

A STUDY ON ENGLISH TEACHERS' TEACHING APPROACHES, METHODS, AND TECHNIQUES AT A STATE SENIOR HIGH SCHOOL IN ENREKANG, INDONESIA

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Abstract:

This research was aimed at identifying the approaches, methods and techniques used by the English teachers at a state senior high school in Enrekang, Indonesia in teaching English as a foreign language. Furthermore, the consistency of the approaches, methods, and techniques is also identified. This research applied explorative qualitative research design. The subjects were all of the English teachers in that school. They were chosen through purposive sampling technique. They were interviewed and observed to get data regarding their teaching approach, method, and technique. Their lesson plan were copied to gain supporting data. Based on findings and discussion, the approaches used by teacher 1 were communicative and behaviorism approach. Teacher 2 applied systemic functional linguistic and constructivism/ cognitivism. Most of the techniques used by teacher 1 reflected behaviorism approach or principles of grammar translation method while the techniques used by teacher 2 reflected both of behaviorism and constructivism. In the case of the consistency, the English teachers still showed a considerable inconsistency. Yet, comparing with teacher 1, teacher 2 was more consistent. It is concluded that the two English teachers still need further upgrading regarding approaches, methods, and techniques of teaching English as a foreign language.

Keywords: *Approaches, Methods, Techniques, Consistency, EFL*

Teacher, EFL Classroom

Anthony in Setiyadi (2006) stated that “approach, method, and technique have hierarchical arrangement, approach is the level of theories, method is the plan of language teaching which consistent with the theories, and techniques carry out a method.” It can be stated that approach is the obvious theory, method is the procedure, and technique is the implementation.

One of the factors causing EFL teachers applying different methods and techniques in teaching is the difference of their approaches. That is what Richards and Rodgers (2001:27) stated that “different assumptions regarding language and language learning may be reflected different kinds of activities.” It means that the way of teachers in running their class (although for same lesson) may be different one to another because they have different approaches toward the language and language learning. The teachers teach in the way they themselves consider as the most suitable. Some teachers may give priority on understanding, count on memory, while others may give priority on practice. Consequently, such the differences may be the major cause determining successful or unsuccessful teaching and learning.

In addition, it is assumed that the EFL teachers especially in Indonesia simply make their lesson plan just for completing the regulation. Whereas, when they are teaching in their classes they do not apply or may out of the order required by the method which they had written in the lesson plan. There was no consistency of their beliefs (approaches), methods and techniques that they employ. Meanwhile, Anthony (2014) explained that “the effectiveness of machines as a technique in language teaching is not because a number of sophisticated of the electronic equipment but what kind of approach and method the equipment carries out.” It implies that in order to get the effectiveness in language teaching, teacher should employ appropriate teaching techniques which carry out a method that consistent with the theories.

This research was intended to answer the following questions: (1)

What are the approaches, methods, and techniques underlying the English teachers at a state senior high school in Enrekang, Indonesia in teaching English as a foreign language? (2) To what extent is the consistency of the teachers' teaching approaches, methods, and techniques in teaching English as a foreign language?

LITERATURE REVIEW

PREVIOUS RELATED STUDIES

Alnaqeeb (2012) in "*Yemeni English teachers' classroom practices and approaches with special reference to secondary schools in Laboos*" concluded that approaches used by Yemeni English teachers revolved at least three views. They are communicative, grammatical and lexical view. Besides, he found that some approach that the teachers used are consistent with their practice and some are not.

Dealing with the similarity, Alnaqeeb's study and the researcher's research used the same variables. However, Alnaqeeb did not specifically study on the teachers' teaching methods and techniques yet he considered these two variables as teachers' classroom practices. Both of the researches were also similar in terms of their research objective that was to identify the consistency between the teachers' approaches and their actual classroom practices. Yet, the researcher's research specifically analyzed the classroom practices in terms of the teachers' teaching methods and teaching techniques.

Chutima Intarapanich (2013) in "*Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. She conducted the study using qualitative research design to investigate the EFL teaching methods, approaches and strategies which would be found in English as a foreign language classes in Lao PDR*" concluded that there are three major methods/approaches found in the foreign language classrooms studied. They are: Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR).

Dealing with the similarity, both of Intarapanich's study and the researcher's research aimed at identifying the approaches, methods, and techniques used by English teachers in teaching English as a foreign language. Yet, the researcher's research was not only to identify them but also saw the consistency between them. Furthermore, the researcher's research was also similar with Intarapanich's study in terms of the research design used, that was qualitative research design. Thus, the research instruments were somewhat similar. Both of them used interview and classroom observation. However, they were different in terms of the instrument used to collect the data that could guide to identify the teachers' teaching method. Intarapanich used interview while the researcher's research will use the teachers' lesson plan.

Johnson (1992) in "*The Relationships between Teachers' Beliefs and Practices during Literacy Instruction for Non-Native Speakers of English*" found that the "majority of these teachers possess clearly defined theoretical beliefs which consistently reflected one particular methodological approach. Furthermore, overall the results of this study supported the previous research which recognized the importance of teachers' theoretical beliefs on instructional practices within literacy context."

Dealing with the similarity, both of Johnson's study and the researcher's research aimed at finding the consistency between the teachers' teaching approach and their actual classroom practices. However, the researcher specifically referred the classroom practices to the teaching methods as well as the teaching techniques. Furthermore, the participants of Johnson's study were the English teachers who taught English as a second language while the researcher's research had the participants of the English as a Foreign Language teachers.

The result of those related studies showed that the major approaches/methods used in overseas (Yemeni and Laos) were Communicative Language Teaching (CLT) and Grammar Translation Method (GTM). Furthermore, there was a consistency between the teachers' teaching approach with their actual classroom practices and also there was a consistency between

classroom management approach with the constructivism curriculum. All of them were conducted in overseas.

SOME PERTINENT IDEAS

Approach

Approach in language teaching refers to “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning” (Anthony, 1963). Patel and Jain (2008) defined approach as “the theories of language learning.” According to Richards and Rodgers (2001: 16), approach refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.” Alnaqeeb (2012) stated that “an approach to language teaching can be defined as a set of beliefs and understandings about language teaching and learning.” Thus, approach is the view(s)/ correlative assumptions/ theories/ a set of beliefs dealing with language and language learning that underlying the teachers’ ways in teaching the target language.

Following Anthony’s definition toward approach, the nature of approach is divided into two main aspects. One aspect concerns on the theory of language and another one concerns on the theory of language learning. The following are the explanations of those theories.

In terms of theory of language, approach is divided into four points. The first is structuralism. That is an approach which assumes that language is a set of rules (Richards & Rodgers, 1986). The second is communicative. That is an approach which assumes that language as a tool of communication (Richards & Rodgers, 1986) . The third is interactional which assumes that language is as a mean of mantaining interpersonal relationship (Richards & Rodgers, 1986). The last is systemic functional linguistic. That is an approach which assumes that language is not only as a tool of communication but also as a mean of mantaining interpersonal relationship (Haliday in Madesujana, 2011). Thus, it is the integration of communicative and interactional approach.

In terms of theory of language learning, approach is divided into at

least two points. The first is behaviorism approach. That is an approach which assumes that language can be learnt through new habit formation (Alnaqeeb, 2012). The second is cognitivism/ constructivism approach. That is an approach which emphasizes more on process of thinking.

Method

According to Patel and Jain (2008) method refers to “the process of planning, selection and grading language materials and items, techniques of teaching, etc”. Anthony (1963) describes that “method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach”. Mackey in Setiyadi (2006) stated that “all teaching methods whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition”. According to him, any method that do not contain one or two of the four steps may not considered as a method, it may be called as a technique. Thus, method is the level of planning the language teaching included selecting and grading language materials and also determining the techniques of teaching.

There are nine major teaching methods discussed here. They are: grammar translation, direct, audio-lingual, silent way, community language learning, suggestopedia, total physical response, cooperative learning, and genre-based method.

Grammar translation method comes from the theory that views language as a set of rule which one can identify by seeing its features in the classroom. For instance, when the native language is mostly used as a medium of instruction in the class or it is viewed that the teacher taught the grammar deductively, one may assume that the teacher applies the grammar translation method.

Direct method focuses on the use of language as a tool of communication and the second or foreign language can be learned through the natural way which is same with the learning of first language. Therefore, translation is not allowed in this method since when a baby is taught the first language, the

parents do not need to translate it into another language but they just show the real objects or gestures, etc. to her. The main goal of this method is to make the students to use the target language in communication, the teaching and learning process show that speaking is seen as a basic skill, students are active participants, and the teacher is as a director.

Audio Lingual Method views language as structuralism theory and views language learning as behaviorism theory. That is a method in which grammar is viewed as a basic need to be mastered and it can be done by forming new habit in the target language such as repetition. Because of emphasizing on habit, the teacher applying such this method should be a good model to be imitated by his/ her students.

Silent Way Method does not mean that one learns a language in silence yet it is a method in which the teacher is silently working with his/ her students learning process. The teacher as a technician or engineer prepares some instruments to create a learning condition which can encourage the students to be active in expressing their own perceptions, feelings, and thought. In this case, the teacher only help them through nonverbal gestures and speak only to give clues.

Community language learning is a method which is found by Charles A. Curran as a result of his counselling experiences. Thus, he sees the similarities between psychological counselling (client-counselor) and language learning (learner-knower). It refers to the term "whole-person" as counselor should understand about the conditions (feelings, physical gestures, etc.) of his client first before giving some solutions and so does language learning (learner-knower).

Suggestopedia method is a foreign language method which is based on a theory that lexical meaning is a core of language however it still directs the students to the use of language as a tool for communication. It can be done by providing learning condition in which the students' minds are free of other things and free of anxiety which can be supported by not only well direct instructions, variation of material presentation (intonation, rhythm,

tone, music) but also physical environments (sofas, decoration, and flowers).

Total Physical Response is a kind of language teaching method in which language is viewed through humanistic approach and language learning is viewed through listening comprehension approach. That is a language method which stresses on human sides and gives a priority on the proficiency of listening comprehension skill as it is done in the acquisition of the first language. One way to achieve it is teacher gives students some commands in target language as an effort to train their listening comprehension skill in responding that commands through physical response.

Cooperative learning is a method that apply the view of interactional approach and discovery learning which involves group cooperation. It also indicates that the teacher who applies this method has to be creative in order to make the cooperative learning runs well.

Genre-based method sees language as a systemic functional linguistic and views learning as constructivism/ cognitivism theory which is comprised with natural, discovery, and holistic approach. Thus, the teacher who applies this method mostly uses kinds of text as teaching material and integrates some teaching methods reflecting the cognitivism/ constructivism.

In conclusion, the teaching methods presented above can be classified based on language and learning theory. Based on the language theory, it can be classified into four points. The first is structuralism which views language as a set of rules. Grammar translation method, audio-lingual method, total physical response and silent way are belong to this approach. The second is communicative theory which views language as a tool of communication. The methods sustaining this approach are direct method, and suggestopedia. The third is interactional which views the use of language as a mean of maintaining and establishing interpersonal relationships and for performing social interaction. Community language learning and cooperative learning method are classified into this approach. The last is the integration of communicative and interactional approach which is called as systemic functional system. Genre-based method is the method which applies the approach.

In line with the nature of approach stated in the previous explanation, the methods presented above can be classified into two main approaches. They are behaviorism and constructivism/ cognitivism. Grammar translation and audio lingual method are classified into behaviorism theory which focuses on habit formation. Meanwhile, the rest seven methods are classified into constructivism/ cognitivism theory which concerns more on the learners' process of thinking

In addition, each method has its own principles which may different one to another in terms of teacher's goal, teacher's role, students' role, the nature of interaction, and the use of students' native language. It is because these principles are derived from the theori(es) of language and language learning backing each method. Thus, when EFL teacher plans his/ her lesson plan, he/ she should apply a method that is based on his/ her believes toward language and language learning.

Technique

According to Anthony (1963) "technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective." Larsen-Freeman in his book *Teaching Techniques in English as a Second Language* (2000: 1) uses the term 'language teaching method' as a mean of linking the actions and thoughts logically in language teaching, the actions refer to techniques and thoughts refer to principles. Thus, it can be stated that technique is tricks/ stratagems/ actions of linking the teaching method that have been designed which are still relevant with the teaching approach.

Nowadays, there are many teaching techniques are existed in the EFL classroom. For instance: translation of literary passage, dialog, jigsaw, reading comprehension questions, repetition, antonyms/ synonyms, cognate, deductive application of rules, etc.

Translation of a literary passage, reading comprehension question, antonym/ synonyms, cognate, deductive application of rules, fill-in-the-blanks, and memorization technique can be associated with Grammar Translation Method (GTM) since all of them emphasize more on the mastery

of grammar rules and vocabulary as it views language as a set of rules. In addition, to reflect the behaviorism theory which views that learning as a new habit formation, therefore the techniques made are set to make the students to be able to translate and understand a passage of target language which has been set to include particular grammar and vocabulary needed.

The techniques applied in the direct method emphasize more on creating conditions in which students can be motivated to speak using the target language such as reading aloud and students self-correct technique. Other techniques reflect the view that learning can be done through the same way of acquiring first language thus the students just listen first like dictation technique then in technique of paragraph writing the students are considered having much input than they are allowed to produce through writing.

Kinds of drill technique like backward build-up (expansion) drill and chain drill can be associated with Audio-Lingual Method since those kinds of technique emphasize more on repetition and grammar mastery. Meanwhile, repetition can reflect the theory of creating new formation habit in target language as theory backing this method.

Dealing with silent way method, the use of sounds-color chart, peer corrections, teacher's silent, or rods reflected that language is a tool of communication and can be best learned through discovering or creating. Those techniques are designed in a way that the students can be more active to create sentences and to help each other in a cooperative manner while the teacher just give clues through gestures and words if necessary. As a result, as its name indicating, in the silent way techniques, the teacher was much silent.

Tape recording students conversation, reflection on experience, reflective listening, and small group task can be associated with Community Language Learning Method. It is because by applying those techniques, the students are taught in relax condition. Thus, the teacher has to show that she/he understands the feelings of the students toward the language learning, activities, their relationship with one to another, and the teacher. Through this way the students can be motivated to engage learning since they feel

that they are understood. Besides, those techniques emphasize on the way that the students can share and help each other through cooperative ways.

The use of command to direct behaviour, role reversal, and action sequence technique can be associated with Total Physical Response Method. Those techniques reflect the natural way as theory backing the Total Physical Response Method. Thus, it reflects the acquisition of first language.

Jigsaw, three-step interview, and think, pair and share technique can be associated with cooperative learning method. The reason is those techniques involve the students cooperation to solve problem whether in group or in pair. In line with the previous explanation regarding cooperative learning, that is the method that involved the students cooperation.

Finally, it can be concluded that technique is the implementation of a certain method which is still relevant with the approach. Thus, each technique has its own views which support its use to the effectiveness of language teaching. However, one technique may be effective for the improvement of certain language skill, another may be useful for all of the language skills.

Participants

The participants of this research were chosen through purposive sampling technique. As a result, the English teachers of a state senior high school in Enrekang which consist of one male and one female were chosen as the participants in this research.

Table 2. Participants

No	Name	Sex	Age	Years of Teaching
1.	Teacher 1	Female	37 years old	10 years
2.	Teacher 2	Male	56 years old	28 years

Data Collection

Interview. The interview was divided into two sessions. There was pre and post interview. Pre interview was conducted at first before observing the classroom. Its aim was to identify the teachers' teaching approaches,

methods, and techniques. Post interview was conducted after the classroom observation. It was conducted since there were inconsistencies of the teachers' teaching approaches, methods, and techniques found. Thus, it was used to ask the teachers' justification regarding the inconsistencies.

Teachers' lesson plan. It was copied after pre interview. It was used to analyze the teachers' teaching method.

Classroom observation. It was conducted by using classroom observation checklist design. The teaching techniques used by the teachers were checked through this instrument.

RESULTS

Based on the interview results, in terms of theory of language, teacher 1 applied communicative approach while teacher 2 applied systemic functional linguistic approach. In terms of theory of language learning, teacher 1 applied behaviorism approach while teacher 2 applied constructivism/cognitivism approach. However, the first question in the interview session (*what approaches do you use to teach English as a foreign language*) revealed both of the English teachers theoretically did not understand well about the approach. They cannot directly stated what kinds of approach that they use in teaching. Thus, some additional questions were asked by the researcher to explore the teachers' approaches.

The interview results show that the teachers had different approaches in teaching English as a foreign language. Possibly, this could happen since they have different years of teaching or personal experiences and academic as stated in chapter III that may influence their approaches in teaching. This deals with the previous related study conducted by Larenas and Hernandez (2015) which found that "beliefs were rooted in teachers' semantic memory as cognitive and affective constructs that hold different degrees of fixation depending on the professional, academic or personal experiences that shaped them."

Based on the interview result, teacher 1 applied grammar translation

method while teacher 2 applied community language learning method. Yet, based on the teachers' lesson plan, teacher 1 applied cooperative language learning method while teacher 2 applied cooperative language learning and total physical response method.

The results show that both of the teachers teaching method reflected their language learning theory rather than language theory. It deals with what Richard and Rodgers (1986) conveyed that some teaching methods may be derived primarily from language theory yet other methods may be derived primarily from language learning theory.

Teaching techniques used by teacher 1 were deductive application of rule, translation of literary passage, dialog, composition, repetition, reflection on experience, reading aloud, and reading comprehension questions. Meanwhile teaching techniques used by teacher 2 were game, competition, repetition, group/ individual task, teacher's talk, small group task, drill, deductive application of rule, memorization, reflection on experience, and translating through gesture.

Almost all of the techniques used by teacher 1 and some techniques by teacher 2 reflected the grammar translation method. It infers that the traditional method was still used although it did not reflect the method underlying the curriculum implemented in the school (KTSP). The curriculum is based on systemic functional linguistic and cognitivism/ constructivism approach which is the basic of genre-based method. Besides, it is also possible that KTSP curriculum is still not fully understood by the teachers or probably the theories, methods, and techniques in KTSP were not completely explained in-service teachers' training activities. This matter also happened in State High Schools in Kabupaten Gowa as stated by Rahim (2007) in his study. He found that "the theories of either communicative approach or language skills had not been understood yet by the English teachers at SMANs in Gowa District, or it was possible that the explanation of the theories was not complete to be given in the in-service teachers' training activities."

However, the findings also showed that some techniques used by

teacher 2 could reflect his cognitivism/ constructivism theory of language learning. For instance, reflection on experience, small group task and cooperative game. This fact supported that the teachers' teaching techniques are influenced by their personal experiences in teaching and learning English as a foreign language over their understanding regarding the approaches as well as the teaching methods. As stated in chapter III, teacher 2 has been teaching for 28 years thus he had more experiences in teaching English than teacher 2 whose years of teaching were 10 years.

From the scoring rubric, it was analyzed that either the first or second class observation, the approach in terms of the language theory (communicative approach) used by teacher 1 was inconsistent with her teaching method (cooperative language learning method) as well as her teaching techniques (translation of literary passage, repetition, composition, dialog, reflection on experience, deductive application of rule, etc). Meanwhile, the approach in terms of the language learning theory (behaviorism approach) used by teacher 1 was consistent with some of her teaching techniques (translation of literary passage, repetition, composition, dialog) used in the class observation still it was inconsistent with other techniques as well as the teaching method.

In the case of teacher 2, the approach used in terms of the language theory (Systemic Functional Linguistic) was only consistent with one of his teaching techniques (small group task) used in the first observation. In other words, the language theory used by teacher 2 was inconsistent with his teaching method as well as his teaching techniques except the small group task. This also occurred in the second observation in which the teacher's language theory was also consistent with one of his teaching techniques (cooperative game technique) still it was inconsistent with other variables. However, in terms of the language learning theory, the approach (cognitivism/ constructivism approach) used by teacher 2 in the first observation was consistent with the method (total physical response) still the method itself was inconsistent with the teaching techniques used in the class. Meanwhile in the second observation, the language learning theory used by teacher 2

was consistent with his teaching method (cooperative language learning. This method was also consistent with one of his teaching techniques (cooperative game). The approach used was also consistent with three kinds of techniques used (translation through gesture, reflection on experience, and cooperative game technique). However, the other techniques (repetition, memorization, and deductive application of rule) was inconsistent with the teaching method as well as the teaching approach.

The data supported the fact that the teacher techniques applied by both of the teachers were extremely influenced by their approach in terms of language learning theory rather than language theory. Thus, their teaching techniques mostly consistent with their language learning theory. This also happened in the previous study conducted by Alnaqeeb (2012). He found that inconsistencies existed concerning language theory used by Yemeni English teachers and their classroom practices.

Furthermore, the findings indicated that the inconsistency of teachers' approaches, methods, and techniques was one factor that make the teaching and learning process did not work effectively as the students had low achievement in English. It deals with the theory revealed by Anthony (2014) which implied that in order to get the effectiveness in language teaching, teacher should employ appropriate teaching techniques which carry out a method that consistent with the theories.

CONCLUSIONS

The approaches used by two teachers were different. In terms of language theory, the teacher 1 used communicative approach while the teacher 2 used systemic functional linguistic approach. In terms of language learning theory, the teacher 1 used behaviorism approach while the teacher 2 used whole person learning approach or could be categorized as cognitivism/constructivism approach.

The method used by teacher 1 was different with the method used by teacher 2. The teacher 1 used grammar translation method while the

teacher 2 used community language learning method. However, based on the lesson plan, their teaching method was somewhat similar. Both of them used cooperative language learning. Yet, the teacher 1 used the method for two topics while the teacher 2 used the method for one topic and used total physical response method for another topic.

The teaching techniques used by teacher 1 were different with the teaching techniques used by teacher 2. The teacher 1 applied deductive application of rule, memorization, dialog, directly correcting the students error, translation of literary passage, composition, repetition, reflection on experience, reading aloud, and reading comprehension questions. Most of those techniques reflected the principles of grammar translation method. Meanwhile, the teacher 2 applied game, competition, repetition, listening comprehension questions, students' worksheet on modul, group/ individual task, teacher's talk, small group task, drill, deductive application of rule, memorization, reflection on experience, and translating through gesture. Those techniques reflected both of behaviorism (grammar translation and audio lingual method) and constructivism/ cognitivism (cooperative learning and community language learning method).

The approaches used by the teacher 1 in terms of language theory was inconsistent with her teaching method as well as her teaching techniques. However, her approach in terms of language learning theory was consistent with her teaching techniques yet inconsistent with her teaching method. Meanwhile, The approaches used by the teacher 2 in terms of language theory was inconsistent with his teaching method and only consistent with three of eight teaching techniques he applied in the classroom. Yet, his approach in terms of language learning theory was consistent with his teaching method and four of eight teaching techniques he applied in the classroom. Furthermore, one of his two teaching methods was only consistent with one of his eight teaching techniques observed in the classroom.

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