Students' perception toward effective teaching approach used by EFL teacher

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Abstract

This research aimed to describe the approach of effective and ineffective teaching approaches used by EFL teacher as perceived by the students. This research was designed using qualitative research. This research applied the purposive sampling technique by considering students' English Achievement. The subject of this research was the seventy-five students of the secondary school in Maros regency, South Sulawesi, Indonesia. The data was collected through class discussion and focus group discussion. In analyzing the data, the researchers used qualitative data analysis. The results of this research suggest EFL teachers' use four effective teaching approach used by EFL teacher in the secondary school; they are communicative, cooperative learning, audio-lingual, and simulation and games. The students believed these approaches stimulate the students' activeness and participation in the classroom. There is three ineffective teaching approach used by EFL teacher in the secondary school; they are lecturing, grammar translation, and direct teaching.

Keywords:

Effective approach; ineffective approach; EFL teacher

1   INTRODUCTION

This article reports a study of effective teaching approach used by EFL teacher as perceived by the students. An underlying assumption here is that some students always hesitate to communicate their weaknesses with the teachers. They got worried because they have lack of mastering vocabulary which makes them feel challenging to understand the text. Furthermore, if they pronounce a word is incorrect pronouncing when the teacher asked them directly to talk, they will hesitate to respond to the teacher. Finally, it made them feel uncomfortable during the lesson. It is the reason why English lessons are less preferred by the students whereas English has become a compulsory subject at the school where it is considered an important part of a student's general education.

In all activities in the classroom, the most effective way to develop students' learning outcomes is the quality of teaching, especially it is determined by teachers' ability to motivate and facilitate the students. English as a Foreign Language (EFL) teachers needs to make informed decisions on how to increase, implement, and maintain the motivation throughout the

process to enhance the students' learning outcomes. Therefore, it is important to know the students' perception of effective language teaching.

There are many teaching approaches introduced to EFL teachers in Indonesia, many research findings on an effective teaching approach in teaching English have been conducted. So it is very important for the teacher to aware of their thought to conduct teaching in the classroom such as stated by Larsen-Freeman (2000) that approaches link thoughts and actions. The EFL teacher holds many roles in the classroom. Besides presenting the materials, the teacher also requires to be a good model who has good performance, talk, and quality. In improving students' academic performance, teachers need to help students developing effective learning approaches and create an interesting learning atmosphere in the classroom. As research suggests, the learning approaches which use effectively can greatly improve students' achievement (Protheroe & Clarke, 2008).

Burden and Williams (1997) argue that the only way to answer such a question is by investigating language learning approaches. The researchers can find the practical ways of learning a foreign language. The approach is used actively helping learners attain higher proficiency in their language learning. Many researchers confirmed the effective use of language learner is used interaction interchangeably with successful language learners. Based on the research problems, this research was intended to answer the questions: (1) what are students' perception toward effective teaching approach used by EFL teacher? (2) What is students' perception toward ineffective teaching approach used by EFL teacher? The result of this research was expected to give a theoretical and practical contribution to teaching English as a foreign language in the Indonesian context.

2 LITERATURE REVIEW

2.1 Effective teaching

The effectiveness learning depends on teaching approach employed by teachers in the classroom. It becomes one of the essential measurements to know the successfulness teaching and learning process in the classroom. According to Ramayulis (2013), some principles should be considered in applying a practical teaching approach. The approach should:

- Activate
- Facilitate
- Motivate the students
- Suit to the material given
- Meet students' development
- Consider and meet students' differences
- Give students an opportunity to ask and answer the question
- Support by another approach to gain appropriate teaching approach
- Can be practiced in the classroom
- Single or mixed
- flexible and dynamic
- various

2.2 Popular EFL Teaching Approach

2.2.1 Direct approach

Direct teaching is designed because a belief that the foreign language can be taught without translation, the meaning can be delivered directly through demonstration or action (Richards & Rodgers, 2014). The focus of this approach is speaking skill.

2.2.2 Grammar translation approach

Grammar translation study a language through detailed analysis of its grammar rules. Then, it is followed by translating sentences and texts of the target language. This approach focus on reading and writing. The sentence is the basic unit of teaching and language practice.

2.2.3 Audio-lingual approach

Audio-lingual involves stimulus and response in applying this approach in the classroom. Therefore, in the classroom practice dialogue and drills become the basis of audio-lingual approach. Richards and Rodgers (2014) mentioned some principles of this approach, they are:

- Foreign language learning is a process of mechanical habit formation,
- Language skills are learned more effectively if the items to be learned in the target of language are presented in spoken form before they are seen in written form,
- Analogy provides a better foundation for language learning than analysis,
- The meaning that the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation (Richards & Rodgers, 2014).

2.2.4 Communicative language teaching

Communicative language teaching makes the students using English communicatively. This approach tries to have the students communicating for real. They will study how to use the language, not the language usage. The main objectives of teaching all languages in the world become able to use the languages.

3 METHOD

The research was designed using qualitative research. The explanation of the research results were made in descriptive (Cohen, Manion, & Morrison, 2007; Crano & Brewer, 2005). Seventy-five students were the sample of this research selected based on purposive sampling technique. The researchers chose three classes by considering students' English Achievement. The sample for focus group discussion were nine students selected based on the students who are more active in classroom discussion. Students were conditioned to be free in providing any information related to their perspectives to the EFL teachers' teaching approaches. This research enables the students to be able to communicate well in order the researchers could explore their idea based on their experience.

Data were collected through interview with eight questions. The interview was divided into two steps. Firstly, the researcher made a class discussion for students in a class and asked them based on the prepared interview guide. The interview was about 60-90 minutes. Secondly, the researchers interviewed some students in a focus group discussion to get in-depth information. The participants were encouraged to express their perception about effective and ineffective teaching approach of EFL teachers.

4 RESULTS

This presents the findings of a qualitative analysis of interview transcripts to answer the research questions as previously stated in the introduction.

4.1 Effective Teaching Approach Used by EFL Teacher

4.1.1 Communicative teaching

A good language learning result is using that language in communication. The students need teachers who are not only focused on writing but also on speaking to master English easier. As perceived by the students, they like practicing speaking rather than writing. It is perceived that the English language is a mean of communication in English classroom through a communicative approach.

4.1.2 Using familiar words

The teacher should use familiar words in the process of learning and teaching in the classroom. It is important to give the learners clear definitions of what those vocabularies are meaning. So, the materials have been taught is easy to understand.

4.1.3 Language teaching focus on the functional and communicate the potential of language

Most students prefer speaking skill instead of other English skills. They learn a language, so they need to use that language in their everyday life. They want speaking English well and fluently. In the terms speaking assignment given, the topics selected are based on the students' knowledge or experience. It is better to give a chance for the students to write it first or make a concept before they read what they have written.

4.1.4 Interaction

There were two interactions where the students felt effective when they were taught in the classroom. Those were students – teacher and students – students. The relationship between teacher and student should be closer. The students hope their teacher is more respect them; they want they were given a chance to interact and share with the teacher. The good activity and interaction in the classroom are will not boring. Teachers need to conduct an exciting way of assigning the students.

4.1.5 Teachers' role

The students assumed that the role of a teacher in teaching has an important aspect to the success of teaching and learning process. The teacher have a main role in assigning which approach should be done in meeting the students' need.

The students mentioned and explained the teachers' role who most impressed and needed by them listed in the following.

4.1.5.1 Deductive application of the rule

In the deductive classroom, first of all, the teacher conducts lesson by introducing concepts to the students followed by explaining. After that, the students are given the task to practice the concepts explained. This approach is teacher-centered.

4.1.5.2 Knowing students' need

The students were interested in learning English by the implementation of various teaching approaches, strategies, approaches, and techniques creatively. As a student described about favorite English teacher, a teacher should be very enjoyable and knows students' ability well, so the students never get bored.

The students also mentioned that effective teachers should be creative in designing the teaching approach. EFL teachers need to apply various teaching approaches in the teaching and learning process. Every student has a different learning style. Some students prefer a lecture approach. Sometimes, teachers use PowerPoint presentation, but it makes them dizzy. The students also proposed to be given more practice rather than theory. However, in delivering the materials, the teachers must ensure that all of the students understand that materials. If there is a student who does not understand, the teachers need to explain again to the students.

4.1.5.3 Explaining clearly

In delivering the materials, the teachers should give a clear explanation. The students wanted their teachers to explain the materials slowly and clearly. Also, the teacher is ready for explaining the materials again until all of the students understand. The students hope there are no teacher would get angry if the students need more explanation about the material which are not understood by them. Furthermore, the student mentioned the steps how the teacher should be in teaching. The teacher explains the materials, asks for the students' understanding, and explains the materials again if some students do not understand, then gives the assignment to check the students' understanding.

4.1.5.4 Giving task creatively

The assignment is given to know the students' progress about the subject matter and determines the students' achievement. Furthermore, it is too bad giving too many assignments. The assignment given is not only in the forms of answer the questions from the textbook, but teachers also need to design a different technique in giving an assignment. The students proposed some examples of assignment could be given such as assignment which encourages students' creativity. The students are given a task to make a short message then capture it. After that, they stuck to the paper and asked to decorate or make a creation on that paper. Another example of the assignment is such as storytelling, speech, or presentation.

4.1.6 Good course design

4.1.6.1 The task can motivate the learners

The task given by the teacher should have effectiveness for students. The practical task will make the student interested to finish it. The task which is designed and implemented correctly is a valuable tool for reinforcing learning. It is the teachers' responsibility to create active task that can motivate the learners in learning.

4.1.6.2   Course design differently every meeting

A teacher should be creative in designing the different teaching approach every meeting. The students will be bored learning, in the same way, every day. A teaching approach used by teachers must be interesting, enjoyable, and creative for the students. The teachers also may use teaching media or authentic material which is suitable for the topic.

4.1.6.3   Involve real communication

The teacher must bring the real world in the learning and teaching process by giving a chance to students interact with each other. It may attract students' attention to the material explained. It makes students understand the real purpose of real communication.

4.1.6.4   Using interested media to support activity

The teacher may use teaching media which are relevant to the students' need and the subject matter to achieve the learning objectives as a whole, for example, using presentation, playing music, film and after that student learn based on those media. As expected by the students, the teacher may use a powerpoint presentation, radio, netbook.

4.1.7   Classroom set

4.1.7.1   Using supporting media

In teaching and learning process, the teacher may use supporting media and learning resources which are relevant to the characteristics of student and the subject matter to achieve the learning objectives for example through playing a song, video and after that student learn based on those media. As experienced by the student, they listened to the song and filled the missing lyrics. Then they asked the students what the meaning is.

4.1.7.2   Task-based material

The teacher usually gives a task first before explaining the materials. It would make the students confuse what should to do. It is better to explain the material first before giving a task.

4.1.7.3   Learning outside of class

Teaching and learning process is not only conducted in the classroom, but it can also be conducted outside the classroom. A new environment or situation will make the students do not get bored.

4.1.7.4   Practice to pronounce the words

The students need practicing a conversation with their friends. It let the students pronounce words well and practice it to real-life communication. Besides a conversation, the practice could sing a song; the students asked to memorize some words of that song.

4.1.7.5   Enjoyable learning

In delivering the material, the students like if the environment was enjoyable. Teachers might light the class condition by giving a little joke and not too serious. If the teacher gives a joke, the students feel happy. They feel enjoy in the classroom. The enjoyable environment affects students easy to understand the materials and feel free to ask their teacher.

4.1.8   Appropriate procedures and techniques

4.1.8.1   Group working

In group work, the students have the chance to interact and learn with other students. Besides that, group working encourages the cooperation between the students. Most students do not like learning alone; they want to have a group working. Learning in a group is much more effective than one individual. The first, the students are more motivated and enthusiastic to finish their assignment. They are left to face reading, writing, listening, and the worst speaking alone. Besides that, there are many ideas to be shared. Then, the students support each other; they help their friends to overcome shyness and discover leadership qualities in themselves.

4.1.8.2   Repeating drill

One of the techniques to introduce a new word to the students is by drilling. It is a good way to develop good pronunciation habits by first listening to a model, for example, a teacher and the students repeating those words several times. This way is adapted by the teacher at Maros Regency, South Sulawesi, Indonesia in their teaching approach.

4.1.8.3   Pair exercise

Pair exercise is almost similar to group working. The difference is in the group working consisted of two or more than two students and in pair exercise consisted of two students. In practicing dialogues, it is better to use pair work. Working in pairs gives individual students much speaking time.

4.1.8.4   Using the variation of teaching technique

Traditional teaching technique, based mainly on a teacher explaining a topic and the students taking notes, may still be useful on occasion. However, education today revolves more around encouraging the student to awaken their curiosity and desire to learn. The students do not like taking notes all of the time. Another thing that the students mentioned the most on the interview is games. The teachers need to provide games in teaching and learning process to make the students interested to learn English. Some techniques mentioned which are applied by the teacher are some teaching approaches which the students like and could be a model for effective teaching approaches. The teacher should be more attractive to make the students still having attention. The teacher also may use the students' names in making a sentence so the students will be feel exist.

4.1.9   Error correction

The process of teaching and learning process cannot be separated from error. The role of teacher is to correct the students' mistake. There are two ways to correct the students' error, it could be directly or in the end of the learning. The teachers should consider the best time to correct directly because some students do not like it.

4.2 Ineffective teaching approach used by EFL teacher

4.2.1 Giving unclear explanation

Clear explanations are important in teaching students. Without clear explanations, there are a lot of confusion as students figure out what they are supposed to understand. At worst, the learning materials are not delivered effectively. This is not effective for the students since they expected the teacher to give clearly explanations.

4.2.2 Monotonous in delivering materials

Students hate going to the class with boring teacher who teaches the same way every day for the whole year. A good teacher has qualities that keep students attracted while bad teachers were boring, they do not have much ideas to make an amazing class. A teaching approach should be fun and interesting for students. The students seems dislike their teacher who teach almost in the same way.

4.2.3 Lecturing approach

Many students dislike their lectures because they are monotonous. Teachers who talk the entire class period are not exciting. The teacher is standing in front of the whiteboard, and ended the explanation back to his seat. In explaining the materials, the teacher is too fast. Then, if the students do not understand the materials, they ask again to their teacher but their teacher do not answer that question. The students feel not satisfy of that teacher's attitude.

4.2.4 Using English without translation

Teachers also need to know that not all of the students having a high vocabulary mastery. The students of junior high school still have a low vocabulary mastery. Therefore in teaching and learning process, it is not recommended to use English only because some students did not understand. Thus, in delivering the materials in English, the teacher should provide the translation of what they have said.

4.2.5 Too many assignment

Teacher should think about the objective of each assignment before giving it to students to make sure that it will benefit them. The students do not want spending their time to do unimportant things. The teacher also should use a variety of exercises rather than the same ones over and over again.

4.2.6 Need authentic materials to support the learning

The teacher is only used textbook as the learning materials. The students felt bored by using that all the time. Authentic materials are not made to be used in the classroom but they are made to make students easily understand the materials. Authentic materials such things as newspaper, magazine articles, films, leaflets, posters, songs, articles on the web which appropriate to the materials in the classroom. The materials used depend on the topic, target language, skills, and students' needs and interests.

4.2.7 Focused on grammar

Many of students feel afraid to speak English. It is caused they do not want if they have a mistake and their teacher or their friends laugh at them. Students be brave to speak English is a good first step in speaking. The teacher should understand if the grammar of what the students' said was wrong.

4.2.8 Pointed the students directly

The students need a time to write a sentence what will they said. They cannot answer directly when their teacher pointed them and asked to answer the questions. Besides that, there is a fear if the students directly pointed them.

4.2.9 Teachers' personal competence

Teachers' personal competence is also a very important role as viewed by the students. Teachers should be a kind person and cheerful. The teachers' voice with clear intonation also must be listened by all of the students.

5 DISCUSSION

5.1 The effective teaching approach perceived by the students

There are four effective teaching approach were used by EFL teacher at secondary school. Those approach will be explained as follows.

5.1.1 Communicative language teaching approach

Communicative language teaching approach is one of the approach which have a major influence on the teaching and learning process. The objective of communicative language teaching approach according to (Larsen-Freeman, 2000) is making communicative competence as the goal of language teaching and expressing acknowledging the interdependence of language and communication to apply the theoretical perspective of the communicative approach.

That language theory is shown by the students' perceived that learning language as means of communication should have communicative goal. There are some aspects of acquisition in this approach arousing by the students. They are in vocabulary and grammar acquisition. The students perceived that vocabulary is not only taught by memorizing but the important is using them. It means vocabulary should be taught in meaningful context. In grammar acquisition, it is almost similar to the use of vocabulary, the students perceived that it should be provided as clear as the students could be understand. Some students dislike learning English because they do not understand when the teacher using English all the time or using the unfamiliar vocabulary for the students. Because of that, the teachers should select appropriate vocabulary and grammar used.

One of features recognized CLT approach is an attempt to link language activities inside and outside the classroom (Littlewood & William, 1981; Nunan, 1987; Richards, 2005; Savignon, 1991). As students' expectation that as a result of learning English in the classroom, they can speak English fluently. It means English vocabulary used in the classroom are may be used by the students in their daily. This approach let the students to student centered approach. The students practice the language together, share ideas, help one another, and support each other. Some techniques associated with CLT in teaching and learning process by Larsen-Freeman (2000) are similar to the students' needs in teaching and learning for example, the students expected the

teacher uses authentic materials, language games, and role play. Those techniques will encourage the students' spirit to learn and engage the students to communicate each other.

5.1.2 Cooperative learning (CL)

This approach provides opportunities to students to learn together in group working. The students work together to learn and are responsible for their teamwork. During activities, each student is not only responsible for learning what is taught but also for helping their teamwork. The students work through the assignment until all group members successfully understand it. It will reduce competition and increase cooperation between students in the classroom as stated by Abidin (2014) that one of the students' role in the process of teaching and learning is be more cooperative rather than competitive. The teacher could divides students into some groups. The teacher should consider the type of task, students' role in a group, group size, seating arrangement, and time.

The literature shows that students who are given opportunities to work in cooperative learning teams are able to learn more quickly and efficiently and are better able to grasp and retain the materials (Felder & Brent, 2007). It is proved that some students feel difficult to learn when they are alone. They need friends who help them in learning. They are left to face reading, writing, listening, and the worst speaking alone. In group working, there are many ideas to be shared. Another advantages of cooperative learning is learning support. This approach provides the opportunity for higher achieving students to help students who are slower learners.

The teacher plays a crucial role in overseeing that group activities. The teacher's role here could not dominate the students, the teacher as a facilitator for the students. Teacher need to consider some important responsibilities such as decide on group size, students on group, arrange the assignment for group working, arrange the room, assign role for the members of group working, and monitor students during the activities.

5.1.3 Audio lingual approach

This approach focuses in repetition some words to memorize. It is mostly used drills and pattern practice in teaching language. It is known that the grammar and pronunciation between English as a mother tongue and English as a foreign language is different. Therefore, in English learning students have to pronounce and read again and again the words (repetition) in order to have the similar pronunciation as native speaker.

Language skills which are presented in spoken form before in written form are more effectively in the target language (Richards & Rodgers, 2014). The students agree to that statement, spoken form is more effective than written form in learning English. The students learn speaking directly. They are listening how to pronounce the words from the native speaker recorded and they try to pronounce that words. They also learn the intonation and accent of the words. Teachers as a model must have a good pronunciation because they will give example for students, if they are wrong the students will be wrong. In addition, teachers may provide some alternative media such as tape recorder, radio, DVD player or netbook to play some audio recorder for the students.

5.1.4 Simulation and games approach

Simulation and games facilitate meaningful and fun learning. Most of students mentioned these approach in the interview. They dislike learning in a very serious situation. They wanted the teachers provide fun learning to attract their interest and attention in the process of teaching and learning. The approach can be used to prove it is simulation and games. Simulations are develop activities of physical reality (Gredler, 2004). It is to reflect a situation found in the real world for purpose of learning about real experiences. Simulation is used to make the students gain a better understanding of the behavior that they played, engage students in deep learning as opposed to traditional learning that focus on memorization.

Unlike simulation, Adams (2008) mentioned games are like play, but have an end and involve suspense. Harmer (2013) mentions some qualities which good teachers require is an ability to give interesting games. It is similar to most of students expected that the teacher should use games in teaching English. It can engage the students' interest in learning English. Games may be played with teams against one another teams. The types of games could be guessing games, mix and match, arrange the things designed by the teachers. The teachers may use games as ice breakers. The teachers' role is consider which games to use, when to use them, how to link them up with the syllabus or textbook. The teachers need to give a clear rules before start the games (Hidayat, Sunusi, Nyura, Patak, & Tahir, 2016).

5.2 The ineffective teaching approach perceived by the students

There are three ineffective teaching approach is used by EFL teacher in secondary school. Those approach is explained as follows.

5.2.1 Lecturing approach

The application of lecturing approach in teaching and learning process is not effective for the students. The teacher explains materials while he/she is standing in front of the whiteboard. The problems in this approach is to grab attention of students in classroom. The students cannot give attention in a long period so the students feel bored in listening to the same way explanation.

This approach is teacher centered. Teacher talking the entire class period while students' involvement is just to listen and take notes during the lecture. While the learning is an active process thus study should encourage to actively participate in the classroom instead of just listening the teacher. The students would forget the lecture soon compared to the activities are experienced.

This approach is not perfect or recommended for the junior high school students. At this level, they feel difficult to get a new knowledge using lecture approach of teaching. In this level, the students are more active and interest to experience activity in the class. Nevertheless, this approach could be used but not in the entire class period but teacher also use another teaching approach.

5.2.2 Grammar translation approach

Grammar translation approach is a way of studying a language through detailed analysis of its grammar rules. Then, it is followed by translating sentences and texts of the target language (Richards & Rodgers, 2014). Based on the students' perception, this approach was found as ineffective approach. The

students thought that learning the language was not studying its structure all the time but practicing the language. It is ease the students to understand the language. Furthermore, the students at this level, junior high school students, they should be practice speaking more than writing which much focus on grammar.

5.2.3 Direct approach

Since the students is in the level of secondary school, the students is still have a low vocabulary mastery. While the use of direct approach, no translation is allowed. Thus, in delivering the materials in English, the teacher should provide the translation of what they have said. Not all of the students know the meaning of the words. Actually this approach is good enough to encourage the students to be brave in using a foreign language they learn but the students feel afraid to answer directly when their teacher asked them. In addition, they need much time to think what they will say. As stated by Richards and Rodgers (2014) that it is designed because a belief that the foreign language can be taught without translation. It is contrary to the students' statement that they cannot understand the materials explained by the teacher using English all the time. They need the translation of the teachers' explanation in Indonesian. On the contrary, in this level, this approach tends to be an ineffective approach.

In addition, beside the teaching approach, the researcher found that one of causes ineffective teaching and learning process is teachers' personal competence. The students dislike the teacher who cannot understand the students' need. They need a teacher who encourage and motivate them to learn. Some teachers are monotonous, using the same way in delivering the materials, in giving a task. It was boring for the students. They expected their teachers evaluate their teaching approach day by day, year by year so they can vary the teaching techniques should be used. The voice is also affect the students' attention in learning. It is proved that some teachers' voice is low so sometimes the students do not hear well what the teacher said.

6 CONCLUSION

Related to the findings and discussion, it can be concluded that (1) there are four effective teaching approach were used by EFL teacher at secondary school they are communicative approach, cooperative learning approach, audio lingual approach, and simulation and games approach. The students believed these approach can stimulate the students' activeness and participation in the classroom. (2) there are three ineffective teaching approach is used by EFL teacher in secondary school they are lecturing approach, grammar translation approach, and direct approach.

In addition, the researcher found that teachers' personal competence affect the students' attention in learning in the classroom. The students need a teacher who encourages and motivates them to learn. They expect their teacher is not monotone in using the same way in delivering materials and task. The voice also affects the students' attention in learning. The results of this research would be the reference for EFL teachers to apply those teaching approach in effective teaching. It is suggested to the English teachers to evaluate and update their teaching approach and the different characteristics of students taught. A

study may be conducted to have a deep investigation on students' perception on teaching approach compared to teachers in the different school to find out the other effective and ineffective approach that have not been found in this research and in the specific scope.

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