

# **CHAPTER I**

## **INTRODUCTION**

This chapter highlights the whole content of the research in general. This chapter covers background of the study, the research questions, the objectives of this study, the scope of the study, the significance of the study, the definition terms, and organization of writing.

### **1.1 Background of the Study**

The discussion of English language teaching methods and approaches in Indonesia has often been associated with the topic of the curriculum. The plausible explanation for the claim is probably due to the fact that the curriculum changes are always accompanied by the change in the teaching methods and approaches. For instance, in the newest curriculum 2013, one of the teaching approaches that have been highlighted is an approach that is based on scientific inquiry. The approach is acknowledged as Scientific Approach.

However, despite the emphasis of the approach in the curriculum, several research findings have discovered that the teachers do not actually implement the approach. For instance, Suyanto (2017) in his study found that the teacher had difficulties in using this approach. It means the teachers are not ready to implement this approach in their teaching. Nur and Madkur (2014) also conducted a research about teachers' voices on the 2013 curriculum for English instructional activities. The result showed that most teachers accepted the curriculum with some criticisms particularly regarding both conceptual and technical aspects. In terms of concept, the teachers criticize that Scientific Approach is not thoroughly introduced and explained, while, in terms of technical aspects, the teachers mention that the idea of integrating different lessons does not have clear ideas on how various lessons could be integrated.

The aforementioned studies showed that the teachers did not yet implement the teaching approach as suggested in the curriculum. Based on this, thus it is necessary to investigate the approaches and methods that the teachers use during teaching and learning in the classroom since they have been argued to have influence on the students' learning outcome. It is supported by Intarapanich (2013) who states that teachers' teaching methods and approaches are often considered as one of the factors which reflect the teachers' teaching qualities and affect their learning.

An approach can be defined as a way of looking at teaching and learning in the classroom. It relates to a theory of native language and a theory of the nature of language learning (Richards & Rodgers, 2006). They are characterized by a variety of interpretations as to how the principles can be applied. They can be revised and updated over time as new practices emerge (Richards & Rodgers, 2006). It gives raise to methods, the way of teaching something, which use classroom activities or technique to help learners learn in understanding their lesson. The term 'method' refers to the way of teaching a language (Patel & Jain, 2008). Spesifically, Brown (2001) views method as a generalized set of classroom specifications for accomplishing linguistics objectives that tend to be concentrated primarily with teacher/student roles and behaviors, and secondarily with features such as linguistics and subjects-matters objectives, sequencing, and materials. Those terms are interconnected each other. Therefore, the use of those terms are usually accompanied each other.

The investigations on teaching methods and approaches have been conducted in different contexts. Arfin (2014) investigated the English Language Teaching methods and approaches in the mediums in Bangladesh. The finding indicated that the teachers follow techniques that broadly fall under the Communicative Approach. Chien (2014) investigated the methods in a university classroom in Taiwan. The finding showed that classroom teaching is not attributed to a single superior method. The practice in the classroom combined cooperative learning techniques and Communicative Language Teaching, cooperative learning method and traditional

Grammar Translation Method. Moreover, Intarapanich (2013) explored the approaches, methods, and strategies in an EFL classroom in Thailand. The study revealed that Communicative Language Teaching, Grammar Translation Method and Total Physical Response were three major methods found in the investigated classroom.

In Indonesia, some studies have also been done to investigate the implementation of methods and approaches in EFL classrooms. Al Wasilah (2013) conducted the research about policy on foreign language in Indonesia. The result of the research shows that the junior secondary EFL teachers from public and private schools use following methods and approaches: *Contextual Teaching and Learning* (CTL), PAIKEM (namely Active, Innovative, Effective, and Fun), *Genre Based Approach* (GBA), and Communicative Approach. Specifically, Yudiashari (2014) did a research about the methods and technique used in teaching English at two private primary inclusive schools. The findings revealed that the dominant teaching methods were Grammar-Translation Method, Audiolingualism, and Task-Based Learning, with reading and repeating, translating, and drilling were frequently identified in the teaching practice. Mahsyurotun (2015) analyzed the teaching methods used by the teachers in a private senior high school. The study found that there were two major methods used by the teachers. They were Suggestopedia and Communicative Language Teaching.

Teaching methods and approaches are influenced by some factors. Vystavelova (2009) made a research about common EFL methods applied at private language schools in the Czech Republic and the factors that influence in the selection of teaching methods and approaches. The factors that influence the selection of the teaching methods and approaches are academic education, use of internet as a source of materials and attendance to educational seminars. Moreover, Iurea, Neacsu, Safta, and Suditu (2011) made a research about the relation between the methods and approaches and the learning styles on the impact of students' academic conduct. The result of the research finds that there is a big difference in the distribution of learning

style and teaching methods and approaches. These differences are caused by some factors. There are academic environment, personal development, the motivation of learning, the requirement of the academic environment, and the students' personality.

Particularly, Thaqi-Fondaj (2016) employed a research on teaching methods and approaches in teaching EFL; different methods or approaches that are applied at primary schools in Kosovo. The findings show that the teachers use the methodologies vary from one to another depending on the needs of their students. Identifying the appropriate methods and approaches for their students is one of their priorities, but it does not always allow them to apply the teaching methods and approaches they need to apply, due to the high number of students per classes as well as due to the limitations they have in teaching facilities.

In Indonesia, Yudhiasari (2014) also found that the teachers in primary inclusive schools using teaching methods and approaches are influenced by lack of teachers' trainings and teacher pedagogical knowledge. However, all of these studies have been conducted in primary inclusive school and private senior high school. The teaching methods and approaches are influenced by the use of the syllabus. The inclusive and private schools have their own policy in using their own syllabus. On the other hand, the public schools are suggested to use the syllabus from the government. Therefore, studies that investigate teaching methods and approaches in public schools are still in need of thorough investigation. Thus, the present study attempts to fill the gap by investigating teaching methods and approaches used by the teachers in senior high school classrooms. This study also explores the teachers' reasons for selecting the teaching methods and approaches.

## **1.2 Research Questions**

Being aware of teaching methods and approaches in teaching English as a Foreign Language may contribute to the success of teaching and language learning

for individual learners and for teachers. Therefore, the present study tries to answer the following research questions:

1. What teaching methods and approaches are used by three senior high school teachers in teaching EFL?
2. What are the reasons behind the selected teaching methods and approaches?

### **1.3 Purpose of the study**

Regarding the research questions above, this study aims:

1. To investigate teaching methods and approaches used by three senior high school teachers in teaching EFL.
2. To find out the reasons why the teachers implement teaching methods and approaches in the classroom practice.

### **1.4 Scope of study**

This present study was limited in investigating the teaching methods and approaches that have been implemented in the senior high schools teachers in Indonesia. This study focuses on analysing the principles and procedures of each teaching methods and approaches. Besides, this study also investigates their reasons in implementing their teaching methods and approaches.

### **1.5 Significance of the Study**

The findings from this study are intended to give contribution on two aspects: theoretically and practically. Theoretically, this study can provide information about teaching methods and approaches that are used by the second grade senior high school teacher. It can also be a piece of information for other teachers related teaching EFL in the classroom.

Practically, these findings can be useful for government, principals, teachers, and other researchers. *First*, for the government, these findings can be used to make

them aware the problems that appear in the implementation of the new teaching method. In participant of this, the government is expected to make the syllabus that represents the students need, not only in the city, but also in the regency. In addition, the government is also expected to make the training about teaching method. *Second*, for the principals, they are expected to facilitate the teacher with providing them with enough equipments and facilities in teaching. Besides, they should limit the number of students in the classroom or find other solution to overcome this problem. *Third*, for teachers, these findings can be used to improve their teaching EFL in classroom practice in the school because it revealed the teaching methods that teachers used and the reason why they choose the methods. *Fourth*, for other researchers, this study is expected to give contribution for them that have the same interest in this topic to make another research that is more available in educational field. The result of this study can become a reference for them to conduct further research about this topic.

## 1.6 Clarification of the terms

To avoid misinterpretation, there are some terms in this research that are needed to be clarified:

### 1. Investigation

In this research, investigation means examining the facts which teaching approaches and methods are implemented by senior high school teachers in their classroom in order to discover the truth.

### 2. Method

The term 'method' refers to the way of teaching a language (Patel & Jain, 2008). Specifically, Brown (2001) states the definition of this term as a generalized set of classroom specifications for accomplishing linguistics objectives that tend to be concentrated primarily with teacher and student roles and behaviours and secondarily

with such features as linguistics and subjects-matters objectives, sequencing, and materials.

### 3. Approach

An approach means a way of looking at teaching and learning in the classroom. It relates to a theory of native language and a theory of the nature of language learning (Richards & Rodgers, 2006).

## 1.7 Outline of the Thesis

The background of the problems has been explained. The next chapter discusses the literature related to the definition of method, the elements of methods, types of approaches and methods, eclectic approach, and related studies. The third chapter is about research methodology that elaborates research design, research site, the participants and recruitment, data collection technique, technique of data analysis, research procedures and timeline, and concluding remarks.