



A Case Study of English Teaching Methods at SMK Muhammad Yaasiin Sei Lapan

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Abstract

Teaching English to young learners in many schools is not something new. Although English has been taught for many years, the fact shows that the process of teaching English does not always get good result. The English language teaching and learning often face problems. In this case, strategies of teaching English are purposed to the way of teaching English in practicing. In SMK Muhammad Yaasiin Sei Lapan, there is a native speaker who guides them in English study club and the English teachers have long experiences in teaching English for young learner. It also makes students more interested in English. To make the students enjoy and fun in learning English, the teachers must be able to select the appropriate strategies for teaching English to them and know the characteristics of young learners in order that it can help them in understanding the lesson and automatically the goals of teaching and learning English can succeed. The purposes of this research are to investigate the strategies used by the English teachers in teaching English at SMK Muhammad Yaasiin Sei Lapan Langkat, to investigate the reasons why the English teachers choose those strategies in teaching English at SMK Muhammad Yaasiin Sei, and to investigate the students' responses of teaching strategies applied in teaching English at SMK Muhammad Yaasiin Sei Lapan. Research method, the researcher used case study design with qualitative approach consisting of some data in the form of word, phrase and sentence. It is used to describe something that is known to have happened in the process of teaching activity. The researcher also interviewed the English teacher and some students to get more information. Before doing the interview, the researcher made the interview guide. The researcher conducted the three techniques, they are observation, interview and documentation.

Keywords: teaching method, English young learner, teacher reason, students' response

I. Introduction

Teaching English in many schools is not something new. According to Aminudin (2010) although teaching English has been taught for many years, the fact shows that the process of teaching English does not always get good result. The English language teaching and learning often face the problems related to the teachers who do not have effective method in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community.

Suyanto (2008:7) says that introducing English to young learner is more difficult than to adult learners because both of them have different characteristics. We see the condition of young learners; they are not accustomed to thinking with some explanations. Moreover, they must learn English which they have never known before, they will face some difficult problems.

In conveying the subject matter, the teacher must be able to organize all of the lessons components, which one of them is teaching strategy. Brewster opinion is supported by Freeman: (2000), Mackey (1957), and Richard and Rogers (2001), they say: When teaching English to children, learning should be fun and natural for children, the language should be first presented through sound not written symbols, children are more sensitive to anything that touches the senses, meaning should be made perceptible through concrete object or by presented of experience, the idea that teaching should start from what the students already know in order to encourage association process seem to favor children. Teaching English to young learners, the teachers should know how to manage the classroom activities to be more meaningful and interesting because teaching English to young learners is not the same as adults in some ways. To make the students enjoy and fun in learning English, the teachers must be able to select the appropriate strategies for teaching English to them and know the characteristics of young learners in order that it can help them in understanding the lesson and automatically the goals of teaching and learning English can succeed.

Additionally, in doing the task, the teachers are expected to use teaching strategies that make the students' proficiency increases. As Cohen and Macaro (2007:76) state that the improvement of learner's proficiency deals with how the teachers strategy in teaching, because teaching strategy applied by every teachers has to be able to improve the students language performance in term of four skills. Strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' efforts in creating environment that enables for students to be involved in teaching and learning process. So, the teachers are expected to improve their skills for organizing some components of teaching learning, such as material and method.

II. Literature Review

Teaching is a process of giving lesson or process of knowledge transformation from the teacher to students. Foster (1976:51) Teaching is one aspect of education an interaction between a teacher, a person who can induce intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching will be treated as a subcategory of subcategory of education. Based on the definition above teaching is helping the students to do something new. Therefore, in teaching and learning process, students are able to understand about what have been given by the teacher.

English young learner is a young learner who learns English. They can be students

of elementary school who get English material as local content. Generally they are beginner learners, but the teacher cannot generalize them by giving the same task or activity. Young students mean they are students aged 6-12 years. They can be divided into two groups, namely younger group (6-8 years) and the older group (9-12 years).

Based on their class level, they can be called as children of lower classes, for the students of first, second and third grade, and upper classes for the students of fourth, fifth, and sixth grade. Scott and Ytreberg (Suyanto, 2010:15) divide them into groups of level one or level beginners (5-7 years) and level two (8-10 years). Level two groups can also be regarded as originating if they are just getting started at that age. In this globalization era, English is an important language that can help the children to enrich their potential in their life later. Sooner they start learning English better. As a result, it is found that most people believe that children are better than adult when attempting to learn a second language. Steiberg (1993:203) said that seems to be backed up by common observation, since young second language learners do seem to pick up another language rather quickly. It is also assumed that learning at early stage, learner will have initial grasp of English in primary school. Therefore, it will be a strong foundation for them in learning later.

According to Scott and Lisbeth (1990: 4) young learner means children who learn English when they are still young. Young learner English is a reliable and consistent measure of how well child is doing in the skills of listening, speaking, reading and writing. Generally teacher may not aware about what young children need in learning the second language. Therefore, it is important for teacher to concern about them as students who are still young in order to help them to be successful in learning. Teaching beginners is considered by Freeman, Harmer and Rodgers to be the most challenging level of language instruction. According to Brown (2001: 98), he states that since students at this level have little or no prior knowledge of the target language, the teacher becomes a central determiner in whether students accomplish their goals. This can also be the most tangibly rewarding level for a teacher because the growth of students' proficiency is apparent in a matter of a few weeks.

The points that should be paid attention by the EYL (English Young Learner) teachers in teaching English are:

1. The characteristics of Young Learners

Generally children like doing any kinds of activities as long as they feel happy. Children will choose the activities they like to do according to their own characteristics. The teacher of the children may be one of the signs of their development. Scott and Ytreberg (1990: 1-4) state that there are many characteristics of young children, they are:

Five to seven year olds children

- a) They can talk about what they are doing.
- b) They can tell you about what they have done or heard.
- d) They can use logical reasoning.
- e) They can use their vivid imaginations.
- f) They can use a wide range of intonation patterns in their mother tongue.

- g) They can understand direct human interaction.
- i) They understand situations more quickly than they understand the language used.
- j) They use language skills long before they are aware of them.
- k) Their own understanding comes through hands and eyes and ears.
- l) Young children sometimes have difficulty in knowing what is fact and what is fiction.
- m) Young children love to play, and learn best when they are enjoying themselves.

Eight to ten year olds children

- a) The children ask questions all the time.
- b) They rely on the spoken word as well as the physical world to convey and understand meaning.
- c) They have definite views about what they like and do not like doing.
- d) They have a developed sense of fairness about what happen in the classroom and begin to question the teacher's decisions.
- e) They are able to work with others and learn from others.

Using the body movement in the process of learning is suitable to the characteristic of the children because children like to do physical movement. They like to move from one place to another place. They like to go around without thinking whether they disturb their surrounding or not. They do not like to keep staying in one place which forces them not to do something. Geoffrey Broughton states that young children are physically active.

Besides children also like to imitate and mime. They will give attention to other people and try to imitate merely like other people are doing and saying. This is the way how children learn and develop their knowledge. This is supported by Broughton et al (1980: 169) rivers that children love to imitate and mime, they are uninhibited in acting out roles and they enjoy repetition because it gives them a sense of assurance and achievement. According to the points of explanation above, children like to be involved in something active. To make them active, the teacher should be able to make the circumstance of learning process which is suitable to the characteristics of the children. It may give motivation to the students to learn effectively, so hopefully the goal of the learning can be achieved well.

2. The Teacher of English Young Learners

One of the important factors in the success of learning English in elementary school is the English teacher. According to Akhyak (2005 : 3), teacher is someone who influences students in the process of teaching and learning. Therefore, the teacher must bring the student to the goal which wants to be achieved by both teacher and students. Teacher is the important factor because she or he introduces foreign language to the students in which they have never known in their whole life. In this case, the role of the

teacher is difficult and complex.

The teacher teaches English as the first step and gives the basic of English either academic or psychology. The selection of interesting teaching method or technique and appropriate to the age and the characteristics of young learner will not guarantee the success of teaching and learning if the teacher does not have ability to do it. Moreover, she or he does not have enough knowledge in English. It will cause the material taught wrong. Based on the explanation above, we can say that the teacher of the young learner must fulfill the criteria of English young learner teacher and know the duty of English young learner teacher.

The teacher's job is to help learners to learn. This relates both to the formal classroom process and learning outside the classroom. Teachers are responsible for a large amount of what happened in the classroom, such as: what is taught, the resources used, the type of activities, classroom management, assessment, feedback, etc. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become active learners. Lindsay and Knight (2006:3) explain that as an effective teacher, they must:

- a. Understand learners' language needs and respond to them positively.
- b. Design lesson which reflects the learners' need and develop their communicative skill.
- c. Monitors and correct sensitively.
- d. Provides feedback and encouragement when appropriate.
- e. Tell learners not to worry about making mistake. Encourages good learning habit inside and outside the classroom.
- f. Keeps track of progress, gaps in learning ability, and repeat error.
- g. Creates an 'input-rich environment' in the classroom.
- h. Encourages learner to read English texts or listen to the radio in English.

3. Systematic Teaching of English to Young Learners

New South Wales Department of Education and Training (1999:27) stated that teacher should select activities to develop the knowledge, skill and understanding which are relevant to the identified needs of students and to the task at hand. Teachers also should provide opportunities for regular engagement in purposeful classroom activities. Additionally, the present review focuses on the relationship between teachers' classroom behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

According Cotton (2001:1) there are seven purposes of teachers' classroom. A variety of purposes such as:

- a. To develop students' interest, enjoyment and motivate students to become actively involved in lessons,
- b. To evaluate students' preparation and check on homework or seatwork

- completion,
- c. To develop critical thinking skills and inquiring attitudes,
 - d. To review and summarize previous lessons,
 - e. To nurture insights by exposing new relationships,
 - f. To assess achievement of instructional goals and objectives,
 - g. To stimulate students to pursue knowledge on their own ability.

Haydon and Hunter (2011: 232) also said that here were two-teacher behaviors measured during the instructional activity:

- a. Teacher redirection,

Teacher redirection was defined as when the teacher responded to students who were misbehaving in an attempt to get them on-task. Redirections included statements such as: “don’t sit there you need to sit in your seat,” “stop talking and pay attention.”

- b. Praise statements.

Praise statement was defined as a verbal comment indicating approval of social or academic behavior. Examples included specific teacher praise statements: “great answer,” “excellent answer,” “you are paying attention well,” “I like the way you are staying on-task,” and “I like the way you are raising your hands.”

III. Research Method

This presents what is design used in conducting the research. The approach of this research is qualitative research. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexi-study.

The researcher uses case study because this research is focused on very special interest, the research look for the detail of inteaction with its contexts. In this research, the special interest is the activities of teaching and learning English. The researcher observes and draws from phenomenon as clear as possible without manipulation. In

addition, the researcher determined and reported the result of the research of teaching strategies in teaching English at Al-Badar Islamic Elementary School Tulungagung. The source of data is a very significant part in the research. The researcher needs the source of data to get the information dealing with the formulation of the problems. Arikunto (1998: 114) states that data sources of research are the subject that the data can be collected. There are two kinds of data sources; primary data sources and secondary data sources. The data of this research are information about English teacher strategies, teachers' reasons and students responses at Al-Badar Islamic Elementary School Langkat. Here, interview transcript and recording were as the primary data while fieldnote and pictures during observation were as the secondary data. The data were taken from English teachers as primary data source and the students were as the secondary data source. There are two English teachers and a native speaker as the teacher in study club at Al-Badar Islamic Elementary School Langkat. The researcher selected one of the teachers who had longer experience in teaching English. According to Hightower et al. (2011:5), Quality teachers are life-long learners in their subject areas, teach with commitment , and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skill, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal abroad array of techniques to meet student needs. There are six classes in Al-Badar Islamic Elementary School Langkat that the teacher taught. Based on teacher's suggestion and reseacher's preliminary observation, the reseacher selected two classes, these were fourth A and fifth B as the subject of the research. In this research, the reseacher used instrument such as interview guide, observation sheet, observation checklist, and documents to collect the data. These instruments were used to help the reseacher

focusing on the research subject. These instruments were developed by using the benchmark of teaching English strategies, reading the previous study instruments, and conducting preliminary observation.

In doing the research, the researcher has to use some methods and instruments to help the work easier, more effective and efficient. Method of collecting data is the method that can be used by the researcher to collect the data. Denzin & Lincoln (2005) said that instrument of collecting data is a tool chosen and used by the researcher in his or her activity of collecting data in order that the activity becomes systematic and easy.

In this research the researcher used some methods; they are observation, interview and documentation. The explanations of the application of the data collection method are as follows:

1. Observation

According to Lodico (2006:117) observation is a tool of research requires systematic and careful examination of the phenomena being studied. It means that observation was collected the data in systematic way to understand and interpret actions, interaction or the meaning of event. This method was used to collect information about the strategies that are applied by the teacher in teaching English. The steps in doing observation were:

- a. The researcher prepared the observation sheet,
- b. The researcher joined in the classroom,
- c. The researcher observed when selected teacher was teaching in English subject,
- d. The researcher wrote field note from the result during observation.

The researcher did preliminary observation to collect information about the subject and object. In the preliminary observation, the researcher collected description of field condition by asking the subject and borrowing the textbook. The method is used to help the researcher in conducting the observation. From the observation, the researcher got the data to answer the research question. The observation was conducted on 6th and 7th April 2017. Data of observation were fieldnote and video as the secondary data. Interview Ary (2010:438) says “The interview is one of the most widely used and basic methods for obtaining qualitative data. Interview is a dialog done by interviewer to get information from the interviewee. In this research, the interview was conducted in *Bahasa Indonesia* to avoid misunderstanding of the intention given and to make the situation more relax. The people who were interviewed by the researcher were English teacher and students. The researcher interviewed the English teacher to know the strategies which were used in teaching English to the students and the teacher’s reasons why they are using those strategies.

In this case, the researcher talked and asked in informal situation and friendly way. When conducting interview, the researcher prepared a list of question as guidance to know the strategies that are applied by the teacher in teaching English and how the students’ response about the strategies. In collecting the data from interview, the researcher used steps as follow :

This method conducted to get deep information about teaching strategies that the English teacher applied in English lesson and how the students’ responses toward the teaching strategies. Because the researcher needed the subject and then informants to collect information, so the researcher conducted the interview twice. The first interview with the teacher was on 8th of April 2017 and the second interview with the students was on 12th of April 2017 and continued on 14th April 2017. The researcher selected four students from four grade A and four students from fifth grade B as the subject in this research. The interview data were transcription and recording as the primary data.

2. Documentation

Ary (2010:442) stated documents refer of a wide range of written, physical, and visual materials, including what other authors my term artifacts. Moreover, according to Lodico (2010:126) “Documents and artifact produced before the study by the participants generally include things like public records, personal writing, or instructional materials”.

In this research, some pictures which could be used as data to answer the research problems were taken from the observation. The researcher collected documents as the evidence that the researcher did the research and to support the interview and observation. Here, the documents were included picture during observation. These pictures were as the secondary data.

In qualitative research there are some technique that can be used to make the research data valid. In this research, the researcher used triangulation to check the validity of the data. According to Cresswel (2009:185) Triangulation of data, data will be collected through multiple sources. Additionally, Ary et.all (2010:498) said that the use of multiple sources of data, multiple observers, and/or multiple methods in referred to as *triangulation*.

Here, the researcher used methodology triangulation to check the validity of the data the researcher used different method to get the some data. It means that, to get the

validity of the data in this research, the research was not only conducted interview but also did observation, and made documents. So, by using those methods, the researcher is able to compare the result of each method. From those three different methods, the data collected by the researcher were the same.

According to Patton (1980:268) in Moleong, data Analysis is the process of managing the data, organizing it into a good pattern, category and basic unit. Bogdan and Taylor (1975:79) also say that data analysis is the process of planning effort formally to find the theme and to formulate hypothesis as suggested by the data and as an effort to help the theme and the hypothesis. From the explanation, it can be synthesized that data analysis is the process organizing and put the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data. In analyzing the data, the researcher used the inductive method. Inductive thinking proceeds from the specific to the general. Understandings are generated by starting with specific elements and finding connections among them. To argue inductively is to begin with particular pieces of evidence, then pull them together into a meaningful whole.

According to Miles and Huberman (1992), there are some data analysis procedures; they are:

a. Data Reduction

Data Reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field, so the data reduced can give description deeply to the observation result. In this data reduction, there are living in process and living out process. It means that the data selected is called living in and the data unselected is called living out.

In this research, data reduction will be done by making summary contact, developing category coding, making reflection note and data selection. Data reduction can be the using of greeting in opening and ending the lesson, the teacher's voice in teaching, and etc. The data is reduced because it is not related to the title of the research and the formulation of the research problem.

b. Data Display

Data Display is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected are mastered by the

researcher as the basic to take appropriate conclusion. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher will use narrative essay in displaying the data because it is the most common data display used in qualitative research.

c. Verification and Conclusion

Since the beginning of the research, the researcher makes temporary conclusion. In the last step, the conclusion will be verified to the notes taken and furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten. Correct responses

IV. Discussion

According to observations, the lesson activities found in this course were various, mostly provided the students more opportunities to communicate, use the language, interact with others, and work collaboratively. Communicative Language Teaching was used in Applied Linguistics

course in State University of Malang. Generally, Communicative Language Teaching contains

social interaction activities, including discussion and conversation sessions, role plays, simulations, improvisations, and debates. Relating to the findings, in

Intarapanich's study did not mention any difficulties in using CLT in that class. But only on lower secondary level, conversation discussion dialogues and role playing were barely appeared in the classroom while the first language appeared many times during conversation between teachers and students. By contrast, in Li's study (1998) confirmed that the teachers encountered difficulties in using CLT practices in their classes. That also occurred in Ozsevik's study (2010). The difficulties reported by the teachers were divided into the following four categories Difficulties caused by teachers:

- a. Deficiency in spoken English
- b. Deficiency in strategic and sociolinguistic competence
- c. Lack of training in CLT
- d. Few opportunities for retraining in CLT
- e. Misconceptions about CLT
- f. Little time for and expertise in material development

2. Difficulties caused by students:

- a. Low English proficiency,
- b. Little motivation for communicative competence
- c. Resistance to class participation

3. Difficulties caused by the educational system:

- a. Large classes
- b. Grammar-based examinations
- c. Insufficient funding
- d. Lack of support

4. Difficulties caused by CLT itself

- a. CLT's inadequate account of EFL teaching
- b. Lack of effective and efficient

V. Conclusions

Communicative Language Teaching was the dominant approach used in EFL class especially in Applied Linguistics course in SKM Muhammad Yaasiin, Sei Lapan. The activities in the classroom were various such as reading aloud, brainstorming, group work, songs, presentations, discussion, questioning, and summarizing. These types of activities provided the students more opportunities to communicate and use the target language effectively.

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