

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The present study intends 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 methods and approaches?

This chapter presents the conclusions of the study and provides recommendations for pedagogical interest and for future research which are drawn from the result of the present study.

5.1 Conclusions

From the discussion above, it can be concluded that there are *two findings* from this chapter. The first one is about *the teaching methods and approaches* that were used by the participants in the study. They use Communicative Language Teaching, Genre Based Approach, and Grammar-Translation Method. They combine these approaches and method based on some factors in their teaching practice. They use Communicative Language teaching because they know that this approach may enable the students to acquire the communicative competence. The use of Genre-Based Approach is based on the syllabus that is also used in determining the materials in the National Exam. Finally, Grammar-Translation is still needed in teaching and learning process because it helps the students that have less vocabulary in comprehending the lesson.

The second finding is regarding *the factors that influence teachers in selecting those teaching methods and approaches* in the classroom practices. Based on the result, the factors that affect the teachers' selections of the teaching methods and approaches are government factors such as the same syllabus and less teaching methods training for the teachers, school factors such as less school equipment, less teaching facilities and large numbers of students in the classroom, the teacher

factors such as their lack of pedagogical knowledge and practical knowledge competences, and the students' needs in studying English. These factors become the reasons from the participants in using those teaching method and approaches in their classroom.

Based on the classroom observation, interview and the document analysis, it is found that there was a combination of *the implementation of teaching method and approaches* in participants' classroom: Grammar-Translation Method, Communicative Language Teaching, and Genre Based Approach. As indicated in the findings, learning activities are the factors that determine the teaching method and approaches used by senior high school teachers in teaching.

First, the implementation of *Grammar-Translation Method* in the school practices can be seen when the teachers use; their native language as the medium of instruction, translating technique in her teaching, the textbook and dictionary, and focus on reading and writing (Richards & Rodgers, 2006). In teaching reading that relates to text, the teacher still used Genre Based Approach. It means that she still uses the former approach in her teaching. This is in line with the statement that Grammar-Translation Method and Genre Based Genre are former methods in Indonesia (Musthafa & Hamied, 2014; Sahiruddin, 2013).

Second, the implementation of *Communicative Language Teaching* in the classroom can be seen through the meaningful interaction between students and teacher and between students and students in the classroom. The participants tried to communicate with her students and encourage the students to use their target language in answering the questions. They make the students becoming competent learners by giving them chance to speak and write the answer of the questions based on their proficiency level as the second grade senior high schools students. These are in line with the theory of learning of this method in which it involves real communication and uses the target language to promote learning (Nunan, 2004; Richards & Rodgers, 2006).

Third, *Genre Based Approach* is found from the classroom observation and lesson plan. It is evidenced since the teaching and learning process focused on the

written genre as the characteristics of this method. This is in line with Alwasilah (2013) who states that GBA is the teaching method that is used by the secondary EFL teachers. In conclusion, the senior high school teachers combine those teaching method and approaches in their classroom based on some factors that relate to the situations in the classroom.

The second findings are about the factors that influence participants in selecting teaching method and approaches in their teaching. There are four factors: *government, school, teacher, and student*. These are in line with Mgina (2014) who state that those factors play important role in determining the selection of teaching method and approaches in the classroom.

The first factor is *government factor* which is influenced by the revision of 2013 curriculum. It is based on the *2016 Indonesian Constitution number 24 on* main competence (*kompetensi inti*) and basic competence (*kompetensi dasar*) as the basic guidance in the implementation of the new curriculum at school. The teachers are expected to integrate character building reinforcement (*penguatan pendidikan karakter*), literacy, 21st century skills (*keterampilan abad 21*) that relate to 4C: Creative, Critical thinking, Communicative, and Collaborative, and HOTS (Higher Order Thinking Skill). These revisions direct the teachers to use functional and interactional teaching approaches, and communicative language teaching and community language learning as their methods in EFL teaching.

Based on the findings from this research, it was found that the participants want their students to achieve three skills in their classroom; communicative, collaborative, and creativity in their teaching. Unfortunately, critical thinking is one of the difficult skills to be acquired by the students. They still spoon-feed the students which as the result the students depend on their teacher in learning English. Because of this weakness, the teachers use Indonesian to discuss the material in their learning. It means that the teachers use Grammar-Translation Method in order to make them understand the lesson in the classroom.

The second factor is the school factor. To achieve the educational objective stated in the revision version of 2013 curriculum, that is, to do with the literacy

aspect, the school should have good equipment, good teaching facilities and normal class size to make effective teaching (Richards J. C., 2001). By this, it is expected that the students may become literate and know how to use library, media, and technology. Based on the observation, most of the schools only have cassette and CD players as their equipments to facilitate the students in learning English, especially for listening session. They do not have a good library and internet service as their teaching facilities. Moreover, there are many students in the classroom. These problems make the students being difficult to achieve the learning goal.

The third factor that influences the teacher's selection of the teaching method is *teacher factor*. They relate to three core components of teacher knowledge: pedagogical knowledge and practical knowledge (Richards J. C., 2001). The teachers seem to have less pedagogical knowledge and practical knowledge. In making a good lesson, the teachers have less pedagogical knowledge. They are still confused with the new curriculum because they have less training about this curriculum. Moreover, they also have many administration burdens such as collecting sets of learning equipment (*perangkat pembelajaran*) and making teacher performance assessment (*penilaian kinerja guru*). These also make them have limited time to prepare the lesson plan well. Their lack of pedagogical knowledge also influences their practical knowledge which eventually affects their knowledge about classroom techniques. Therefore, they only implement three methods in their teaching. The last factor is *student factor*. The students' need in learning is the factor that becomes the consideration for the teachers to select the teaching method. This factor relates to the learning objective stated in the lesson plan.

With reference to the discussion above, the teachers have an important role in making the students become critical thinkers who have high order thinking skills. No matter what the challenges faced by the teachers in the educational fields either the changes curriculum, less equipment, less teaching facilities, or teacher administration burden, creative teachers try to make the education better. Therefore, they can implement their teaching approaches and methods to make the

students to have a good character as well as become literate students who have 21st century skills (*keterampilan abad 21*) that relate to 4C: Creative, Critical thinking, Communicative, and Collaborative, and HOTS (Higher Order Thinking Skill).

In conclusion, teaching method and approaches are sometimes neglected by the teacher, even though they understand the important of teaching methods in their teaching. The teachers only focus on how to finish the syllabus that is required by the government. This is the dilemma for them especially for the teachers in the regency who have less training about the method and approaches. The teachers in this study represent the majority of teachers in the regency who have those problems. They are influenced by the curriculum changes that make them adapt this condition with less preparation in its implementation. In this study, it is evident that the teachers in the regency still use their former teaching methods that have been implemented in Indonesia. Some studies reveal about these phenomena. The English teachers still use the former methods that have been implemented in Indonesia. They are Grammar translation method, Audio-lingual method, Communicative Language Teaching (CLT), and Genre-Based Approach (Alwasilah: 2013, Saharuddin: 2013, Musthafa & Hamied: 2014, Kasihani in Emilia: 2016).

5.2 Recommendations

There are some suggestions to improve the quality of the implementation of teaching approaches and methods in the senior high schools. First, in using *Communicative Language Teaching*, the teachers should realize the importance of using the target language in the classroom. They should focus on the learning process in which the students should be creative and involves trial and error. In this stage, they should give feedback to make the students understand about their mistake and not repeat the same error in their learning. The teachers should encourage their students to speak fluently in the target language. They may become model in using the target language as their habitual actions in order to make the students speak fluently in the target language. Second, in using Genre-

Based Approach, the teachers should make the students understand the text and encourage them to implement the function of the texts in their daily life. Third, the teachers may decrease the use of Grammar-Translation Method in order to make their students be creative students in studying the target language.

Based on the factors that influence the teacher's selection of these teaching approaches and method, there are some suggestions for the government, the principals, the teachers, and the researchers. First, *the government* should supervise the implementation of teaching approaches and methods in the schools. This supervision is very important for the teachers to increase their awareness in the implementation of the teaching methods in their classroom. Besides, the government should provide more training about teaching methods in order to increase the teachers' competencies in their teaching practice. They can have knowledge to make appropriate teaching methods to be implemented. Second, *the principal* should facilitate the teachers to implement the appropriate teaching methods for the students such as giving chance for the students to use technology in their classroom with the teachers' supervision, and providing the school equipment and facilities in order to make the teachers easy to implement the recent approach in their school. In addition, the principal should also give the teachers a chance to develop their professional development such as following the training and continuing their study in the higher education.

Third, *the teachers* should increase their competencies by themselves. They should have desire to do this in order to make their teaching better. They may become professional teachers with neglecting the weaknesses from the government and the school. They can get their knowledge by studying from the university or browsing from the internet. In addition, they should also motivate their students to study English comfortably in the classroom or in their daily life. Fourth, it is also necessary to conduct further research on the other teaching approaches and methods and on the other factors that influence teachers in the selection of the teaching approaches and methods that have not been discussed in this

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