

Teaching Method in Integrated Language Learning At Language Training Center

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Abstract: *Language skills integration refers to teaching four aspects of English skill and treats it as one of two or more interrelated skills. Language training center (LTC) is a place for English language training both for employees, students and teachers. This research uses a qualitative research design that aims to identify the teaching methods applied by LTC's teacher in teaching the Integrated Language Learning and to find out the obstacles faced by LTC's teacher in teaching by using Integrated Language Learning. The participants of this research are three teachers of LTC a private university in Yogyakarta who taught for two years or more to make researcher get more information and knowledge and have master degree due to the existence of laws and regulations No. 4 of 2005 concerning teachers and lecturers that the lecturer must have academic qualifications higher to teach university students. The result showed that teaching method used by LTC's teacher was theme-based instruction and some learning activities that implemented such as games and challenges, role play and presentation and personal approach. Furthermore, the lack of time, demotivated students and lack of learning facilities were some obstacles experienced by teacher in implemented theme-based instruction.*

Keywords: integrated language learning, teaching method, theme-based instruction.

INTRODUCTION

As an international language, English has been one of the most spoken languages in the world. In Indonesia, it is the first foreign language which is taught formally from junior high school to the university level. However, nowadays English is also taught in some elementary schools and even in lower level such as kindergarten and play groups. It means that children are introduced to English earlier and hopefully, they will learn the language more naturally as they learn their mother tongue. Besides, it will be essential for the students to learn English in the higher level.

The importance of English as the main foreign language is unquestionable, since mastering English has become a major thing in this global era. Since English becoming a Lingua Franca, the role of this language is inseparable in creating international relations. People from different countries – who have their own mother tongues – communicate with each other. This part emphasizes the significance of learning English as the tool of global communication. Thus, learning and teaching this language turn to be a crucial matter in education field.

Teaching English as a second language (SL) is a very challenging task but a language teacher (LT) can make it successful and enjoyable by introducing different activities in class and by integrating the four Language Learning Skills (LLSs), i.e. Listening, Reading, Writing, and Speaking (Akram and Malik, 2010). In this context, the teacher can use various types or methods of teaching to bring new atmosphere in class. The students can learn English which may be a tough subject for them, in easier and interesting way. By doing so, they can accomplish school tasks better.

In the context of Indonesian education, the integration of four language skills method has been a prevalent way in teaching English. Historically, the four skills were taught separately. Nowadays, integrating the four skills during the lesson has become a popular teaching method. Accordingly, this method allows the teacher to be more flexible in creating effective and interesting lesson materials

for the students. As Harmer (2013) stated, any of the four English language skills is rarely done separately. For example, when people are engaged in a conversation, they are listening as well as speaking in order to interact with the person they are talking to. For the lecturers, they read notes which have been written previously and, at the same time, people who are listening to them are also taking their own notes. This part belongs to an activity that can provoke a conversation or at least a comment from the people attending the lecture, as it is said that

If the use of skill is multi-layered within this way, it will make no sense to teach each skill in isolation. Therefore, we will look at how the input and output processes are connected in the classroom, how the skills can be integrated, and how the skill and language works are connected.” Furthermore, integrating English language skills in a lesson is a natural process of “skill-mixing” that facilitates teachers “to provide maximum learning opportunities for the different students in classes, it makes sense to integrate different skills” (Harmer, 2013).

By applying this method, the teacher can pay more attention to the students who have difficulties in learning, especially since each student is special. They also may have their own way in studying. Thus, helping them to understand the course better is the notable part in implementing the model. It becomes the key element in applying this teaching method.

However, interview with the teachers and observation of the English teaching and learning process in Language Training Center (LTC) showed that during the process, the researcher found that many students were still passive in joining active conversation. Lack of confidence, lack of motivation in study, and the traditional method of teaching which was often considered as boring method led the student’s passive.

This study of the teaching method in LTC has similar viewpoint with the paper written by Iftikhar and Aslam (2017). It explained about how the four language skills (reading, writing, speaking and listening) were integrated within the class. The obtained results at the end of this quantitative research have been presented through the bar charts –which discover that the integration of the skills really can be applied to the students – which associated with the integration and it presented that the method can improve the learning outcomes of the learners.

Another research conducted by Mekheimer and Aldosari (2013) discussed about the effectiveness and the suitability of the integrated holistic method in teaching EFL skills. It embedded in a series of courses selected for study at the lower-to-upper intermediate levels in learning EFL. The result of the treatment for this study – the Integrated Skills Treatment – showed a significant effect on student’s performance in all of the skills which presented instructionally according to the integrated holistic approach. Further findings also showed that the experimental group participants achieved the improvements in gaining better scores, compared to their peers in the control group on the tested language skills which are listening, speaking, reading, and writing.

In accordance to the data above, the researcher intended to make a study about how the teaching process can be more effective, attractive, and communicative for the students. Eventually, integrating English language skills was a way to improved students’ achievement to a higher level. By conducting a not-so-stricted teaching method, so the students can give more motivation and attention during the class.

Definition of Integrated Language Learning

Integrated Language Learning is language skills integration refers to teaching four aspects of English skill and treats it as one of two or more interrelated skills. It is applied to students who want sharpen

their comprehension, retention and production of foreign language classes, and combine production (speaking and written) and reception (reading and listening). It is considerably, because during integration classes students can relate to real-life situations and perceive the difference among several skills. Furthermore, the class is flexible, creative, interesting and motivating.

Integrated language learning employs pedagogical methods such as goals, instructional materials and activities to promote the usage of communicative language. In order to have a communicative focus in teaching ILS nowadays, many types of instructional models are used. These various models can deepen the ways the material is delivered to the students because the teacher can determine the most applicable type of teaching regarding their students and class condition. Later, Integrated Language Learning is mentioned as ILL.

Language Training Center

Language training center is a place for English language training for employees, students and teachers. In Language training center, students who were taught come from different faculties and majors. Since English becoming one of the subjects required to pass, they have to master English through middle exam and final exam. Furthermore, language training center is formal language training that is carefully planned and has a structured training format. So, teachers who taught at language training center have modules for guidance that contain the learning objectives, learning materials, etc. Language Training Center later in this research mentioned as LTC.

Teaching Method in Integrated Language Learning

According to Brown (2000), there are five models of integrated-skill methods in common use. They are Content-Based Language Instruction (CBI), Task-Based Instruction (TBI), Theme-Based Teaching, Experiential Learning and the Episode Hypothesis. Despite of their differences, they all draw upon a diverse range of materials, textbooks and technologies for the EFL classroom. They are parts of the alternative teaching-learning activity.

Content-based instruction. According to Crandall and Tucker (1990), Content-Based Instruction is a method to language instruction that integrates the presentation of topics/tasks from subject matter classes (e.g. math, social studies) within the context of teaching a second or foreign language. Wesche and Skehan (2002) defined this theory as the integration of school or academic content with language teaching objectives. These theories show that Content-Based instruction can be applied both to the context of learning and foreign language learning.

Many varieties of Content-Based Instruction models are used in teaching and learning process currently. Nevertheless, there are three main characteristics of Content-Based Instruction as provided by Stryker and Leaver (1997), which are based on the subject matter core, authentic language and texts (with “authentic texts” defined as those primarily produced for native speakers), and appropriate to the needs of specific group of students. All of them have their own good traits.

One of the benefits of CBI is that the use of material from a particular subject as a language learning material can maximize students’ exposure to the language they learn. This exposure is contextual because it fits the needs of students. Successful CBI learning can enable students to master both language and subject content through a reciprocal process. Example of content-based learning implementation is speaking practice, teachers may ask students to draw complete plants (leaves, flowers, branches and roots) on the board, and ask students to name the parts of the garden in English.

Advantages and Disadvantages of Integrated Language Learning

The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in that language. Learners can rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest but also merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

The down sides of integrated language learning in the content-based test method are the students may feel confused in using their native language. The source can be different than the one recommended by the teacher and the students do not receive the whole concept of each skill, thus they only focus on the integration of all skills. It does take time to excel in all of them but by integrating those four components, they can learn a subject faster. It will be a highly effective way to teach English for students who are not studying in that specific major.

Obstacles of Implementing Integrated Language Learning

Applying this method in Language teaching has many challenges as well. Teachers may not always be successful in applying the integrated language learning strategy, although they have acknowledged the operational steps of some strategies theoretically. Wena (2011) describes some various variables affecting a successful teaching when the integrating model is applied. Regarding this matter, teachers' control and skill in mastering the lesson material and strategy do not guarantee that students' learning outcome can be achieved optimally. Those variables are teachers' ability in starting the lesson, teachers' ability in conducting learning activities, teachers' ability in giving assessment, teachers' ability in ending the class and other supplementary factors.

Nonetheless, the problem in learning English does not only exist in elementary, junior high school, and high school levels, but it is also found in higher education. Several researches have proven this issue for each English skill (Megawati and Mandarani, 2016). It also becomes a common thing for students out of English-related major since every student must have dissimilar interest for the disciplines that they want to study. Due to this reason, not everyone will like it or choose it as the subject of study.

METHODOLOGY

This research aimed to investigate how LTC lecturers teach English using integrated language learning. Qualitative research design was chosen by researcher in order to seek in-depth understanding of the perceptions of learning method in LTC at private university in Yogyakarta. This research took place at language training center in private university. The participants of this research were 3 teachers of LTC who taught for two years or more and had master's degree to verify that the participants are qualified. Research instrument used is a recorder, book and pen were used by the researcher in interview section. Data collection method used by the researcher was interview. Interviews were conducted by researcher to identify the answer of the research question about teaching methods used by LTC teacher in teaching integrated language learning and its obstacle. Researcher conducted interview to collect the data from the participants. Related to the theory above on how the data was processed and analyzed, researcher then transcribed the interview data and also

member checked after doing the interview. Member checking was one of methods in verifying the data which has been collected from the participants. The way to done the member checked was that the researcher verified or validated the data to the respondents after doing the interview.

RESULT

Methods of Teaching ILL Applied by LTC's Teacher

Based on the data, from various teaching methods, the topic-based instruction or theme-based instruction was mostly used compared to the others such as content-based instruction, experiential learning, the episode hypothesis, and task-based approach. This was indicated in the interview with participant 1.

In LTC I used to utilize Topic based or theme-based Learning, so the name is theme. My strategy to make the integrity keep going and emphasize more the intensity is by ensuring the students are familiar with the topic. (Participant 1, 2018)

The result of interview with participant 1 explained that topic based or theme based was used to discuss the material using particular topic or theme. For example, when the topic is about family, the listening material was linked with family so that students feel familiar with the material and participate more in the class.

Participant 2 preferred to put an emphasis on the topic which can be adjusted to the ability of the teachers themselves. Each teacher has different teaching styles; beside that the characteristics of the students in the classroom were also different.

I prefer to the topic first, for example the topic is about traveling, because I know a lot about traveling, so I describe through what I know, either picture or the other. (Participant 2, 2018)

In order to teach the four skills, the method that used was theme-based instruction. Thus, from one topic, the students were going to be taught about listening and reading as input as well as writing and speaking as output. It can be taught in a single topic of discussion.

This is compatible with other study which explained that the primary purposes of the theme-based model was to help students in developing L2 competence with a specific topic area by focus on language skills and function while the other two models aimed at content mastery (Fatimah, 2014).

Therefore, based on each participant explanation, the integrated language learning method used in LTC is Theme-Based Instruction. The theme-based teaching, which was also called by Brinton et al. (Masako, 1996) as the theme-based method, is one of the three models of content-based instructional models in which content is a driving force in designing a curriculum. Furthermore, Brown (2001) stated that theme-based instruction offers an alternative in teaching learning process by designing a course around theme or topic that can increase students' interest and focus on content chosen.

This opinion related with other research which suggested that theme-based teaching contains activities that is linked together by their content and it intertwines with communicative language teaching. The benefit of theme-based learning was that students can understand more toward the material while they also involve in classroom activities at the same time (Cameron, 2001).

Activities in Teaching ILL applied at LTC

There are some activities that used by LTC's teacher while implementing Theme-Based method in their teaching and learning process namely, Introduction to vocabulary, games, role play and personal approach.

Introduction to vocabulary. For students who lack ability in English, one of effective way is to introduce the vocabulary. Introducing vocabulary first will help students in getting input so they can do writing and speaking better. Participant 1 explained that by combining listening first and then followed by reading related to a particular topic, for example the topic is "job", they will get to know and hear vocabulary about job topic. By doing listening and reading, the students will get a lot of vocabularies, so it will be easier when writing and speaking because the students already get the input. It was indicated in the interview with participant 1.

If they (students) are given the input, from the receptive skills first like listening and reading, then, they will be easier in writing and speaking because they have the vocabularies.
(Participant 1, 2018)

Introducing vocabulary first is a way of implementing ILL that is used by participants 1, 2 and 3. However, there are different ways of delivering such as participant 2 that introduced vocabulary by conveying every material in English. As indicated in the interview with participant 2.

Although the ability of students is low, Teachers cannot teach English with Indonesian because the students are at the beginner level. However, the English language learning should use English, target language should be used. (Participant 2, 2018)

Another way was applied by participant 3 who introduces the vocabulary using images. Students got input on some words that used in a particular topic. Then the teacher displayed the image, after that students were instructed to describe the image. As indicated in the interview with participant 3.

But I usually give a picture, after that I call a student to come in front of the class and ask for describing the picture. Well, there will be vocabularies, if the students do not know the vocabularies, I will write it, such as black hair what, and so forth. (Participant 3, 2018)

Furthermore, there are similarities found among participant 1, participant 2 and participant 3, where they implement learning activities by introduced vocabulary at the beginning of learning. This was related to other study explained that vocabulary list was a familiar part of the lesson in this approach and a typical exercise was to translate lexical items or sentences from the target language into their mother tongue using dictionaries to (or vice versa). Therefore, it was appropriate to use vocabulary as an input to a material (Larsen-Freeman, 2000).

Games and challenges. The way to implement the other integrated language skills which used in the classroom also adjusted to how active the students are in the class is the game and challenges. By using games students participated more towards the material. It was indicated in the interview with participant 1.

To students who are very active in kinesthetic and cannot be silent, I will give them games or challenges that will force them to do certain things by involving team-work. (Participant 1, 2018)

In the implementation of game usually teacher asked students to do something that will involve team-work. Then for the less active classes, the strategy was done by answered the questions or reading because if the class was not very active using games, then the participation not be maximal. The explanation was correlated with other research that argues games for student in the class can improve the vocabularies and the understanding in English class (Hafidah, 2013). Furthermore, Hafidah (2013) explained that the use of games and challenges in learning English was considered more interesting, fun and comfortable for students. Students felt challenge and have fun as they engage in the game.

Role play and Presentation. In addition, the way to implement learning English can be done by assigning students to display role play or presentation. As indicated in the interview with participant 1.

Later, I assign to create role play or presentation such as giving speech or making dialogs. (Participant 1, 2018)

Role play and presentation was one of way to implement integrated English language learning. It encouraged students to integrate four skills at once, although the teachers more focus on speaking skills during Role plays and presentations. As indicated in the interview with participant 3.

The speaking that I have ever used is the topic about online shopping or conventional shopping. Usually, I will tell them to do Role play drama. (Participant 3, 2018)

Based on the data obtained, role play, and presentation can improve multiple skills simultaneously but more focus on speaking skill. This was very useful as explained by Soleh et al (2015). Role play was simulation of people behavior that played, which aimed to train students in facing the real situations, train to practice English intensively and provide opportunities for students to develop communication skills. This way trained students in using several skills at once so that learning can be more effective.

Harmer in Ladousse (1987) affirms that role play was used cause of fun and motivating, the silent students get a chance to develop themselves, and offer opportunities language use widely. Ladousse (1987) further stated that role play was one of communication method that can improve students speak fluently, promote interaction in the classroom, and increase motivation.

Based on the 1st, 2nd, and 3rd participant, there are similarities and differences in their classroom implementation. However, all participants 1, 2 and 3 have similarities, they taught all the four skills those are reading, listening writing, and speaking. Where reading and listening as receptive, then writing and speaking as productive. This was consistent with other studies which explain that Language skills integration referred to teach four aspects of English skills and treat them as one of two or more interrelated skills.

This research was also in accordance with the research conducted by Hirahata (2013) that in integrating the four skills can use various effective ways to deliver the material. The Hirahata (2013) study revealed that through themes, students will improve in many interactive activities such as movies, songs, and role play will be used as supporting teaching materials.

Personal approach. This was an approach that the participants can give to treat certain students so that they are given special attention which was compared to other students who are able or successful in the lesson. It demanded the teachers to be patient and able to take a large amount of time towards certain students relatively. Participant 2 posed herself as a mother to her student, so this kind of

teaching strategy that used allow students to focus more on the material presented. As indicated in the interview with participant 2.

I am as a teacher here is proven, then I should be mother. I ask you what you want; if you need my help, just tell me, I will help. (Participant 2, 2018)

This opinion was in accordance with other research conducted by Soleh (2011) which explained that the teacher should give personal attention to the troublemaker students. This was purposed so that the student can understand the material and in that way the teacher will more easily know whether the student is able to receive the material or not.

Teaching materials used to implement themed-based instruction

LTC's teacher were mostly use the same teaching materials which included slide presentation, songs, and movie scene. The teacher tended to find out more materials so it consulted the students beside from the modul. As indicated in the interview with participant 3.

There is modul, the source is from it. But, if I think the materials in modul was not cover what I want, I usually search again from the internet. (Participant 3, 2018)

Slide presentation. To support the exposure of material to student, slide presentation was one of teaching aids that can be used by the teacher in class. As indicated in the interview with participant 1.

Aside from the hand book or module, I usually also provide some sort of PPT or slide to further support the learning. (Participant 1, 2018)

In example, teacher taught a topic material about work, but sometimes it also involved grammar, language purpose and expression in teaching it. So, with the slide presentation make it easier in explaining materials related to expression or grammar. As indicated in the interview with participant 3.

Like a presentation slide when I delivered idiom topic. I use slide then I ask them to guess what the meaning of idiom, so it make easier in delivering material. (Participant 3, 2018)

Based on the data obtained, slide presentation was made using Microsoft Power Point can become a tool in learning process. This was in accordance with research conducted by Amalia (2014) which revealed that Microsoft Power Point can help the learning process can be delivered easily, practically, effectively and efficiently by a teacher to students.

Presentation using power point was much more widely for practice and exercise. According to other research it explained that power point presentation was easy to obtain, modify and create. They were versatile and a great asset to any class. Good presentation may took time to be produced or adapted to the needs of teaching, but they can be shared and used year after year (Khristina, 2018)

Songs. One of the participant said that he uses songs on learning English in the classroom. Song was used to help teachers in improving the listening skills of students. As indicated in the interview with participant 3.

I have been taught with songs. It is usually related to listening. (Participant 1, 2018)

Based on the data collected, the song can help lectures in explaining the material and improving students listening skill. This result was in accordance with research by Suwartono (2012) who argued

that the rhythm and authenticity of songs can be used for language learning. Further benefits the using of song also explained by Nurhayati (2009). She strongly believed that the song had multipurpose medium in language leaning. All the featured in the song support the learning process. Moreover, song motivated those who listen to imitate the lyrical text either completely or partially. The song's text contained a real example of language usage (language in use) and also pattern of sentence.

Movie scene. Teaching aids using movie scene was one of the effective way in teaching. Movie scene was used to train the student's listening skill through conversation in movie. As indicated in the interview with participant 3.

For listening skill, I am more emphasizing to the conversation or for example movie scene. After watching it, I ask my student if they can interpret it. So for me it will more like that for listening skill.(Participant 3, 2018)

Moreover, it can refreshed teaching and learning atmosphere in the classroom since from the movie scene students more interested because it was shown visually. This was in line with other research that stated that by watching English movies, getting meaning from foreign language films become easier. Some visual media equipped with English subtitle can facilitate the level of students understanding in their English listening (Karakas and Saricoban, 2012).

Obstacles in the Implementation of Integrated Language Learning

Of all English learning strategies in LTC, there are some obstacles that occur that affect English learning in the classroom.

Lack of time. Each teacher expected that at the end of period, students should be able to master certain material based on the learning objectives, middle exam and final exam. Sometimes, it was difficult to achieve due to time constraints.Lack of time was included in the obstacle since the activity in the classroom makes integrate all the four skill's materials in the class cannot be conveyed entirely. As indicated in the interview with participant 1.

If all those four (skills) are taught in one meeting, there will be not enough time. Believe me.(Participant 1, 2018)

So, the biggest obstacle faced by the teachers in implementing Themed-Based method in their teaching and learning process was the lack of time. As assumed in the interview with participant 1.The biggest factor is the limitation of time(Participant 1, 2018)

The same statement also expressed by participant 3, that time given was very limited. LTC allocated the time for one meeting is 90 minutes, and it was time for teacher to make the students can understand what the purpose of learning in a meeting was. It was indicated in the interview with participant 3

The obstacle comes from the time. LTC just provide 90 minutes in a meeting. Sometimes it's very limit of time I felt.(Participant 3, 2018)

In addition, one experienced by the teacher is running out of the time during learning activity. This happened because students have a task for group presentation. The more students mean the more group who presented, but the time was quite limited. Sometimes time runed out for in class activities. It was indicated in the interview with participant 3.

So, if there is presentation, all groups have not presented yet, but time already is over. Whereas, it will be different feeling. If we continue at the next meeting. (Participant 3, 2018)

Time constraints barriers were line with Harmer (2007) who explained that in language education it was fact that no university can teach all the student's language need for their communication outside classroom. If student have three meetings in a week, students took a long time to get their purpose and the opportunity in learning language to achieve their progress rapidly.

Demotivated students. Based on the data obtained, the other barrier that faced by teacher in implementing integrated skill teaching strategy in LTC was the demotivation of the students.

This was a normal problem, because students come from various faculties and majors which mean they have different interest in learning English. The barriers should be solved by adjusting the material to the student's characteristic.

Student's motivation was one of the obstacles and also as a teacher, we only can try to adjust the material that they can understand and also provide learning strategy that can support their learning motivation. (Participant 1, 2018)

Participant 2 said that the obstacles occurred because lack of student's motivation in learns English. Lack of motivation was seen from students coming often late, often abstain, not doing teacher's instruction. As indicated in the interview with participant 2.

Sometimes students come late because their motivation in learning English is low. In addition, some students are often abstain, so there is a lot of misunderstanding in the class and they got bad score in exam. (Participant 2, 2018)

Motivation barriers were a common problem that might appear in learning process, especially in LTC that has students who comes from various faculties and majors. According to Ali and Pathan (2017), demotivation related to those particular external forces that are responsible to capitulated the ongoing action, which took place to achieve some purpose.

Lack of learning facilities. Although there have been improvement of existing facilities on campus, but there were still shortcomings. One of them was AC does not work optimally. As indicated in the interview with participant 3.

Indeed, although there is AC in 4th floor, not all can work maximally. So, in the class feels really hot. We are as teacher are okay, but sometimes complains come from students. (Participant 3, 2018)

Beside AC problems, academic services for supporting education also perceived as a barrier. For instance, teachers were difficult to find board marker with full ink. This was due to the absence of LTC staff, so teacher should overcome the problem itself, when there was a problem in tool support. As indicated in the interview with participant 3.

Sometimes it is difficult to find board marker here. Because there is no one who guard here, so, the other staff are not in place in that work. (Participant 3, 2018)

Based on the data obtained, the lack of learning facilities was adverse to teacher. This can led to that student's motivation may be decreased because of AC issues and sometimes teacher should fill the empty marker, thus reducing time allotment in class. This problem madestudents lose their concentration during learning because of damage to the air conditioner, or some other disrupted

facilities. So, these problems then led the teacher to consume more time in making student focus on learning and disturb the implementation of Themed-Based method in class.

CONCLUSION

Teaching English as a second language (ESL) is a very challenging task but a language teacher (LT) can make it successful and enjoyable by introducing different activities in class and by integrating the four Language Learning Skills, such as listening, reading, writing and speaking. The purpose of this research was to identify the teaching methods applied by LTC's teacher in teaching the Integrated Language Learning and to explore the obstacles faced by LTC's teacher in teaching by using Integrated Language Learning.

This research used a qualitative research design that aimed to understand how teachers in LTC's teach about integrated language learning. This research was conducted at Language Training Center at the private university in Yogyakarta. The participants of this research were three teachers of LTC who taught two years or more and had master's degree to verified that the participants are qualified. Data collection method used by researcher was interview and researcher then transcribed the interview data and also member checked after done the interview. Member checked was one of methods in verifying the data which has been collected from the participants

Based on the data, it can be concluded that all LTC teachers used themed-based instruction as a method in teaching the Integrated Language Learning. Theme-based instruction teaches four language skills in LTC using certain topics. In applying topic-based instruction teachers emphasized on the topic used can be adjusted with the ability of the teacher itself. That it because each teacher has different teaching styles and characteristics of students in the classroom is also different.

To implement theme-based instruction, teachers should consider flexibility. Each class should have different ways of teaching that can be adapted to the characteristics of the students. Teachers cannot decide the same way of learning in each class. However, there is a difference that occurs only in how to implement it, because the purpose of learning from each class is the same as the learning module. In implementing the learning strategies in the classroom, each lecturer has different implementations. Teacher implemented by Introduction Vocabulary First, Games and Challenges, Role play & Presentation and Personal Approach as their teaching activities in class.

In the context of classroom implementation, teachers implemented different teaching materials in each class that adapted to characteristics of each class. The Teaching materials that used by the teacher were slide presentation, songs and movie scene.

In implementing learning English class there are obstacles perceived by teacher. However, these barriers must be fixed by the lecturers so that the learning of English continues to run in accordance with its purpose. The perceived barriers are lack of time, demotivated students, and lack of institutional support.

As an English lecturer, the lecturer has a goal so that at the end of the learning session students can understand certain materials. This is quite difficult, because teaching in the classroom has limited time, so the material cannot be delivered all. In LTC in one meeting only given 90 minutes, it was felt less for teachers to provide learning to students to understand what the purpose of learning in 1 meeting.

Based on the data obtained by each participant, the most significant obstacle in LTC was demotivated students. This is considered reasonable, because the LTC students are a mixture of various faculties and departments, so that students' interest in learning English is different. Lack of motivation can be seen from students often arriving late, often not going to class, and not doing lecturer instruction.

Another obstacle that occurs in LTC is lack of institutional support. Facilities in the LTC are good, but still need improvement like the air conditioner is not cold that makes students uncomfortable. The academic service is also still less than optimal, because the academic staff in charge of LTC does not exist, this makes the teacher must solve if there is a problem with the facilities in the classroom.

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