



### Teaching Methods Found in EFL Classes: A Case Study of Higher Education

Putri Amalia Rizkina<sup>1</sup>, Mlathi Paramesthi<sup>2</sup>, Park Chong Nam<sup>3</sup>

<sup>1,2,3</sup> Graduate School of English Education  
University of Muhammadiyah Purwokerto

---

#### Article Info

##### Article history:

Submitted Sep 12, 2022

Accepted Nov 11, 2022

Published Des 10, 2022

---

##### Keywords:

Methodology

Language in education policy

EFL

Higher education

English teacher

---

#### ABSTRACT

A good mastery of English should be supported by language policy and planning and method used by the EFL teachers. This paper aimed at knowing the method used by the EFL teachers in higher education level and knowing the challenges faced by the EFL teachers in using the method in classes. In-depth interview was done with 5 EFL teachers at UMP. The EFL teachers were asked to answer a list of guided interview related to the method used. It took 2 weeks during odd semester in 2021 academic year. The interviewed was done through whatsapp. The method are various. It depends on the class atmosphere, students characteristic, and topic of learning. Due to the pandemic Covid19, the teaching and learning were held 50% synchronous and 50% asynchronous. The challenges faced by the EFL teachers are the students' low motivation, students' low critical thinking and activeness, plagiarism and the students financial issue due to the data consumption for the online learning. Direct Method, Total Physical Response, Cognitive Code, Grammar Translation Method, Audio-lingual method, and Suggestopedia are the most used method in the classroom. The EFL teachers suggest that 1) the method that work best is the one that meet the students' need, 2) the method should be selected after the teacher examine the students' character in the classroom, 3) the method should be carefully chosen to make the class interesting and to help the students increase their motivation, 4) the method should be decided based on learning goals, students, materials, and skill achieved, 5) the method should be students-centered.

---

#### How to Cite:

Rizkina, Putri Amalia., Paramesthi, Mlathi., Nam, Park Chong. (2022). Teaching Methods Found in EFL Classes: A Case Study of Higher Education. *Aplinesia-Journal of Applied Linguistics Indonesia*, 6 (2), 1-6.

---



In our globalized era, it is difficult to deny that English plays a significant role in all sectors of life. It is the most frequently spoken language in the world, with more than 300 million speaking it as the first language, more than 200 million people speaking it as a second language, and more than one billion people speaking it as a foreign language (Crystal, 1997). As a result, it is prepared to take on the role of world language. Its influence is growing as information technology advances, accelerating the explosion of knowledge, increasing the speed of communication for diverse reasons, and gradually establishing a global culture. A claim that this universal language will help a great deal to one's success in this information era is then not an exaggeration.

In Indonesian context, a good mastery of English should be supported by two things that will accelerate the development of Indonesia as the EFL country. First, the language policy and planning issued by the policy makers. Language policy in education is a conscious decision made by the government or other authorities to regulate the language used in schools or other educational institutions. Second, the method used by the EFL teacher in the classroom in achieving maximum result of the target language.

Unfortunately, despite several efforts to increase the quality of English instruction in Indonesia, it has yet to accomplish its stated objectives. According to a layman's view, secondary school graduates who have studied this language for six years and received about 900 hours of classroom instruction are unable to communicate in it. This phenomena can be seen among university graduates as well as faculty personnel.

This situation should be improved in the context of decentralization in which the methods that is used by the EFL teacher are based on the real situation in each classes. The use of the method should be free from intervention and ultimately based on the EFL teacher's observation and choice for the greater freedom to meet the students' needs.

This paper is aimed at knowing the method used by the EFL teachers in Indonesia especially in higher education level and knowing the challenges faced by the EFL teachers in using the method in EFL classes.

## **2. Literature Review**

### **2.1 The Role of Methodology in Language Policy in Education**

Language policy and planning is a field that focus on the policy whether it is implicit or explicit that regulate what language are spoken when, how, and by whom. Language is identically related to identity, so the regulation is made based on the rights and values associated to the language (Aronoff and Miller, 2017). The explicit policy means that there is a specific law or regulation on the language used. The explicit one means that there is no specific law regulating a certain language. The policy can be top-bottom or bottom-up because it is a choice made by the government or authorities (top-bottom) or an individual choice to speak in a certain language (bottom-up). Language policy in education area which usually known as language-in-education policy, is a deliberate choice made by government or other authorities regulating language used at school or the other academic institutions (Liddicoat, 2004).

Language-in-education policy which also known as acquisition planning, is one of the three activity types within language planning and policy, the two others are corpus planning and status planning (Cooper, 1989). Baldauf & Kaplan (2005) in Zein (2017) proposed a comprehensive framework for language-in-education policy goals, namely: access policy, community policy, resourcing policy, curriculum policy, methodology and material policy, personnel policy and evaluation policy.

#### **2.1.1 Access policy**

It regulates who learns what languages at what age/level and when. It decides when learner get English at school and provide the school with the design and development in the language program.

### **2.1.2 Community policy**

It deals with the authority who are consulted in the decision-making process on the language-in-education policy.

### **2.1.3 Resourcing policy**

It specifies on the allocation of funding and resources such as classroom and facilities on the language-in-education programs.

### **2.1.4 Curriculum policy**

The policy includes the aims of the teaching and learning process of the relevant language. It regulates the language instruction and the duration of teaching and learning.

### **2.1.5 Methodology and material policy**

It concerns on what methodology and the content used in teaching and learning process.

### **2.1.6 Personnel policy**

It relates to the teacher proficiency, the teacher recruitment, and the reward & teacher education.

### **2.1.7 Evaluation policy**

The policy regulates how to measure the impact of language-in-education policy. It deals with the connector between the evaluation, method and materials from one to another party.

This research focus on the methodology aspect because it is an important aspect in the teaching process that bring big impact to the result of the learning process. Liddicoat (2004) stated that “language teaching method is a topic for explicit attention in language policy when there is a perception that poor outcomes in language learning are the result of problematic teaching methods”. The use of methodology has direct and indirect impact to the learning process. The direct impact can be seen to the evaluation of the learning process and to contribute to a perceived problem in the effectiveness of language teaching in a particular polity.

## **2.2 Kinds of methodology**

Methodology is a system of ways of doing, teaching, or studying something (Cambridge Dictionary). In the education field, especially in language teaching, “method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural” (Anthony, 1963: 63-7) in (Richards, J. C. & Rodgers, T. S, 2014).

The Methods are some methods used in teaching English as follows:

### **2.2.1 The grammar translation method**

This method is based on the vocabulary of the language and the grammar rules. Alejo (2014), stated that the aim of this method is to make the learner able to translate from one language to another language. The main activity in the classroom is providing the grammar rule and vocabularies to be memorized. The language thought is translated into the mother tongue and the mother tongue is used as the media of instruction in the classroom. This method has some disadvantage such as, student’s limitation on the speaking, listening and writing aspect, decreasing student’s motivation since it is frustrating and bored. “At some point and in some circumstances the Grammar-Translation method may be useful, but in general we recommend that it should not be over-used” (Alejo, 2014).

### **2.2.2 The direct method**

“The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz” (Richards & Rodgers, 2001) in (Alejo, 2014). There is no translation in teaching and learning process. It focuses on learning language by speaking and pairing words with objects and actions in the classroom to achieve communication. Grammar is thought implicitly and correct pronunciation is emphasised. The disadvantage of this method is that it is hard to be implemented as the second language learning. In fact, the first language acquisition and the second language acquisition are different. It creates complicated explanation in the target language. This method was sometimes not sufficiently organized and structured, and did not capitalize on the ability of older learners to benefit from explicit grammar instruction and corrective feedback.

### **2.2.3 The audio-lingual method**

This method is kind of a drilling method. The students following what the teacher said while seeing the gesture and media used by the teacher. The students repeat it until they can imitate what the teacher said. The rules of grammar were learned by extensive practice, not the explicit grammar instruction. The structure was not compared between the L1 and L2. In this method, the teacher does not give the translation. “The main objectives of this method are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically.” (Alejo, 2014). The disadvantages of this method are less opportunity for students in creating something new because it is just the repetition from the teacher, the student’s speaking skill is good but they cannot use the dialogue in the natural communication.

### **2.2.4 The total physical response**

In this method, the teacher uses oral commands in the classroom, and the students show their comprehension by acting on them. So, the students do not feel anxious because they do not need to speak in the target language but then in the result, they are able to produce their own commands. The general objective of TPR is not to teach on how to speak fluently nor to teach speaking techniques, but simply to teach on how to speak (Alejo, 2014). The disadvantage of the method are the students may feel uncomfortable with a certain exercise, limited to speaking skill and only suitable for beginner.

### **2.2.5 The communicative language teaching**

It emphasizes on the student’s communicative competences. The teacher should provide various learning activities and use various strategies in the teaching and learning process. The teacher may give any translation when the students do not understand the target language and the sentence structure is implicitly thought. “In this method, the student has the central role and the teacher acts as a mediator. Teachers talk less and listen more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language.” (Alejo, 2014). The disadvantages of this method are limitation of guideline on how to handle the vocabulary and it is hard to be implemented when there is a limitation of the native speaker.

### **2.2.6 Task-based language learning**

Task is the core unit in the teaching and learning process. The task in communication and meaning are essential, and it is sequenced according to the level of difficulty. “Tasks have a pedagogically appropriate structure. They are open in their development and outcomes and in the active involvement and personal contributions of students. Priority attention must be given to the response of the students to the tasks.” (Alejo, 2014). The disadvantages of this method are some

students may rely on the other to do the task in the learning process, and it is hard to be implemented if the class is too large with limited and insufficient space.

### **2.2.7 Suggestopedia**

This method believe that suggestion can make the students more comprehensive. It emphasizes that relaxed state is the most important state in the learning process. So, it proposes ways to relaxing the state such as music, comfortable and relaxing environment, a close relationship between the teacher and the student, almost like the parent-child relationship. “Whether these conditions are best created by the use of classical music and the reading of dialogues is debatable, but there is no doubt that Suggestopedia has raised some interesting questions in the areas of both learning and memory.” (Alejo, 2014).

## **3. Research Questions, Objectives of the Research, and Methodology**

### **3.1 Research Questions**

There are two research question in this research:

- 3.1.1 What method is the most used by the EFL teachers in Indonesia in higher education level?
- 3.1.2 What challenges faced by the EFL teachers in using the methods in EFL classes?

### **3.2 Objectives of the Research**

The objectives of the research are as follows:

- 3.2.1 To find out the most used method in Indonesia in higher education level.
- 3.2.2 To examine challenges faced by the EFL teachers in using the methods in EFL classes.

### **3.3 Methodology**

To obtain the data, In-depth interview was administered with 5 EFL teachers for non-English departments of University Muhammadiyah Purwokerto; Nursing, Midwifery, Radiology Imaging Technology. The subject of this study was also the students of Intensive English (IE) class which was a mix of students from faculties in UMP. The students in Intensive English (IE) class were divided based on placement test in the beginning of the first semester and were grouped into starter, elementary, pre-intermediate, intermediate, and advanced class. The teaching experience of the EFL teachers are various; 7 years, 10 years, 13 years, 14 years, and 21 years teaching experience. Data collection took approximately 2 weeks during the odd semester of 2021 academic year. The EFL teachers who participated in the study were asked to answer a list of guided interview questions that allowed them to elaborate their teaching style and to clarify the teaching methods done in the classroom. During the data collection, the researcher noted down all answers from the interview questions in chronological order. The interview was done through social media platform namely *whatsapp* and the answers were gathered in written form and voice note.

## **4. Result and Discussion**

According to the In-depth interview, the method found in the classrooms were various. It depended on the class atmosphere, students characteristic, and topic of learning. Due to the pandemic Covid19, the teaching and learning were held 50% synchronous and 50% asynchronous. The number of challenges faced by the EFL teachers existed such as the students' low motivation in learning English, students' low critical thinking, students' activeness, plagiarism and the students financial issue due to the data consumption for the online platform for learning. The time management in using the method became the issue since all the classes were considered as big classes. The activities conducted by the EFL teachers were mostly discussion, presentation, discovery learning with scientific approach and lots of other activities that promote students-centered learning.

## 5. Conclusion

Direct Method, Total Physical Response (TPR), Cognitive Code, Grammar Translation Method (GTM), Audio-lingual method, and Suggestopedia are the most used method in the classroom. The teacher mostly combine those method in one meeting based on several conditions such as classroom atmosphere, students' characteristic, and the topic of learning. Discussion, presentation, lecture, the use of songs, pictures, and games are also involved as the activity to boost the students' motivation in learning English.

The EFL teachers mention some suggestions in using the method for English teaching such as 1) the method that work best is the one that meet the students' need, 2) the method should be selected after the teacher examine the students' character in the classroom, 3) the method should be carefully chosen to make the class interesting and to help the students increase their motivation in learning English, 4) the method should be decided based on learning goals, students, materials, and skill achieved, 5) the method should be students-centered.

## References

- Alejo, A. A. (2014). *Different Methodologies Teaching English*. Soria: Universida De Valladolid
- Aronoff, M., & Rees-miller, J. (2017). *The Handbook of Linguistics*. India: Blackwell Publishing
- Crystal, D. (cambridge U. P. (2003). *English as a global language, second edition*. New York: Cambridge University Press.
- Labov, T., & Cooper, R. L. (1989). *Language Planning and Social Change*. New York: Cambridge University Press.
- Liddicoat, A. J. (2004). Language Policy and Methodology. *International Journal of English Studies (IJES)*, 4(1), 153–171. <https://doi.org/10.6018/ijes.4.1.48221>
- Richard, Jack C & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (third edition). New York: Cambridge University Press.
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 53(4), 491–523. <https://doi.org/10.1017/S0261444820000208>