



THE METHODS OF ENGLISH TEACHING AT TESP'S CLASS

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Abstrak

Mata kuliah TESP (Mts, MA, dan SMK) adalah mata kuliah yang penting untuk diujarkan kepada mahasiswa program jurusan Pendidikan Bahasa Inggris karena akan terdapat banyak metode yang akan mereka pelajari dengan harapan kelak mereka mampu mengajarkan anak didiknya dengan baik. Tujuan dari penelitian ini adalah mendeskripsikan fenomena atau aktivitas yang sesungguhnya terjadi didalam kelas mata kuliah TESP. Ada banyak metode pembelajaran yang dipresentasikan mahasiswa baik secara berkelompok maupun secara individu. Semuanya dianalisis dan dijabarkan secara rinci. Metode diskriptif dipilih sebagai metode penelitian ini karena menjabarkan realita dikelas TESP. Semua mahasiswa berjumlah 20 orang disemester 3 tahun akademik 2023-2024. Berikut ini adalah metode yang berjumlah 13 metode; (1) Cooperative learning (2) Community Language Learning (CLL) (3) Cooperative Integrated Reading and Composition (CIRC) (4) Reciprocal Teaching (5) Jigsaw (6) Audio Lingual (7) Problem Based Learning (8) Total Physical Response (9) Think Pair Share (10) Self Directed Method (11) Number Head Together (12) Constructivism dan (13) Student Team Achievement Division (STAD). Semua metode dijelaskan dan dijabarkan dibagian penjelasan penelitian ini.

Kata Kunci: Metode- metode, Pembelajaran Bahasa Inggris, kelas TESP

Abstract

Teaching English for Specific Purposes (Mts, MA and SMK) is the important subject to teach for students at the English education faculty at university, because by learning many methods for them, it is expected they can teach their students well in the future. The research goal is to describe the true phenomenon or real activities for the TESP's class. There are many methods that students presenting in their group or individual presentation. All of them are analyzed in this research and described briefly. Descriptive method was chosen as a research method because it is about the students' real activity in the classroom towards the English teaching methods at TESP's class. All of the students are 20 and they were at the third semester in 2023- 2024 academic year. These are all the method that students learnt; (1) Cooperative learning (2) Community Language Learning (CLL) (3) Cooperative Integrated Reading and Composition (CIRC) (4) Reciprocal Teaching Method (5) Jigsaw Method (6) Audio Lingual Method (7) Problem Based Learning (8) Total Physical Response (9) Think Pair Share (10) Self Directed Method (11) Number Head Together Method (12) Constructivism Method and (13) Student Team Achievement Division (STAD) Method. All of them are analyzed and explained in the discussion of research.

Keywords: The methods, English teaching, TESP's class

INTRODUCTION

Teaching English for Specific Purposes (Mts, MA and SMK) is one of the English subjects which taught by a researcher for the third semester in 2023-2024 years academic. It is about the teaching English Methods for the students of Mts, MA and SMK. The subject starts from the introduction of the TESP and learns many methods of English teaching. The third semester students consist of 20 students. The time for learning TESP is at Monday and Thursday. TESP is one of the English learning teaching for the specific scope and need (Nur Fitria, 2023). To teach the specific need, the teacher should be creative in teaching their students, that is the reason why English should be teach by many methods (Nur Wahidah Pido, 2019).

This research is focused on the students' real activity towards the Teaching English for Specific Purposes (Mts, MA and SMK). The first meeting a lecturer gives them the course outline and the second, third and fourth meeting, she explains many specific purposes of teaching English. In the next stage, the students were divided into pair groups for doing the groups' presentation about the English methods. Teaching students at University are very different of teaching students in Senior or Junior High School (Sitti Hadijah et al., 2021). The students at university are prepared for teaching the students at Senior or Junior High School, elementary or Kindergarten students. They should have many interesting methods to teach. (Ritonga, Harahap, et al., 2022) The lectures is also have to teach the university students many kinds of knowledges in order they can face their future after graduated from university (Murniati et al., 2023).

The group presentation's time is only for the middle test time, then the individually presentation is done for the rest time until the end of meeting class. Group presentation is given to them to see how the students did their responsibility with their friends (Sally Ali, 2013). The results analysis on these cases are (a) there were many students do not able to work in group (b) some students do not take his/her responsibility (c) some students give the work to her/his friend (d) some students do not finish the task on time (e) some students have the poor performance in presenting the group presentation (Ati & Parmawati, 2022).

On the other hand, the individually presentation is done to see how every student take her/his own responsibility to their task. The result found in this stage are (a) many students do their responsibility (b) many students finish their text of presentation in time (c) many students prepared the presentation before their time (d) many students did the nice performance in presenting his/her presentation (e) many students understand well about her/his presentation (Hartono et al., 2023).

A researcher wants to elaborated the methods in teaching English for Mts, MA and SMK. It is the reason of this research, so the reader able to understand how important this subject for English teaching. By knowing many English methods, a candidate of English teacher will be confident to teach their students.

The research goal is to describe the true phenomenon or real activities for the TESP's class. There are many methods that students presenting in their group or individual presentation. All of them are analyzed in this research and described briefly.

METHOD

Descriptive method is applied for this research, the data was taken from the third semester students of English faculty at Graha Nusantara University. The total of students are 20 students, they were chosen as the object of data because a researcher is an English lecture at this class. Descriptive method results are taken from the analyzing and

explaining the whole data. At this opportunity, the subject of analysis is the Teaching English for Specific Purposes (Mts, MA and SMK). All of the students' activities in this class are analyzed briefly in discussion stage. Many English methods are discussed and analyzed in the presentation. The English teaching methods are practiced in individual presentation. Avoiding the mistakes, at the end of every meeting for this subject, a researcher gives them the reflections of the using good English method. Some suggestion and advises are also given to the students in order they understand well about the materials and methods of English teaching.

RESULT AND DISCUSSION

This subject is given to the students for their supply in their teaching. Besides learning many methods, they are also given many kinds of knowledge from the lecture.

Group presentation is done for students in order they can do the good team work at small group and individually presentation is done to know the students' ability about teaching their students by using some English methods.

The paper of presentation consists of the definition of English methods from many authors, the steps of using the methos in teaching, the aims of methods, the components of methods, the weaknesses and powerful of methods.

The following are the English methods learnt in this subject: (1) Cooperative learning (2) Community Language Learning (CLL) (3) Cooperative Integrated Reading and Composition (CIRC) (4) Reciprocal Teaching Method (5) Jigsaw Method (6) Audio Lingual Method (7) Problem Based Learning (8) Total Physical Response (9) Think Pair Share (10) Self Directed Method (11) Number Head Together Method (12) Constructivism Method and (13) Student Team Achievement Division (STAD) Method.

The first is about cooperative methods, it is a method which the students work together in many groups' discussion. Each students help each other to solve the problem and finish their discussion. It is hoped by having the group discussion, every student able to learn from others, able to do work together, able to help others and able to appreciate other's opinion (Ali, 2021). Cooperative learning has the disadvantages such as sometimes one student depends on his/her friends and do not do his/her work herself. Some students dominant on their friends, some students do not able to do the task in group etc. while the advantages of the cooperative learning methods are improving the cooperative attitude of students, creating the new idea, making the good relationship between students, improving the students' achievement, improving the social solidarity etc (Sulistyorini, 2020).

The second is Community Language Learning (CLL). This method has a significant approaching of the teacher to their students, a teacher has a role as a counsellor that help their students to feel safe (Nurhasanah, 2015). This method has many principles such as security, attention- aggression, retention – reflection, and discrimination. The students in this method called as a whole learning person that the teacher should care about not only the students' willing but also the students' feeling and reaction towards their learning process (Kosim & Gusmiati, 2018).

The third method is Cooperative Integrated Reading and Composition (CIRC). The focus on this method are the reading and the writing skill of the students. The students are divided into many groups of discussion (Halimah, 2014). It is hoped, by doing this method the students' ability towards reading and writing and also vocabulary is improved. The aims of CIRC methods are the students able to learn independently, the students work

together with the same ability (because they are chosen based on their score), and the last teacher only helps them in group if they are not able to solve their problem (Supriyadi, 2018).

The fourth method is Reciprocal Teaching Method, this method has four strategies to teach; predicting, summarizing, questioning and clarifying (Meida Rabia Sihite, Yunita Mutiara Harahap, 2022). The students are divided into four in every group. Every student has their own responsibility. And then they discuss their task together until the end of discussion time. Reading skill is appropriate to discuss for Reciprocal Teaching Method. This method allows students to learn independent, creative and more active.

It is good if a group consists of four students, because one becomes a summarizer, a clarifier, a predictor and questioner. All of them do their own task and have to present in their group discussion. A teacher is a controller and a listener if every group presents their result of discussion in front of class (Harahap, 2017).

The fifth method is Jigsaw Method. This method consists of five to six students in every group. They were chosen heterogeneously. It is divided into two groups called origin group and expert group. The origin group is the students whom learn the certain topic, usually it is divided by number and if they finish with their task, they should return to the expert group and have a responsibility to explain his task to his friends. All of the teams should discuss all their task together until they understand about the whole topic in the expert group. The advantage of this method are the students able to take her/his own responsibility and they can learn in teamwork. The disadvantages of this method are still there is some students able not to learn in group discussion and have difficulty to learn fast (Lubis & Harahap, 2016).

The sixth method is Audio Lingual Method. This method comes from two parts such as audio and lingual. Audio means listening and lingual means language. The goal of this method is to learn the four English skills together and balanced (Abdul & Hijrah, 2013). The sequencing of the skills from listening and speaking and then reading and writing. The model of learning is designed for memorizing and finally practice- pattern, drill, stimulate, response and reinforcement (Nur Humaidah, 2016).

The seventh method is Problem Based Learning. This method focuses on the real problems that students faced in their learning process, so they can solve the problem together in their group. This PBL is a student-centered activity, but the teacher is also should prepare well about the materials given to the students. The problems make the students think creatively and independently (Ardianti et al., 2022).

The eighth method is Total Physical Response. It is a physical teaching method by doing the command, speech and action. The students feel happy to apply this method because they like to hear the instruction and act it like games. This method is easily to apply and lose the students' stress. A teacher has a direct role in applying this method (Sayd, 2020). Actually, TPR is good for the foreign learner beginner as like the students of Mts. The teacher gives instruction directly to the students and then students able to respond by verbal or non-verbal (Dewi Masitoh, Maria, 2015).

The ninth method is Think Pair Share. Think means think, pair means two persons, share means sharing idea, from the name, someone able to know the aims of this method. This is a kind of cooperative learning method consist of two persons in a group (Kamil & Soeryanto, 2015). This method provide time for students to think deeply, to respond their friends, to help each other and more active in discussion. TPR is very useful for student to work together in team (Darmawati, 2020).

The tenth method is Self-Directed Method. This kind of method is very special because the object of the method is you yourself. Someone motivates his/herself to learn

and evaluates his/herself to success. Self-directed method means someone who has high motivation to learn by him/herself (Widiarti, 2017). The spirit of someone depends on his/her background family, environment and habit. (Ritonga et al., 2023; Ritonga, Hamid, et al., 2022) To have a good habit someone has to find his/her own happiness. Mapping the target able to help her/him to find the good motivation for their learning (Larasati, 2012).

The eleventh method is Number Head Together Method. Number head together is a kind of cooperative method in teaching English in small group. The teacher gives the number one, two, three and four to students. The number one becomes group one, the number two becomes group two, the number three becomes group three and number four becomes group four. This method allows students to share opinions, ideas and skill in the small group discussion (Prayekti et al., 2019). The NHT methods make all of the students active and responsible for their own-self, because the teacher will choose the students randomly in presenting the result of their discussion (Reski, 2019).

The twelfth method is Constructivism Method. In the method, the main point is the student's experience. It can construct their ability to their learning process. Students learn everything from the reality in their life experience (Ayu Anastasha & Adyna Movitaria, 2019).

The thirteenth method is Student Team Achievement Division (STAD), the kind of this method consist of 3-4 students, they feel free to share their knowledge, motivation, opinion, ideas and problems in their group. (Wulandari, 2022). The students in team selected heterogeneously by doing test. If the students discuss in their group, the teacher should give them task as the question to discuss for every ten to fifteen minutes and then let the students discuss their discussion deeply and independently (Isnaini & Kurniawan, 2020).

CONCLUSION

Teaching English for Specific Purposes (Mts, MA and SMK) is the important subject to teach for students at the English education faculty at university, because by learning many methods for them, it is expected they can teach their students well in the future. Knowing many methods for teaching English is better than knowing nothing and by having many methods, the teacher will be confident to teach their students. Good preparation will help them face the bright future. In this research there were thirteen methods that were explained and analyzed by a researcher with their students.

It is suggested for another researcher to do any other kinds of research towards these thirteen English learning methods such as the methods for speaking skill, writing skill, listening etc. It can be used also for another kinds of research such as classroom action research or experimental research.

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