodgers (1986:9-10) summarized to the principles of the Direct Method:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were taught through modeling and practice.
- 6) Concrete vocabulary was taught through demonstration, object, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.

It is ironic that this method has until very recently been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language. It is 'remembered with distaste by thousands of school learner, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.' (Richards & Rodgers 1986:4).

In teaching the basics of the language as the authors have described, the theoretical basis on the mini research proposal is on the theory of Life Sciences (psychology), there are two schools of psychology that underlies an approach, and the approach can be contained many methods. In the English learning at CECB, it is used the Direct Method which is influenced by the school of behaviorism. Schools which give greater attention to the external factors in the learning and consider the external factors such as teachers/tutors, textbooks and others are dominant factor or have greatest influence in the learning process.

In Theory of Linguistics, the method was born by Structuralism. Theories of language in the structural are in line with the psychological theories of behaviorism that became the foundation for the audio-lingual method of language learning (Welleck, 1956).

But at CECB, there is no doctrine in the use of one or several methods, for a mini research was conducted in the field narrowed to the Direct Method that is used as a learning English. According to the writer's observation, the students have been feeling convenient with a variety of methods used at CECB. But variations in the use of the method must be done, which must conform the objectives and see the state of the members.

Conclusion

CECB in learning the English language does not have any special methods, but during this study, the authors concluded that the Direct Method and Natural method were used in English language learning. CECB Also use other method that was considered suitable and enjoyable for students who follow the activities such as English speaking and comprehension practices and certainly conform with the objectives to be achieved.

From the research that has been done, it can be concluded that learning English in CECB still has many obstacles both from students, administrators, or his tutor. Of the students themselves, the obstacles encountered were lack of confidence, because they feel less in terms of communicating in English, which causes they are less motivated to come on the activities held by CECB. It also made declining the students' achievement this CECB. Lack of tutors such as the EDF (English Debate Forum) is one of the obstacles faced by CECB. From the research that has been done, the suggestions of the author are as follows:

1. Seeing from the condition of CECB students, it is good when there is a new enrollment system of matriculation for students who do not speak English good in grammar or speaking. So that they are not inferior and burdened and of course able to equalize with students who are already considerably able to speak English.
2. Tutors seek to motivate the students so that they never suppose that English is a burden and do not feel inferior. And always give a great spirit for the students.
3. Tutors make learning process become interesting and fun by using instructional media or anything related to it to be able to make students feel happy in learning and active in his/her learning.
4. Tutor should pay attention the improvement of the students. Be an active, creative and professional tutor. Thus, English is not a difficult and boring subject.

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