**TEACHING METHODS USED BY PROFESSIONAL EFL TEACHERS OF HIGH SCHOOL LEVEL IN PANGKEP REGENCY**

Fauzi Ismail

fauziismailfakhruddin@yahoo.com

Baso Jabu

Sukardi Weda

**ABSTRACT**

The objectives of the research were to describe the teacher concept about good teaching methods, kinds of teaching methods used by professional EFL teachers, and the reasons of the professional EFL teachers used the methods. The data sources for the researcher were three professional EFL teachers from three high school levels in Pangkep regency.

This research employed qualitative approach with a grounded theory method for the research. The instruments for the research consisted of the researcher as the main instrument, field notes, recorder and camera foto and handycam to take videos. In the process of data collection, the research conclude out of interview and direct classroom observation. In analyzing the data, the researcher employed coding methd that comprised three steps, open coding, axial coding, and selective coding.

The result of the research showed that the three subjects have different statements about teaching methods, but their concept basicaally are line with the theories about teaching method proposed by the expert. They stated that the teaching method is a set set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. The process in the classroom the teacher used audio visual method, communicative approach, discussing method, task based learning, presentation and production, ESA (Engage, study, and activate), EGRA (Experienced, Generalization, Reinforcement, and Application), and PGRA (Practice, Generalization, Reinforcement, and Application). Beside that the three subjects suggest similar points considered by teachers in choosing a teaching method to be applied in the classroom. They include to choose a method the most important things are the material and the students learning style.

Key words : Teaching methods, Professional EFL teachers.

**INTRODUCTION**

In the learning process, the method has a very significant position in order to achieve the learning goal, because the method is the way teachers deliver lessons to students in the classroom. Good method will facilitate the students understand the lesson given by the teacher; the method is applicable by a teacher to achieve the educational goals that have been set.

 Teaching is an essential effort of teachers in creating learning situations. The method used by the teacher is expected to grow a variety of learning activities for students in relation to the teaching activities of teachers. Therefore, good teaching method is a method that can foster learning activities for students and teachers in an effort to choose a method that is both an effort to enhance the quality of teaching or education which it is responsible.

Yuwono (2010) suggests that English teacher professionalism in Indonesia is unique, is often different from what is constructed by common literature on teacher professionalism, and could be elaborated in terms of five areas. Those areas are: (1) motives for entering the profession, (2) teaching rewards, (3) the wider society‘s views about teaching profession, (4) English teachers‘ career progression, and (5) teachers‘ perceptions on the meaning of professional EFL teachers.

1

 Pangkep is located in the western part of South Sulawesi province, with the capital city, Pangkajene. Pangkep region consists of three main parts; they are mainland, highland and island territory. As one complete district, Pangkep is always interesting to be used as a research object. On this occasion the researcher tries to examine the teaching methods used by professional English teachers in particular at senior high schools.

This research will explain about the teachers’ concept of teaching methods, the teaching methods used by the professional EFL, and the reason of using the methods at the level of senior high school. The researchers also will look at the result of this research to make an evaluation of the government especially the government in Pangkep districts about teacher certification process, whether the program is run in accordance with the wishes of the central government and the regions.

**REVIEW OF RELATED LITERATURE**

1. **Definition of Teaching Methods**

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

1. **Kinds of Teaching Methods**

Pollard (2008) described nine kinds of teaching methods, which therefore explained is detailed:

1. Grammar translation method

The method consists of studying written texts, translating them into the students’ own language and carrying out a study of grammar. It has been replaced by methods that focus on spoken language and I advise you to familiarize yourself with these newer methods and to use them.

1. Audio-lingual method

This method grew out of behaviorist psychology. It involves providing a stimulus to which students respond; if the response is correct, the students are praised in order to reinforce the correct use of language and ultimately to reinforce learning. Language is presented in a very controlled way; i.e. one language point at a time is studied and worked on. Grammar explanations are kept to a minimum and progress is made through repetition.

1. Communicative approach

This approach developed out of a need to have students communicating for real. It is based on the theory that children acquire language rules by using language rather than through the study of grammar. The essential element is to ensure that there is a reason for carrying out the task other than just practicing language.

1. PPP (Presentation, Practice, and Production)

PPP stands for presentation, practice, and production. Presentation involves, as the name suggests, presenting a language point. This is usually done by the teacher. Practice refers to controlled practice, it involves students using the target language in a controlled way. Production refers to freer practice; students use the target language in sentences of their own. They might also combine it with other language they know.

1. Task-based learning

In a task-based lesson, the teacher sets a task for students to do that involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise.

1. ESA (Engage, Study, and Activate)

ESA stands for engage – study – activate. Let’s take a look at each individual component. Engage involves getting the students’ attention or interest, getting them involved.

1. Humanistic

The involvement of the whole person in the learning experience is central to the humanistic approach. A supportive atmosphere is encouraged in the classroom where students are listened to their comments accepted without judgement and they are encouraged to share their feelings and experiences. Activities are used that involve students talking about their feelings and experiences.

1. Lexical approach

The underlying principle of this method is that grammar and vocabulary cannot be strictly divided as is often the case in traditional teaching methods. A further notion is that language is made up of lexical items using grammar to support them rather than being made up of grammatical structures incorporating lexis. Lexical items are words or chunks of words, which have their own meaning.

1. A final word on teaching methods

Of course there are other approaches to teaching; however, the above are the main ones you should be aware of. I suggest you look at any course book you’re about to use and see whether it favors one of the approaches above. **Professional Teacher**

1. What is Professional teacher?

According to Danim (2002;2) professional refers to two things, the first is the person who holds the profession. A professional usually do her/his work autonomously and devote her/his self to the service users with a sense of responsibility. The second is individual performance in doing work based on her/his profession.

1. The Criteria and the Characteristics of Professional Teacher

To be a professional teacher, some criteria or standards have to be fulfilled by a teacher as mention in Low of Republic Indonesia No. 14/2005 (Chapter IV article 8-10) the criteria are teacher must have:

1. Academic Qualification

This qualification is obtained through high education undergraduate program (S1) or diploma four (D-IV).

1. Competence

The teacher’s competencies consist of pedagogy competence, personality competence, professional competence, and social competence.

1. Educator certificate
2. Health physically and mentally
3. Have the ability to realize the goal of national education.

 **RESEARCH METHOD**

This research applied descriptive qualitative method. According to Gay et.al (2006:9) qualitative research is collecting, analyzing, and interpretation of comprehensive narrative and visual (no numerical) data in order to gain insights into a particular phenomenon of interest.

The subjects of the research are professional English teachers’ of high schools level at Pangkep regency; they are from SMAN 1 Segeri, SMKN 1 Bungoro, and SMAN 1 Pangkajene.

The instrument of the research consist of, (1) the researcher as the main instrument in collecting data of observation and interview, (2) notebook to make field note and interview transcripts, (3) hand phone recorder to record interview, and (4) camera to take photos or videos.

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

Observation involves visiting a class to observe different aspect of teaching. The researcher proceeds to the classroom, scripting observation or write anecdote of activities in the classroom that related the teaching methods and take photos or videos about the activities. The researcher used participants’ observation. He attended the classroom and sometimes helped the teachers as a volunteer.

The data taken from observation and interview. analyzed by Coding Method adapted from Strauss and Corbin’s (1990). They suggest their approach to analyze qualitative data.

The stage of data analysis is grounded theory are divided into three: firstly is Open Coding, the process of breaking down, examining, comparing, conceptualizing data. Secondly is Axial Coding, a set of procedures whereby data are put back together in new ways after open coding. Thirdly is Selective Coding, the process of selecting the core categories that need further refinement and development.

In qualitative research, the validity of data is an attempt to increase the trust degree of data (Meloeng, 2001 :107). Basically examination of data validity can be used to hold back against charges of unnaturalness lack of qualitative researc

The researcher use is triangulation with checking the data to the same source with different techniques. For example, the data will obtain by interview then comparing with data from observation, data from observations with the data content of documents, and data relating to interviews with the contents of document related.

Member checking showing the data or information, including the interpretation of the results with neatly write in the form of field notes or a transcript of the interview to the informant in order to give comment agree or not and can add other information if deemed necessary. Available reference will use as a men as to accommodate and accept to write critique for evaluation purposes.

**FINDINGS AND DISCUSSION**

1. **Findings**

This chapter present the findings based on the data were collected from interviews and direct classroom observations. The findings are to show the teachers’ concept about teaching methods, kinds of teaching methods used by English teacher in the classroom and the reason of the English teacher’s used the methods. The findings then are discussed with the relevant literature and further interpreted. The findings begin with the description of participants and then it organized based on the aims of this research.

In this research there were three teachers participated as subjects. All participants were female. Two of them had graduated from Teacher Training Institute of Ujung Pandang (IKIP Ujung Pandang now State University of Makassar), one of them had graduated from Hasanuddin University and taken akta IV in state university of Makassar, and one of them had graduated from master program (S2) in State University of Makassar. They teach in different high schools. All of them had had more then ten years experience in teaching English, they are between 35-51 years old, they have obtained certificate as a professional teachers/educators from the government and they had many experience in joining educations and trainings and also workshop for teachers both as participants or presenter.

1. **Teacher concepts about teaching methods**

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

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

1. **Kinds of Teaching Methods Used by the Teachers**

From the result of interview, the researcher found that in teaching and learning activities there were many kinds of teaching methods that the researchers used, they were audio visual method, communicative approach, discussing method, task based learning, presentation and production, EGRA (Experienced, Generalization, Reinforcement, and Application), and PGRA (Practice, Generalization, Reinforcement, and Application).

Based on the result of interview, there are seven kinds of teaching methods mentioned by the subjects but based on the result of direct observation in the classroom, the researcher found only five kinds of teaching methods which they apply in the classroom. They consist of task based learning, audio lingual method, communicative approach, presentation, practice and production, and ESA (Engage, Study, and activate).

1. **Task Based Learning**

From direct observation in the classroom, the researcher found that all participants implemented task based learning in teaching. From teaching and learning process using task based learning method conducting by three subjects in this study, the researcher found that all the subjects always used task book especially to measure the student’s knowledge about the materials.

1. **Audio Visual Method**

From direct observation in the classroom, the researcher found that two participant’s implemented task based learning in teaching. From teaching and learning process using audio visual method conducting by two subjects in this study, the researcher found that the teachers used the LCD or projector as a media in learning process, the teacher explained the material by using this media also to build students spirit in learning English.

1. **Communicative Approach**

From direct observation in the classroom, the researcher found that all participant’s implemented communicative in teaching and learning process. From teaching and learning process using communicative approach method conducting by all subjects in this study, the researcher found that the teachers always used communication as a way to makes students interested in learning process especially when was the students bored, the teacher used this method and then the students felt comport to joined the teaching and learning process. After that the teacher easy to explained the material.

1. **Presentation, Practice, and Production**

From direct observation in the classroom, the researcher found that all participant’s implemented communicative in teaching and learning process. From teaching and learning process using presentation, practice, and production method conducting by all subjects in this study, the researcher found that the teachers used this method by presenting the material first and explain the material then the students used the language in practice by asking and discussing with the teacher and others students and the result of the learning process the students can easy to understand their assignment and easy to did the assignment.

1. **ESA ( Engage, Study, and Application)**

From direct observation in the classroom, the researcher found that all participant’s implemented communicative in teaching and learning process. From teaching and learning process using ESA (engage, study, activate) method conducting by all subjects in this study, the researcher found that the teachers used this method by showing the pictures first and by the picture the teacher tries to stimulate the students to discussed about the materials and the most important the teacher used this method to getting the students attention or interest.

1. **The Reason Teachers Used the Methods**

Based on the result of interview the researcher found that the first subject used (S1) communicative approach because it can improve the students English and the students are very interested in this method. The second she used presentation, practice and production (PPP) because she think this is suitable for the third students because in the final test, especially for productive material, they must present the final test with power point presentation

The second subject (S2) used communicative approach, because communicative approach very efficient and essential because English is a lesson that to need every time to speak up she don’t need the students speak with grammatical or may be must right in pronounce the word, but the most important the students must be understanding the content.

The second, she used discussing method. In discussing method the students can explore their skill in learning English. The third is task based learning, she used this method because text book it’s very important to the teacher and students.

The third subject used EGRA (Experience, Generalization, Reinforcement and Application). Experience mean the teacher give students generalization about the material, generalization mean here the teacher makes students understanding the material. Next reinforcement mean, I give the students about some question related about the expression that they are presented to them. The last is application, she give the students question more detail about their material maybe if you are meet someone and you ask then something, for instance if someone found the situation that can make their surprised and the students said I was surprised to hear about you situation.

The second is PGRA (Practice, generalization, reinforcement, and application). PGRA means the students have special background about the materials, for example here she give them simple past tense and she always practice to her students, because she know simple past tense from junior high school until senior high school, all the students don’t understand about the tenses.

Based on the observation class the researcher found that there were five teaching methods used by the teachers, They consist of task based learning, audio lingual method, communicative approach, presentation, practice and production, and ESA (Engage, Study, and activate).

The teacher used task based learning because the teacher can easy to measure the students knowledge about the materials and then this method control the students activity in learning and teaching process. The teacher used text book as a media to give the students task in every meeting.

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

The third method is communicative approach, the teacher used this method because the teacher used communication as a way to makes students interested in learning process especially when was the students bored, the teacher used this method and then the students felt comport to joined the teaching and learning process. After that the teacher easy to explained the material.

The fourth is presentation, practice and production (PPP), this method used by the teacher because the teachers used this method by presenting the material first and explain the material then the students used the language in practice by asking and discussing with the teacher and others students and the result of the learning process the students can easy to understand their assignment and easy to did the assignment.

The last is ESA (Engage, Study, and activate). The teacher used this method because this method used by showing the media like pictures and by the picture the teacher tries to stimulate the students to discuss about the materials and the most important the teacher used this method to getting the students attention or interest.

1. **Discussion**

The description of data collected through interview and observation as explained in the previous section shows that the professional EFL teachers used eight kinds of teaching methods, they are audio visual method, communicative approach, discussing method, task based learning, presentation and production, ESA (engage, study, and activate), EGRA (Experienced, Generalization, Reinforcement, and Application), and PGRA (Practice, Generalization, Reinforcement, and Application).

This line with Tafsir (1992) concept about professional teacher he said that teachers are the people who responsible for the development of students by pursuing the development of all students potential affective, cognitive, and psychomotor. By using the methods the teachers realize about their responsibility in teaching, they always used all kinds of the methods to explore students’ skills especially in learning and teaching activities.

Yuowono and Harbon (2010) stated that English teacher professionalism in Indonesia is unique, id often different from what is constructed by common literature on teacher professionalism and could be elaborated in terms of five areas. Those areas are: (1) motives for entering the profession, (2) teaching rewards, (3) the wider society‘s views about teaching profession, (4) English teachers‘ career progression, and (5) teachers‘ perceptions on the meaning of professional EFL teachers. The researcher also found the unique of professional EFL teachers in Pangkep regency because as a teacher they realize about their responsibility, not only teaching but also another responsibility like motivate students to have spirit joined the class and keep the relation with another professional EFL teachers in outside of classroom.

In another part Fogal (2010) said that methodologies reserved traditionally for native speakers, that is, teacher-centered lectures can transfer over into EFL studies. By the result of this research, the researcher agree with Fogal opinion because all the EFL students are not a native speakers, so the teacher did not used the teacher-centered method but all the subjects of this research used the methods based on students needed in teaching and learning activities.

In another side Maeda and Kawamura (2009) found that the Cambodian teacher’s preferred professional development areas are: Teaching skill and methods, understanding students, attending conference, seminars and workshop. This is line with professional EFL teachers in Pangkep because all the subjects of this always tried to find a good teaching methods to applied in teaching and learning process by attending seminars and workshop.

Based on the theory of Pollard (2008), she divide teaching methods into nine kinds, but in this research only found five kinds of teaching methods used by professional EFL teachers in Pangkep regency. The teachers choose the methods based on the material in the classroom and based on learning style of the students.

**CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion according to the finding and discussion.

1. **Conclusion**

From their concept the researcher makes a conclusion that the teaching method is a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. These guidelines include the teacher’s responsibility in creating and using good teaching methods in learning activities and create atmospheres of learning process so that learners can achieve basic competency or a set of indicators that have been established.

The researcher found that in teaching and learning activities there were seven kinds of teaching methods that the subjects used, they were audio visual method, communicative approach, discussing method, task based learning, presentation and production, EGRA (Experienced, Generalization, Reinforcement, and Application), and PGRA (Practice, Generalization, Reinforcement, and Application).

Based on the interview and direct observation class, the researcher found that there were seven teaching methods used by professional EFL teachers and the reasons are:

1. The first subject used ccommunicative approach because it can improve the students English and the students are very interested in this method. Presentation, practice and production (PPP) because this is method suitable for the third students because in the final test, especially for productive material, they must present the final test with power point presentation
2. Discussing method, because in discussing method the students can explore their skill in learning English.
3. The teacher used task based learning because the teacher can easy to measure the students knowledge about the materials and then this method control the students activity in learning and teaching process.
4. The teacher used audio lingual method because in learning process the teacher used LCD or projector as a media in learning process, the media helped the teacher to explained their material and the students interested in learning if the teacher used this method.
5. EGRA (Experience, Generalization, Reinforcement and Application). Experience mean the teacher give students generalization about the material, generalization mean here the teacher makes students understanding the material, reinforcement mean, give the students question more detail about their material, last is application mean the students used the language by itself.
6. PGRA (Practice, generalization, reinforcement, and application). PGRA means the students have special background about the materials before they started learning activities.
7. The teacher used ESA (Engage, Study, and activate)because this method used by showing the media like pictures and by the picture the teacher tries to stimulate the students to discussed about the materials and the most important the teacher used this method to getting the students attention or interest.

**References**

Danim, S. (2002). *Inovasi Pendidikan dalam Upaya Penigkatan Profesionalisme tenaga kependidikan.* Bandung: CV Pustaka Setia.

Departemen Pendidikan Nasional. 2005a. *Undang-undang Republik Indonesia No. 14 tahun 2005* tentang Guru dan Dosen. Jakarta: Depdiknas.

Fogal, G. G. (2010). EFL Literature Studies: Student Feedback on Teaching Methodology. *The Asian EFL Journal,* 12(4), 114-129.

Gay, L.R., Millis, E.M., Airasian, P. (2006). *Educational Research: Competencies for analysis and Applications.* New Jersey: Prentice Hall.

Liu, Q. X., & Shi, J. F. (2007). Analysis of language teaching approaches and methods: effectiveness and weakness. *US-China Education Review, 4, 1,* 69–71. ERIC online document ED497389.

Maeda, J and Kawamura, A. (2009). Professional development needs of Cambodian teachers of English: International comparison with Japanese and Korean EFL teachers. *CamTESOL Conference on English Language Teaching: Selected Papers.* 5. 72.

Meloeng, I. (2001). *Methodology Penelitian Kualitatif.* Bandung: Remaja Rosda Karya.

Pollard, L. (2008). *Luccy Pollard’s Guide to Teaching English.* London: Lucy Pollard 2008 all rights reserved.

Undang-undang Nomor 19 Tahun 2005 tentang Standard Nasional Pendidikan.

Yuwono, G.I and Harbon, I. (2010). English teacher professionalism and profession development: some common issue in Indonesia. *The Asian EFL Journal,* 12(3), 145-163.