

TEACHING ENGLISH IN SECONDARY SCHOOL: APPROACHES, METHODS, AND TECHNIQUES

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Abstract : *Teaching English in secondary schools is important to give primary knowledge of English to students. Teachers need to know what the students are needed in learning English so that teachers can apply appropriate techniques in teaching. Yet, since this is the era of revolution industry 4.0, many teachers are still blurred with beliefs and principles of language teaching so that teachers' intervention in providing the fruitful materials and the novel techniques are usually scarcely to be found in their instruction. This study is aimed to describe the approaches, methods, and techniques applied by teachers of secondary schools in Tanjung, Tabalong when teaching English in class. This study employed qualitative case study methodology which produces descriptive data. There were 30 teachers as the participants in this research. The data were collected by using interview and a questionnaire. The result of the research shows that even some of the teachers are using materials outside of the textbook, methods and techniques of teaching English in secondary schools still do not based on demanded approaches so that the face of English teaching has the struggling to find its look in pursuing the goal of communicative competence.*

Keywords: *Approaches, Methods, Techniques, Teaching and Learning Process*

INTRODUCTION

English as a foreign language in secondary school is considered as a new subject for students since some of them are not familiar with it. Furthermore, secondary schools' students need more motivation in

learning English, especially in the digital era (Xie et al., 2017). Thus, teachers as the motivators should have some sound approaches to teach it (Cameron & Bizo, 2019). Teaching English in secondary schools is important to give primary knowledge

of English to students. Teachers should know what the students are needed in learning English so that teachers can apply appropriate techniques in teaching.

Since this is the era of revolution industry 4.0, the material and the technique of teaching are needed to fix the era. It is important for the teacher to have some of techniques of teaching English that are related to the era to fix the students. However, most of English teachers in Tabalong, especially Tanjung have not practiced more modern and up-to-date teaching techniques that fit revolution industry 4.0. This phenomenon happens because the teachers are lack of information and socialization about up-to-date teaching techniques in that area, in which it also has limitation of infrastructure (Lawrence et al., 2020). As the result, it will affect the students' motivation to learn English because of the old techniques of teaching. Related to this issue, teachers need to have some up-to-date techniques to be applied in the classroom. Therefore, this study aimed at examining the in-service teachers' perspectives on the need of approaches, methods and techniques as their backdrop for their instructional

practices and its impacts on carrying activities on their professional daily basis.

LITERATURE REVIEW

Anthony in Fauziati (2014: 11) classifies 3 levels of conceptualization and organization, they are approach, method, and technique. The first level is approach. He claims that approach is a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. Moreover, an approach is an axiomatic which describes the nature of the subject matter to be taught (Fauziati, 2014: 11). The second level is method. He describes method as an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on selected approach. In addition, Fauziati (2014: 12) states that method is theoretically related to an approach and is organizationally determined by a design. The last level is technique. Anthony in Fauziati (2014: 13) argues that technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning. Thus, he

concludes that technique must be consistent with a method, in harmony with an approach as well. On the other hands, Richard and Rodgers in Fauziati (2014: 13) proposed a modified concept by using method as an umbrella term for the specification as interrelation of theory and practice. The terms are approach, design, and procedure. They define approach as assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts and provide a theoretical foundation for what language teachers ultimately do with learners in classroom. The second term is design, which specifies the relationship between the relationship between theories of language and theories of learning to both the form and function of instructional materials and activities in instructional setting. The third term is procedure. It involves the classroom technique and practices which are consequences of particular approaches and designs.

In the classroom, teachers need to apply the three levels, which consist of approach, method, and technique. Furthermore, teachers must be a good teacher, to do so teachers need to

consider about the aspects of teacher learning. Richards and Farrel in Mu'in et.al. (2018: 340) listed four aspects of teacher learning, namely teacher learning as skill learning, cognitive process, personal construction, and reflective practice. In teacher learning as skill learning, the focus is on developing skills and competencies which are necessary to create effective teaching. In teacher learning as a cognitive process, teachers will have experiences to review their beliefs and thoughts about teaching and learning and examine how these influence their instructional decisions in their every classroom practice. Based on the next view, teacher learning as personal construction, teachers are directed to learn through activities which make use of self-awareness and personal interpretation to create a solution for their classroom challenges. Learning activities drawn from the last view of teacher learning encourage teachers to examine their teaching experiences as a critical reflection so that teachers can develop a better understanding of the strength and weakness sides of their teaching practices. Taking active participation in these learning activities and applying the lessons received from

the activities into the classroom can be beneficial to make positive changes in day-to-day teaching practices.

Previous studies had been conducted in the investigation of the importance of becoming effective teacher as reflection of teaching foundation such selection of certain approaches, methods and attitude in teaching (Cranmer & Lewin, 2017). They argue that effective teaching research shows that teachers with more progressive attitudes toward teaching have better results in terms of student achievement. Second selected studies conducted by Freedman and Appleman (2009). They found that teachers' sense of mission of certain belief in workable techniques, their dispositions for hard work and persistence, their targeted teacher preparation which included academic and practical knowledge, the practice of reflection, the opportunity to change schools or districts and still remain in their profession, and sustained ongoing support and access to professional networks were reasons that teachers remained in urban schools. While the teacher participants sought to more thoroughly understand children's development, they also desired professional assistance from their

colleagues and other professionals in their ongoing reflections about the joys and struggles of their professional practice. Since previous research are rooted their focus on the reflection of instructional practice and next other was about beliefs on chosen techniques carried during journey of professional practice, there is scarcely research on the teachers' view on the basis of reasons why they carry such practices at the classroom activities, what approach that they inspired from to execute the aims of lessons customarily. To fill the gap, researchers bring two research questions: what practices do the teachers carry from the inspired approaches, methods, or in their EFL teaching and learning process? And what are the effects of chosen the approaches, methods and techniques in their routine practice?

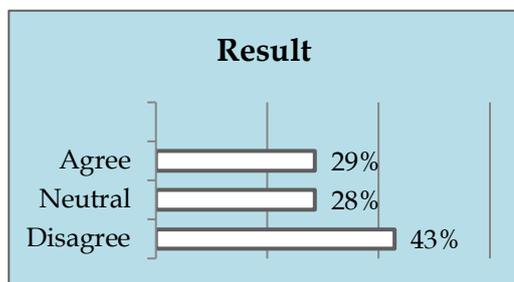
METHOD

This study employed qualitative case study design in which produces descriptive data. This study focused on describing the pedagogical approach in teaching English in secondary school, methods, the techniques used, and the process of teaching and learning.

The research was conducted three months to 30 English teachers of secondary school in Tanjung, Tabalong. To collect the data, the researchers used a questionnaire and interview. A questionnaire is used to find out teachers' approaches, methods, and techniques used in teaching and learning process. Moreover, interview was used to find appropriate information about the teaching and learning process in the classroom.

FINDING

The questionnaire was given in



the form of google form and the teachers were needed to fulfill the questionnaire based on the approaches, methods, and techniques used in teaching and learning process in the classroom. The questions and the result can be seen in the charts below:

1. When begin the lesson, teacher directly taught the material based on lesson plan made.

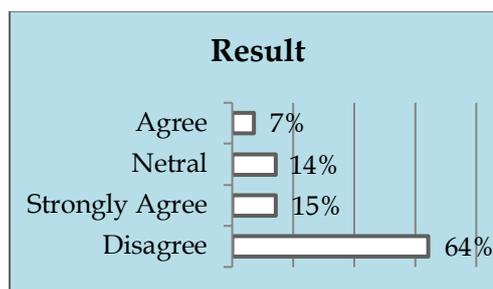


Figure 1. Result of Questionnaire 1

The chart illustrates that teachers who disagree to the statement are 64%, who agree to the statement are 7%, who strongly agree to the statement are 15%, and who have neutral opinion are 14%. It means that teachers do not directly teach the material when they begin the lesson. However, some of them prefer to teach the material based on the lesson plan rather than begin the lesson with another material, such as relate the material with students' daily activity.

2. When begin the process of teaching, teacher uses provided textbook.

Figure 2. Result of Questionnaire 2

It can be seen that teachers who disagree to the statement are 43%, who agree to the statement are 29%, and who have neutral opinion are 28%. It shows that teachers use other sources in the teaching and learning process, whether it is

different books or internet sources. On the other hands, there are still some teachers who use provided book from the school to teach the students.

- Teacher select the material of teaching from various sources.

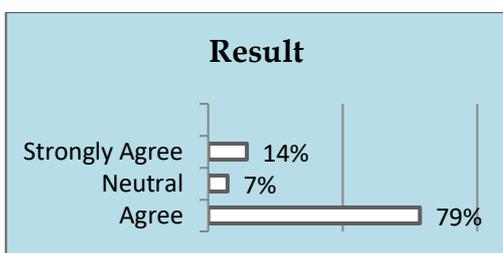


Figure 3. Result of Questionnaire 3

The chart illustrates that teachers who agree to the statement are 79%, who strongly agree are 14%, and who have neutral opinion are 7%. It tells that some teachers prefer to use some several sources than use provided textbook in teaching and learning process. Nevertheless, some of the teachers still use both provided textbook and other learning sources.

- In teaching grammar, teacher prefers discussing the patterns to the class and asking students to memorize them rather than uses indirect technique.

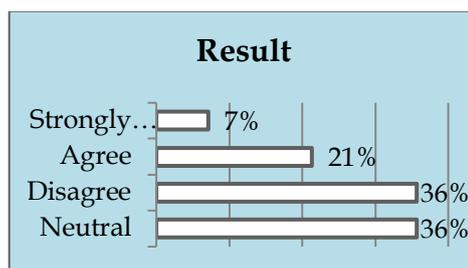


Figure 4. Result of Questionnaire 4

It can be seen that teachers who disagree to the statement are 36%, who strongly disagree to the statement are 7%, who agree to the statement are 21%, and who have neutral opinion are 36%. It means that most teachers use other ways to teach grammar besides teach the patterns and ask the students to memorize them. However, some teachers still use the past method to teach the grammar.

- To begin the lesson, teacher gives questions according to the theme and topic learned.

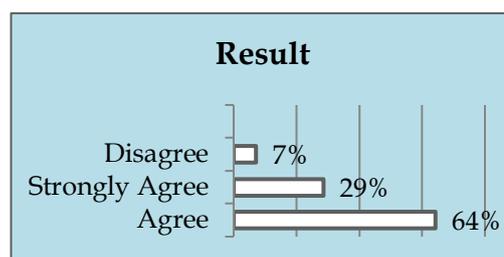


Figure 5. Result of Questionnaire 5

The chart illustrates that teachers who agree to the statement are 64%, who strongly agree are 29%, and who disagree to the statement are 7%. The result shows that teachers always give questions based on the topic learned to

know students' background knowledge on the beginning of the lesson.

6. When begin the lesson, teacher discusses about the content of textbook rather than relates it to students' real activities.

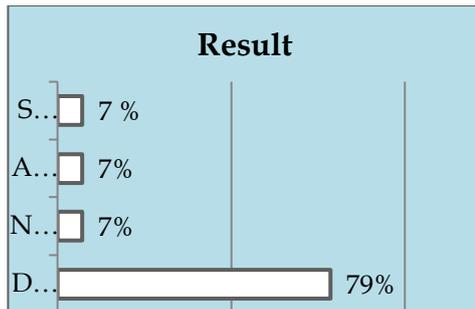


Figure 6. Result of Questionnaire 6

It can be seen that teachers who disagree to the statement are 79%, who are agree to the statement are 7%, who are strongly agree are 7%, and who are neutral are 7%. It indicates that most of teachers favor to relate the topic of learning with students' daily and real activities on the beginning of the lesson. While the rest of the teachers still directly discuss the content of the material taught without any exploration on students' real life experience.

7. The objective of the lesson is based on syllabus, it is not based on students' needs and understanding.

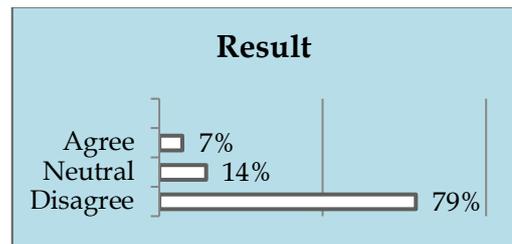
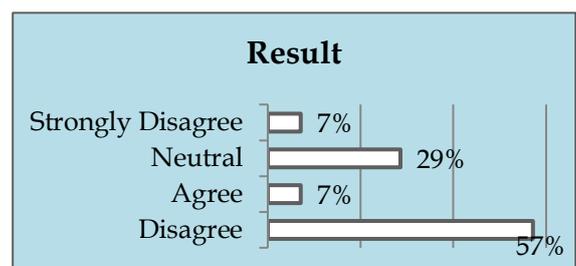


Figure 7. Result of Questionnaire 7

The chart illustrates that teachers who disagree to the statement are 79%, who agree are 7%, and who have neutral opinion are 14%. This result indicates that most teachers' objective on a lesson is according to the students' need and understanding toward the lesson. Therefore, the objective will not be based on syllabus but also will be modified based on the needs of students.

8. In the teaching process, teacher prefers students are silently doing the task rather than students are interacted each other; since the right and appropriate information come from the teacher as the source of learning.

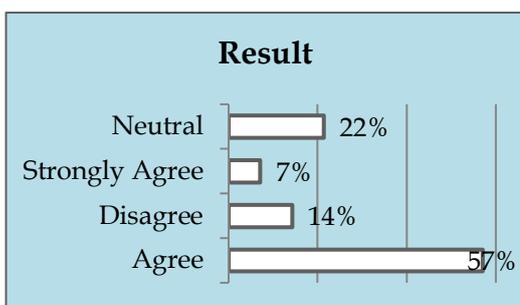
Figure 8. Result of Questionnaire 8



It can be seen from the chart that 57% of teachers disagree to the statement, 29% are neutral, and 7% of them agree and strongly agree. It shows that most teachers choose to have interactive students and classroom in teaching and learning process. While some teachers still choose to be the center of information in the teaching and learning process. It means the result of the questionnaire stated most of the teachers disagree with the statement and also supported by related theories.

9. The method is based on the latest method in every skill that is being taught.

Figure 9. Result of Questionnaire 9



The chart shows that 57% of teachers agree to the statement, 22% of them are neutral, while 14% of teachers disagree and 7% of them strongly agree to the statement. It tells that most of the teachers use updated method in teaching English. However, some of them still use the outdated method

which is rather unsuitable to the era of the students.

10. One of the methods that is considered out of date is ALM (Audio Lingual Method)

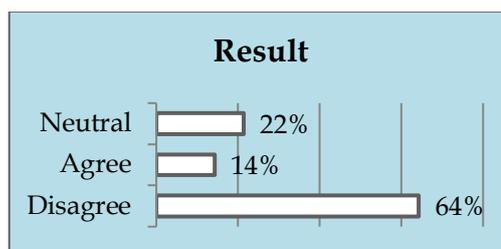


Figure 10. Result of Questionnaire 10

Most of teachers still use Audio Lingual Method (ALM) which is not fit with today's era. It can be seen from the chart that 64 % of teachers disagree with the statement, 22% of them are neutral, and only 14% of the teachers agree to the statement. The implementation of ALM in district area is still considered as suitable method in teaching and learning.

11. In speaking skill, students' pronunciation is more important than students' fluency.

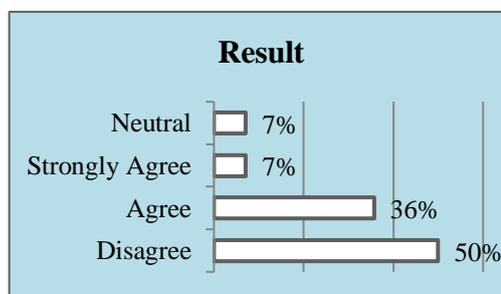


Figure 11. Result of Questionnaire 11

The chart illustrates that 50% of teacher disagree about the importance

of students' pronunciation, 36% of them agree to the statement, and 7% of them are neutral and strongly agree to the statement. The result indicates that the half of the teachers believe that fluency of the students is more important than students' pronunciation in speaking skill. They think that students who have good fluency in speaking will have a good ability in speaking skill

12. In speaking skill, teacher prefers directly correct to postpone correcting students' mistake as the reason to give students' understanding earlier.

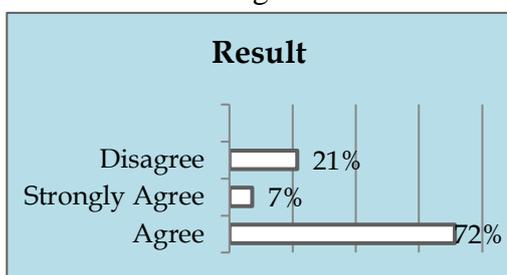


Figure 12. Result of Questionnaire 12

It shows that most of teachers usually correct their students' mistake directly after the students did the mistake in speaking. It can be seen from the chart that 72% of teachers agree to the statement, 7% of them strongly agree to the statement, while 21% of them disagree to the statement. Teachers believe that when they give direct feedback to their students, it will

help the students to have a good understanding.

13. In the end of the lesson, teacher prefers give feedback on students' summary to give homework.

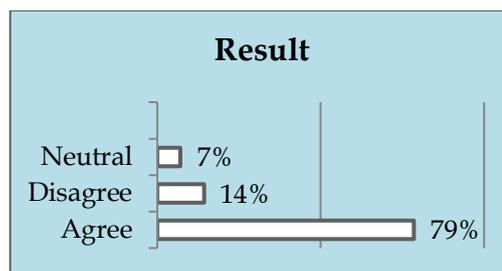


Figure 13. Result of Questionnaire 13

The chart shows that 79% of the teachers agree to give response on the students' work, while 14% of them disagree to the statement, and 7% of them are neutral. It tells that most of the teachers usually give direct feedback to the students' work rather than give them homework in the end of the lesson. Through this action, teachers can monitor students' improvement on their work.

14. Assessment given is based on appropriate skills rather than integrated skills

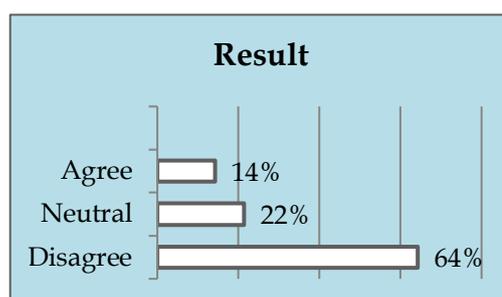


Figure 14. Result of Questionnaire 14

It can be seen that 64% of teachers disagree to the statement, 14 % agree to the statement, while 22% of them are neutral. It shows that most of the teachers apply the integrated skill on every skill assessed. However, some of the teachers still measure students' skill based on the assessing skill only.

Furthermore, there are also some teachers who are neutral which means that they sometimes use the integrated skill to assess students' skill and they also assess the students according to the skill assessed.

15. To see students' learning outcome, teacher chooses to summarize the materials themselves rather than students do it.

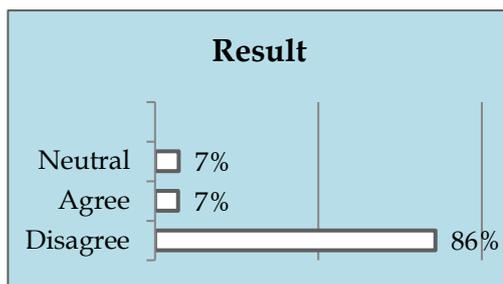


Figure 15. Result of Questionnaire 15

Most of the teachers which is 86% do not agree to the statement, and a few of them which is 7% agree and are neutral to the statement. The result indicates that most of the teachers give the experience to their students to have

their own learning outcomes. The students conclude the learning materials themselves; therefore, the process of teaching and learning is called student-centered learning.

16. Micro and macro skill of English are not important compared to learning objective which includes 4 skills.

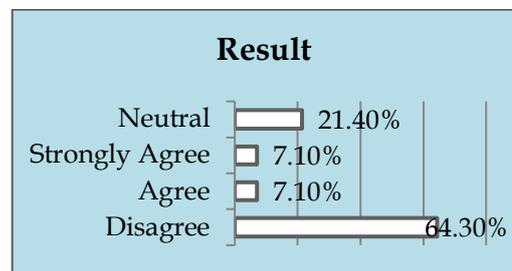


Figure 16. Result of Questionnaire 16

The chart illustrates that 64% of teachers do not agree to the statement, 22% of them are neutral, and 7% of the teachers agree and strongly agree to the statement.

It shows that most of teachers believe that micro and macro skills of English are important. Through the micro and macro skills of English, students obtain the skills needed in learning English.

17. It is considered important to provide interesting media to the students.

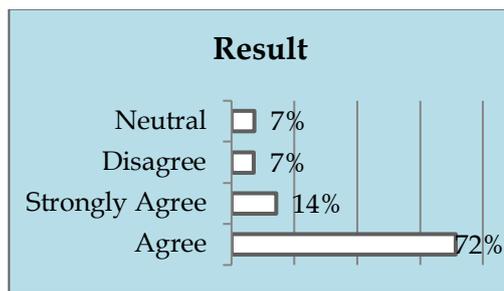


Figure 17. Result of Questionnaire 17

It can be seen that 72% of teacher agree to the statement, 14% of them really agree to the statement. And 7% of the teacher agree and are neutral to the statement. It means that most of the teachers agree to provide media in teaching and learning process. The media provided need to be interesting and suitable to students to boost the students' motivation in learning English.

18. Providing media in every teaching and learning process is only a choice; the important thing is the material has been explained.

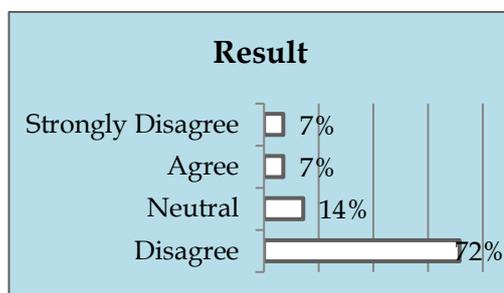


Figure 18. Result of Questionnaire 18

The chart illustrates that 72 % of teachers disagree to the statement, 7% of them agree and strongly agree to the

statement, while 14% of the teachers are neutral. The result shows that most of the teachers offer some media in teaching and learning process. Most of them believe that adding some media in a teaching and learning process is also an important thing besides explaining the materials of teaching.

19. In the teaching and learning process, reward or reinforcement is given to the students who can answer the questions correctly.

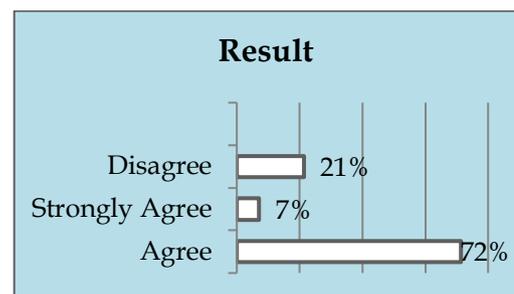


Figure 19. Result of Questionnaire 19

The result shows that 72% of teachers agree to the statement, 21% of them disagree, and 7% of the teachers strongly agree to the statement. It tells that some teachers still do not give reward or reinforcement to their students in the teaching and learning process. On the other hand, most of the teachers give a reward or reinforcement to the students when they response the questions properly. It can help teachers to improve students' enthusiasm to learn English in the classroom.

The interview was done to confirm teachers' approaches, methods, techniques, and the process of teaching and learning in the classroom. There were 10 selected teachers who were recruited as source of data. Before they were involved, they were assigned consent form for their availability. In interview session, teachers answered some questions related to approaches, methods, and techniques used in the process of teaching and learning that they usually do in the class. Up the completion of data, it was then sorted out, reduced and categorized based on indicators of construct validity and aims of research. In searching the patterns, researcher used narrative analysis through questions and answers conducted. At the last step, the interpretation and conclusion drawing were conducted (Robson & McCartan, 2016).

DISCUSSION

Based on the result of the research finding, it can be assumed that some points can be considered in the teaching and learning process. The result of the questionnaire and interview showed that when teachers started the lesson, they opened and

gave the questions to the students based on the themes that were provided. Teachers also gave questions based on the topic learned to know students' background knowledge on the beginning of the lesson. Though, there were still a small number of teachers who did not activate students' background knowledge when opened the lesson. This is contrast with the theory according to Shulman (1986), who stated that subject relevance is the ability of the instructor not only to understand a specific topic within a discipline but also to understand which topics are important to integrate into his or her teaching as well as which topics can be considered peripheral. Thus, based on the questionnaire and theory there is a difference between the practices in the field with the theory, this also illustrates that some teachers have not referred to the theory and only focus on one theme.

Teachers linked the contents of the textbook to real-life related to the activities carried out by the student. It is in line with recent empirical research (Zemelman, Daniels, & Hyde, 2005) which suggested that best practices exist in classrooms where teachers optimize learning opportunities for

students by holding a curriculum based on "challenging, real, and collaborative work". It is also supported by the research which reported that teachers' interest in teaching is largely based on their own experiences as students, student teachers, and life-long learning experiences, thereby affecting how they view learning content in their teacher education programs and how they carry out their teaching in their student teaching experiences (Kleyn & Valle, 2014; Hall, 2004;).

Teachers discussed the material based on the lesson plan which had been made and used the textbook provided. However, teachers prioritized the students' understanding of the learning objectives in the lesson plan. Besides, some teachers also believed that macro and micro-skills in learning English which includes 4 English skills are important to be considered, It is also supported by Brown (2007) who elaborated a simplified list of micro and macro competencies. The macro-skills distinguish certain skills that contribute to the level of an organization's debate, while those that remain at sentence level are still considered micro-skills. Based on the result of the

questionnaire, some of the teachers understood that micro and macro skill practices were considered in teaching and learning process. As a result, they sorted out selected materials and added various sources as the additional materials in the teaching and learning process. The teachers believed that methods of teaching English were also important to be considered. And it is audiolingual method which was very popular and was very easy to be used former times was very outdated today.

The newest methods and techniques in teaching English in this era are related to the media which is suitable to be used in different level of students. The choice of instructional media which is appropriate is important to attract students. However, providing media in every learning is a choice, as long as the material is well-delivered to the students. In some cases, the classes which use some media make the students actively participate in the process of teaching and learning. Teachers have preferred the classes in which the students are actively involved so that it will have a good interaction among students.

Teachers favor providing direct feedback on student work compared to

give homework. It could help teachers to know their students' ability. Teacher as a facilitator also preferred students who could conclude their material; as a result, student-centered learning was well-applied. To improve students' spirit and ability, the reward is given when students can answer questions correctly and appropriately. To assess the students, teachers emphasize on an appropriate skill compared to the representation of whole language skills. In the learning which emphasizes on a productive skill such as speaking, the teachers prefer to correct students' mistakes directly rather than postpone them.

Furthermore, some teachers believe that the most important thing in speaking is the accuracy of pronunciation rather than the fluency, this is a contrast with Brown (2001: 268) says fluency, as well as accuracy, are important goals in teaching communicative languages. Although fluency in many communicative language courses can be an initial goal in language teaching, accuracy is achieved to some extent research by allowing students to focus on the aspect of phonology, grammar, and expression in their spoken production.

The statement indicates that both fluency and precision are important in terms of expression (Lahuerta, 2018; Negahdaripour & Amirghassemi, 2016). It is different from the results of the questionnaire distributed to teachers, which some of the teachers thought that accuracy is more important than fluency

However, teachers still had difficulty to teach grammar. They did not have some suitable ways to make fun grammar to students. Thus, based on the theory First, contextual appropriateness can be achieved if the teacher brings something "true" and "useful outside the classroom" Lewis & Hill (1992). Secondly, context should "provide the background for a lot of language use so that students can use the information not only to repeat model sentences but also to make their phrases" Ur (1996). In other words, to repeat it later, it should provide enough data for learners to explore the type and meaning of the target structure for themselves.

The result of the questionnaire showed that the approaches, methods, and techniques of teaching English still did not fit with the latest methods; as a result, the teaching and learning of

English was bored. Some of the teachers still used outdated methods in teaching. The methods used are the audiolingual method (ALM), grammar-translation method (GTM), and direct method (DI).

To reflect, teachers have to consider the level of students in the process of teaching and learning. Teaching and learning process is still not appropriate since the inappropriate approaches, methods, and techniques used (Yousefi et al., 2014). The teachers need to find out and elaborate on the appropriate methods and techniques to teach English, especially grammar; thus, grammar does not be a boring material to be learnt anymore. Some teachers preferred to use textbook which provide the materials; on the contrary, some of them preferred to add some materials outside the textbook and use some media to make the teaching and learning process is interesting. The classes have already applied student-centred learning activity. It makes the material given is well-delivered and makes an active classroom's atmosphere. A reward that is given by the teachers to the students will help them to be motivated to actively participate in the learning

process. Therefore, teachers have to know and elaborate on new approaches, methods, and techniques in teaching English (Suratno, 2012).

The result of the questionnaire is in line with Bullough (1989) that acknowledged Kerrie's most difficult problem as a first-year teacher—planning for and dealing with issues of classroom management and discipline. Other problems included working through individual differences, student work assessment, motivation, and dealing and working with parents. Some teachers still use their old style when they are teaching as their first-time teaching; as a result, the process of teaching and learning are not smoothly delivered.

CONCLUSION

In addressing the research questions, elaborations are given as follow: Their views over the enacting of approaches, methods or techniques underpin their practices and impacts which entail the process can be depicted that some teachers still use the outdated method in teaching English; moreover, they only use the textbook provided. As the result, the teaching and learning of English is plain and

bored. Since today is the era of revolution industry 4.0., it is recommended that teachers need to learn and elaborate new methods and techniques in teaching it to make the learning process is interested. It is prominent that they have to adapt to the new era which need to apply new methods and techniques in teaching English. the other recommendation could be that teachers are also required to consider about the way of teaching English skills; it must be integrated among the four skills to reach the objective of teaching English. Despite the problems encountered, on the other hand, some of the teachers have already applied appropriate methods and techniques in teaching English. One of the methods that they have already applied is student-centered learning. In this learning process, teachers give direct feedback to the students and students conclude their material their own. It is a good activity in the classroom since it will help students to be actively participated in the learning process. Furthermore, the teachers also use some media combined to newest techniques in teaching English. As a result, the material is well-delivered to the students and the process of teaching

and learning is interesting. Since this research was done in limited time with more than many participants, the problems are not fully explored, and it can be generalizable so that it becomes limitation of this current study. In the future conduct for next researcher, it is recommended that the posture the other research can be introduced and implemented such as in experimental design or the other qualitative designs to better capture of their own problems or address their current obstacles which highlight their teaching practice for example about the teaching philosophy that they carry.

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