

Teaching Method in EFL Classroom: Types and Why Teachers Use it?

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ABSTRACT

Teaching methods are very important in teaching learning process. It's an essential thing for teachers. To provide students with a good quality of education, it's very possible for teachers to use more than one way to teach in dynamic classroom. The aim of this research is to get to know the various teaching method used by teachers and the reason why they use it. The research method used is a descriptive qualitative method. The data are taken from teachers in "Komunitas Belajar Riset dan Aksi". The researchers use observation, interview, and questionnaire in collecting the data. The data are analyzed using data display, data verification and the last data reduction. The result of this research shows that there are three teaching methods that commonly used; there are small group discussion, brainstorming, and project based learning. In addition, there are some factors why teachers select those teaching methods such as seeing the students' needs, time availability, comfortability, and flexibility in using it.

Keywords: : EFL Classroom, Teaching Method, English Teachers

INTRODUCTION

Education is a deep learning process to develop skills, knowledge, and character that manifest to get a better life. To create such comfortable learning environment, there are many ways that teacher can do and one of them is using teaching method. Teaching method is a way used by teachers to help students to achieve the learning outcome in gaining the knowledge. Not just about the cognitive achievement but also to build up the student's character, personality, self-control, good moral, religious value, and to introduce how important the education is. Those components can be developed by various learning activities in the classroom used by the competent teachers. The teachers' ability in using various teaching method affect the students' achievement at school also how they behave at school nor at home. Therefore, teachers must be familiar with various teaching method in order to teach the students effectively, making them excited coming to the classroom and the most important thing is the learning target can be achieved.

According to Setiyadi (2006) in Aryanti (2018) method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Method might have different meaning from different theories. According to Richards (2013) in Wijaya (2018) teaching should be done in certain ways, so that the teacher can achieve the learning objectives. Teaching

method can simulate the students' attention, interest, thought, and the feeling in learning activities while achieving the goals. These are the main factors in reaching the goals in studying. Therefore, students don't feel any burden while studying specially to fulfill the school' target or standard. Moreover, Brown (1994) in Aryanti (2018) defined method is generalized set of specification in the classroom for achieving linguistic purposes. Other theory by Sudjana (2005) in Aryanti (2018) said that method is the way that teachers use in establishing the relationship with the students at the time of teaching. According to Sutikno (2008) in Aryanti (2018) method is a way of presenting the lesson material done by the teacher to happen the learning process in the students themselves in an effort to achieve the goal. Certain teaching method may only be used to improve one or two English skill and the goal of the method itself can be different from one to another. In order for teaching methods to be effective in achieving the goal there are some criteria (Ahmad, 2005);

1. The extent of its relevance to educational goals.
2. It's ability to urge students to think well and reach results.
3. Taking into account the logical and psychological aspects when presenting the educational material.
4. It's association with the student's social life.
5. Helping the students to explain the result they reach in their studies.
6. It's contribution to the link between the theoretical and practical sides of academic subject.
7. exploitation of students' activities towards education.
8. Taking into consideration students' abilities, aptitudes, tendencies, and attitudes related to the educational subject.

There are several types of teaching method that have been found they are:

1. Audio-lingual method
A method based on process of habit formation. Teachers tend to prevent the student's errors through some repetitions. Positive reinforcement such as giving rewards and compliments help students to develop correct habits, (Wijaya. A. 2019). This method is an oral drilling action thus, this method uses a habit formation through oral drilling action.
2. Community language learning
This is a method that views students as a whole person. There is a belief that people are learning at their best when they are feel secure enough. Here, students are given some chances to generate target language they wish to learn. For instance, a teacher gives an opportunity to tutor describe a thing in their bedroom. The students are given a free will to choose a particular thing and describe the thing as deta as they can, (Wijaya. A. 2019).
3. Suggestopedia
This method requires a good communication between teachers and students, it's a method where it gives students a pleasant environment. This method believes that a secure environment would enhance the students' performance, (Wijaya A 2019).
4. Small group discussions
There is other teaching method like small group discussions. According to Ismail (2002) in Rusman (2014) the small group discussions model is a learning process by conducting small group discussions so that students have the skills to solve problems related to the main material and problem faced in every day life.

Moreover, still according to Crosby (1996) the most important characteristic in small group learning is the active involvement of students in learning, task can be done well, goals and achievements can be achieved according to the given time frame, and provide an in-depth learning experience.

5. Project-based learning (PBL)

According to Boston University Center for Teaching & Learning, Project-based learning (PBL) involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams. Typically, PBL takes students through the following phases or steps:

- a. Identifying a problem
- b. Agreeing on or devising a solution and potential solution path to the problem (i.e., how to achieve the solution)
- c. Designing and developing a prototype of the solution
- d. Refining the solution based on feedback from experts, instructors, and/or peers

6. Roundtable

Moreover, according to Graduate Student Instructor Teaching & Resource Center from Berkeley Graduate Division, roundtable is something like students in small groups sit in a circle and respond in turn to a question or problem by stating their ideas aloud as they write them on paper. The conversation can go around the circle, each student in turn, more than once if desired. After the roundtable, students discuss and summarize the ideas generated and report back to the class. Other theory said that Roundtable is a technique, it is a cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table (Kagan, 1994 cited by Manurung, Elfrida etc 2022). In line with Kagan, Mccafferty cited by Ratnasari argues that round table technique is learning technique that applies to appoint each member of the group to participate in the group by taking turns to form a round table or sit in circle.

7. Brainstorming Method

This method can move in two tracks of organization that can be applied to individual or to the entire organization (Al-Mandalawi, 2019). This method has many names in studies and literature but they have same meaning and applications. This is a method of inovatif thinking in developing new ideas that includes individual activities or small group activities in which a deliberate attempt is made to inovatif thinking. Brainstorming leads to freedom the constrains imposed by thought or imposed by traditional method (Al-Mandalawi, 2019 cited by Al-Taai, 2021). Furthermore, according to (Jaber 2005 in Al-Taai 2021) it's a position that provides students with a set of rules for generating ideas in an atmosphere that must be free of judging others and their suggestions.

Advantages of teaching method

Using teaching method is very helpful for students and teachers. Explained by Al-Taai (2021) teaching method is defined as the set of performances that the teacher uses to achieve expected behavior among learners. The using of a variety of teaching method can explore the student's attitude towards it, how the impact in using the method in achieving

the student's goal during the learning process. According to Al-Taai (2021) the frequent change in human knowledge, in terms of quantity and quality, made it very difficult, as the teacher is familiar with all its details and developments. Therefore, it's very important using various teaching method for the students to learn how to think in scientific, logical, independent, and critical ways to distinctive for their personality. Furthermore, there are a lot of benefits can be taken from the using of various teaching method like allows observation during the learning process, gives experience and clinical pre self-observation before the learning process, and promotes management skills.

RESEARCH METHOD

according to Moleong (2005:9) said that ‘‘a human instrument is used in a research because only human who has capability to understand the real condition of the research subject.’’ The main source for the data in qualitative research are words and actions, the rest will be from documents or other additional data. Following Cresswell’ tdzw heury (1994) ‘‘a qualitative study is defined as an inquiry process of understanding a social human problem, based on building a complex, informants, and conducted in a hn.’hnhn86byly

The data is taken from teachers in "Komunitas Belajar Riset dan Aksi" it is a teacher online group to learn, practice, and m,3share any information related to teachers' event such as webinar, teachers training, and etc. Moreover, the data also taken from three teachers from different schools. The researchers use questionnaire and observation to get to know what teaching method that commonly used and to narrow the issue. Satori and Komariah (2011) said that employed observation as a data collection technique to gather research data through observation and sensing. Moreover, the observation done covers the way how the teachers teach and see the student's response in using the method. According to Esterberg (Sugiyono, 2015) by meeting between two people to exchange information and ideas through questions and answers will result in communication and joint development of meaning about a certain issue. To get a deeper information, the researchers interviewed three teachers who have worked as teachers for more than five years. The data taken was reduced but a deeper information can be concluded.

RESULT AND DISCUSSION

Result

In this chapter, the researchers show the data that have been collected through observation, questionnaire, and interview with teachers. The study was conducted to investigate what are the teaching methods that used and the reason why they choose it. To narrow the data, three teachers have been interviewed to get a deeper information about the teaching methods that commonly used. It’s found that there are three teaching methods that commonly used especially in Merdeka curriculum there are small group discussion, brainstorming, and project-based learning. Also its found that the reason why teachers use it such as students' needs, time availability, comfortability, and flexibility in using it.

Discussion

1. Types of Teaching Method that Teachers used

A. Small group discussion

Following the observation in the classroom and interview from teachers, small group discussion is the most teaching method used. Teachers may use this around five times or more in a month combining with other teaching method. As the current

curriculum has targeted the interaction among students, small group discussion or having group work is one of good choices to develop their critical thinking. This method can boost the student's curiosity and offer student to cooperate within small group. According to (Silverio, 2019) every student dare to express their opinion, learning that occurs in the classroom will be more meaningful. Merdeka curriculum facilitate teachers to use a teaching method that is emphasized on the student's center learning. By using this method teachers don't need extra energy to explain all the material but they just need to guide, give a clear instruction, and the last add the explanation that haven't been explained by the group. To check whether the students understand the material done at the meeting, teacher give some minutes at the end of meeting for question-and-answer session.

Teacher 1

It's quite easy to use this teaching method. Put them in groups, explain what they need to do and explain things haven't discussed yet.

B. Brainstorming

Brainstorming is the second method that commonly used by teachers following the data. They may use this three times or more in a month combining with other teaching method. Brainstorming can be used as a pre activity or main activity depend on teachers and students' needs. Brainstorming can be said as a group problem solving method, it's used to generate idea to solve the problem by discussing within the groups. As part of design thinking, students are boosted to cooperate and share ideas to find the solution. Teachers need to set the limit depending on the complexity of the problem given. Potential solution may not reach its agreement within group however the teacher' role is needed here. Brainstorming can be started by a teacher introduces a new material for example they would like to discuss about "simple past tense". Ask students to work in groups finding what is simple past tense, when you have to use it, the clue on the sentences if it's a simple past tense form and ask them to make sentences using that form.

Teacher 2

It's easier to introduce a new material by asking the students to draw a map and write down anything they have in their mind related to the material and ask them to discuss for the solution or answer. At the end I will explain or add any information related to the material.

C. Project Based Learning

Merdeka curriculum has been implemented for some years. One of its purposes is to give opportunities to learn for the students to explore their interests, talents, and characteristics. PBL is a good choice for teachers while implementing Merdeka curriculum. PBL can increase students' learning motivation, enhance problem-solving skills, improve collaboration, and develop students' skills. PBL model also can increase students' motivation, self-confidence, tolerance, cooperation, and understanding of the material because they will do a project and it can get done by themselves or a group work project. In Merdeka curriculum teachers usually give tasks or projects and PBL offers a good teaching method. As PBL is a teaching method that involves project therefore it mostly conducted to get the summative score. Teachers use thus once or twice in a semester.

Teacher 3

PBL is very helpful for teachers especially when we use Merdeka curriculum it offers steps and strategy while using it.

2. The reasons why teachers use the method

From the observation done, teachers commonly use those three teaching methods that have been explained before following the reasons. First, the students' needs are the main factor for teachers using the method. Teachers need to know the student's need like from the first class of observation, the students need to improve their speaking skill, build up their confidence, and boost their creativity. Teachers have to know the weakness and strength of their students. What do you want to improve to your students, what are the goal and how do you improve their skills, those are common questions need to be conducted during the learning process? Teachers can do an observation in the first meeting of their class to get to know the basic skill of their students. Pretest can be done as well to test their prior knowledge. Moreover, from the observation teachers can see the student's learning style how to adapt with their classroom, classmates, facilities at school and how to respond to the new lesson even though it's still in the first week of meetings. Second, is the time availability. One of the teachers said making RPP or Modul Ajar is very helpful for teachers in the beginning of semester. Checking how many minutes or hours your class in a meeting or week is very important to plan what material you have to teach in every single meeting, prepare the teaching method that suitable to your class and material.

Teacher 3

"Arrange the schedule for time availability in RPP or Modul Ajar will make us easier to implement everything that already planned"

The third is comfortability. Comfortability relates to the school' facility, classroom, students, teaching material, teaching method that used, and even to the teacher itself whether he is in fit condition and good mood while teaching. Therefore, there are many factors that affect comfortability of the teacher and students during in teaching and learning process. The last is flexibility. There are many factors relates to flexibility, the most important thing is how flexible the teaching method can be used in the classroom following the student's character and learning style. Seeing the facilities at school especially in the classroom also create an atmosphere or condition that supports the learning progress. The availabilities of teaching aids affect how easy and flexible the teaching method or media used in the classroom.

CONCLUSION

From the research it can be concluded that there are some teaching methods commonly used by the teachers. There is small group discussion, brainstorming, and project-based learning. Following the current curriculum those three teaching methods are very helpful and easier to use. From the interview its mentioned that there are some reason why teachers use it such as students' needs, time availability, comfortability and flexibility in using it.

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