

Chapter Four

Findings and Discussion

This chapter discusses the finding about pre-service teachers' perceptions on their teaching method choices. This study has two findings and discussion. First is about pre-service teachers' perceptions on their teaching method used in teaching practice and second is about influencing factors in choosing teaching method.

The aim of this study is to investigate pre-service teachers' perceptions of the teaching method used in teaching practice. This study was conducted in English Language Education Department of a private university in Yogyakarta. The researcher gathered data from interviews with four participants who have experience in teaching practice. The researcher has compiled the data from the interviews and reported the data with the original statement from the participants.

Pre-Service Teachers' Perceptions on Their Teaching Methods Used in Teaching Practice

The first point is the discussion about the pre-service teachers' perceptions on their teaching method used in teaching practice in which pre-service teachers become the participants of this research. It enables and makes teacher easier to have an interaction with students. According to Sudjana (2009), teaching method is the way that the teacher used to interact with students of the lesson in progress. According to Walfariato and Redjeki as cited by Rahmawati (2014), teaching method is the way a teacher holds a relationship with students at a time when the teaching takes place. The student activity in the learning process will lead to interaction between teachers with students or students themselves.

The researcher have the information related to the objectives of the research was obtained from collecting the data through interviews. The previous information, the students who have completed their internship program at the Elementary school, Junior high school, and high school were chosen as the participants for this study. Before doing the teaching practice, pre-service teachers have prepared teaching method that will be used during teaching practice.

The teaching method used by pre-service teachers. In this point, researcher provides information related to teaching methods used in teaching practice by the pre-service teachers as the participants in this research. It is also discusses an explanation of pre-service teachers' reasons in using certain teaching methods. First is coming from Abdi, "As long as in teaching practice, I usually use PPP cycle method, so I have to explain the lesson in beginning of learning and then I test their ability at the last of learning to know the understanding of the material delivered."(A.1.6) with the reasons "I enjoy use that method because not only I understand but the students also happy with the activities I provided in teaching method." (A.1.7) Other participants; Badriah said "Usually I often use Task Based Learning of teaching method for Elementary school, Junior high school, and High school." (B.1.3) and Badriah also added the reason "Student can practice the theories or lesson that have been explained, and can improve their abilities." (B.1.4) With some reasons, almost all of the pre-service teacher uses teaching method because the activities in that method will be used in the learning process. Based on Clara's opinion, she mentioned "I use the student center learning method where my role in this method is to become a facilitator for students. My task is only to explain a little about the material then I provide a topic or theme that students must discuss with their friends." (C.1.2), and adding from Donita's method "My method

depends on the activity, so I have chosen the Audiolingualism method and Task Based Learning method.” (D.1.3)

Pre-service teachers used the same teaching method at each school level which only changes the level of difficulty. Badriah said “The teaching method used was remaining the same at each school, but with different levels of difficulty, because each school has different students learning capacity.” (B.1.1) and Clara also said “From my experience in teaching practice, the method that I use in teaching practice was the same, because in my opinion it is very effective for students in Elementary school, Junior high school, and High school.” (C.1.1). Donita, “Basically I use the same method in each school, but I have changed the level of difficulty.” (D.1.1) and again Donita said “never changed the method, only change the level of difficulty of the method.” (D.1.2)

Different school has a different level of students’ comprehension and behaviour. Pre-service teacher makes consideration for applying certain teaching method based on the students’ age. One of the participants also has a reason to keep and never change the teaching method while teaching. As donita argued that “changing method needs a lot of time, so I chose a method that I really like and is suitable for students, so I use it continuously but with different topics and different levels of difficulties in learning.” (D.1.4) Regarding to the statement supported by Harmer (2010) “People of different ages have different needs, competences, and cognitive skills.”

The teaching method improves students’ English skills. Based on the experience of the participants, pre-service teacher used a teaching method that makes the students able to implement materials given by the teachers. Students can improve their abilities depend on how the teacher can deliver the material in a good way. This is

related to the teaching method used in the process of teaching and learning. So, the suitable teaching method used by the pre-service teacher in teaching can improve the students' abilities. One of the participants is Abdi mentioned "With the teaching method, we as a teacher can also know the students improve their abilities." (A.1.3) and Badriah also said "The students can practice the theories or lesson that have been explained, and can improve their abilities." (B.1.4) "I think it is effective when the students able to answer the question of the task correctly." (B.1.8) According to Jumardin (2016), Speaking was important to be learned because it was a way to communicate with other people in order to deliver opinions and express ideas, but in fact, the students' ability in speaking English is low.

The teaching method makes the students become more active. Many types of teaching methods used in teaching are according to the teachers' needs and desires. Some teaching methods can improve students' abilities, can make students motivated and it can change the characters of students. Thus, teaching methods make students more active to participate in the learning process, and this is how the teaching methods can change the characters of students. Here Badriah said about the student active in the class, "With this method, the students try to think how to solve the problem, how the students finishing the assignment." (B.1.10) Clara also delivered another opinion about the teaching method used in teaching "The method what I use during teaching can help me to direct the students become more active in the learning process." (C.1.3) Donita shared the same opinion with Clara, "The teaching method that had been chosen, students can get their turn to participate actively in the classroom. Then the students who are sleepy and not excited in the class still able to express their opinion, and learning activities are also running well." (D.1.6) Then it followed by the statement

from Clara and Donita regarding to this topic, Clara said “The students are able to contribute the activities in the class. “ (C.1.5) “Using the teaching methods make my students more active during the learning process” (C.1.6) Donita also mentioned, “The students can do the assessment and become more active to participate the learning activities in the class, and most important is they do not feel bored when learning English.” (D.1.8)

The teaching method making learning process more organized. The next finding is teaching method can organize the teaching materials prepared by the teacher. Pre-service teachers when they are in real position as a teacher, they can only take one of teaching methods that will help them to organize the teaching process as well as they expected. Besides, it helps teachers to make a plan of learning process, but this can also help to arrange the plan to run successfully. Abdi said, “With the certain of the teaching method, we can arrange the material and activities that we do in the classroom from the method that has been prepared before learning process.” (A.1.4) Badriah as participant also stated that teaching method can organize the student learning, she said “Then, it can organize students’ learning in classroom.” (B.1.14) The teaching method can organize the learning process and also help the teacher in teaching. Other participant argued that teaching and learning process becomes smooth and well organized from the beginning until the end of the class. She said “In my opinion, this teaching method is very helpful during the teaching and learning process because it is more organized.” (C.1.8) and she said again, “The teaching and learning process is more organized because it only uses one teaching method in a teaching session and it will not confusing for teacher and student.” (C.1.13) this is very helpful the teacher as Abdi said, “It can help us as teachers to organize what we will do in the class with the teaching method.” (A.1.2) The

teaching method is used to make it easier for teachers to do something in teaching like what activities will be carried out, what teaching materials or plans that correspond with the teaching material that have been prepared. So, by using the teaching method, all these things can help the teacher.

The teaching method help achieved learning goals. Purpose is the teaching method give direction where teaching and learning activities will be carried out. Each teacher has a purpose in learning and it is very important for them to set the target for learning. Achieving learning goals can be carried out using effective teaching methods that can make students pay attention to lesson. The teaching method used in teaching and learning process, then the teacher can develop learning activities to achieve goals as much as possible. One of the participants, Abdi said “The methods help us as teachers to provide guidelines and directions to achieve goals of learning.” (A.1.9) Then, Abdi also added “The pre-service teacher can control the conditions in the classroom at the end of learning with the teaching method. It can be well-suited with the goals of learning.” (A.1.10) According to Badriah, “Pre-service teacher has their goals of learning, and based on my experience it causes a quite reached, such as in elementary school I want the students learn the vocabulary and they did it” (B.1.10). Donita argued, “Using teaching methods during practicum help in achieving the goals of the learning process, because they can participate actively and follow each step of the method.” (D.1.7) Djamarah and Asman as cited in Samiudin (2016) mentioned "If there is the better the method, the more effective achievement of goals." According to Samiudin (2016) "Teacher should use methods that can support teaching and learning activities so that they can be used as effective tools to achieve goals." Abdi who said, “Success can be seen from how students are able to understand the material and if the method is

suitable and it will affect the response of students in the class.” (A.1.5) It is various such as how the teaching methods help the teacher such as to provide the guidelines. Badriah said “It helps me when students are enthusiastic and understand and follow the instructions that I convey.” (B.1.9) other hand, Badriah said something else: “By using the teaching method, the material that teachers give can be delivered for the students effectively.” (B.1.13). Besides that, Donita said “The first benefit is we get more attention from the students and the second is the atmosphere in the class is conducive, in addition the lesson will definitely go into them.” (D.1.11)

Difficulties of pre-service teachers using the teaching method in teaching practice. Based on participants’ perceptions, there some difficulties of pre-service teachers in teaching practice. Some difficulties are the students do not pay attention to the material during learning process, do not finish the assignment and other. The cause of this difficulty is can come from how the pre-service teacher using the teaching method during learning process. This is what participants say about their difficulties during learning process in teaching practice. Abdi said, “The difficulty when I explain the material is that sometimes the students do not pay attention, because they are bored with my method in teaching.” (A.1.12) and also he has another experiences in teaching practice, “When I deliver material, sometimes the students are indifferent to our explanations because we are new people to them in class.” (A.1.13) Beside that, Badriah said, “The difficulty is that every student in the school has a different mindset, skill and comprehension.” (B.1.11) and it also continued with Clara’s opinion, “The difficulty for me is when I have to control every student in the group, so from that I know which students are active and inactive during the learning process.” (C.1.9). Clara also mentioned her experiences in teaching practice have some difficulties, “Then, another

difficulty is how to make students more active than usual.” (C.1.10) Then Donita also said, “The difficulty on me is coming from the students’ selves, because they always ask for repetition of the material that is delivered when students pay less attention or listen.” (D.1.10)

In addition, in the internship program, it has provided an opportunity for the pre-service teachers to observe the state of the school will be teaching. With the observation, the pre-service teacher agrees that it can be easier to prepare for teaching practice such as considering the methods that will be used when teaching practice. According to Geoffrey (2006) mentioned “for the trainee, observation is a progressive and developmental process, which reassures and encourages them to strive for the highest level of professionalism within their chosen field”. That statement also supported by Richard (2011) mentioned “the observations will help you prepare yourself for some issues and problems that you may have to face while teaching the class”. And based on Gaies as cited in Richard (2011) has pointed out, “what we see, when we observe teachers and learners in action, is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things”.

The Influencing Factors in Choosing Teaching Methods

A teaching method is the way the teacher leads a class. A teaching method makes it easier for the teacher to interact with students. According to Sudjana (2009), a teaching method is the way that the teacher uses to interact with students of the lesson in progress. Pre-service teacher needs a teaching method to begin teaching practice. Choosing teaching methods involves some consideration that will influence several

items for the pre-service teacher. The researcher found some factors after analyzing the data of the interviews that were conducted with the participants.

Students. The students are important role for teaching and learning process, no students then no teaching process. The participants of this study were pre-service teachers who had used certain teaching methods. They took students as one of the factors that influence in choosing a teaching method. Students become one of the factors in choosing teaching methods because of their roles who can achieve the learning goals in teaching. Each student has different character in which the teacher has to adjust the teaching method that will be used in teaching and learning process. The statement of the participant about this factor as Abdi said: "The student ability is very influential because the method is based on students' needs in achieving learning goals." (A.2.2) Another opinion from the participant, Badriah said: "Then from the factor of the students are the student learning, the student need, and the student ability." (B.2.3). Clara also stated, "My consideration in choosing of teaching method is the first on student ability" (C.2.1). According to Winarno (2002; 89) "different from student individual of biologist aspect, intellectual, and psychologist have influenced to selection and determination of teaching method". This finding is in line with Sulastri (2012) who argued that a researcher in one of the schools in Klaten, who chooses methods according to students' needs. The research uses the storytelling of method to improve students' language skills. Students can improve their abilities in language and it also makes the teacher more active in teaching.

Teacher. The teacher as a facilitator in teaching, where there is interaction between teacher and student there would be a teaching and learning process. The teaching process needs a facilitator to deliver the lesson is a teacher. But the teaching

and learning process is not carried out as well as possible without plans. This is where the teaching method will be used, it can help the teacher organizes the lesson plans, activities, and other. The teacher is one of the factors in choosing teaching method. The reason is the teacher as a facilitator which affects for the learning goals. Then there must be an adjustment between the teacher and the teaching method to be chosen for teaching and learning process. The factor of the teacher in choosing the teaching method is an important thing, here as Abdi said: "The teacher's ability also contributes to the selection of methods because the teacher is an important role, if the teacher does not master the method, it will be difficult for students to understand what the teacher teaches." (A.2.3) Badriah said, "And another factor is the factor of my own when I use that method, I have to give my knowledge and the ability of the teaching method that I will use." (B.2.5) another participant, Donita, said, "I choose this method because it was a method that I understood." (D.2.1) and she also added: "The method that I applied into the class must be in accordance with my abilities." (D.2.4) According to Hamdayama (2016) "The teacher is required to learn, recognize, and understand all of the teaching methods." According to Winarno cited by Djamarah (2010) "Thus, it can be understood that personality, educational background, and teaching experience are internal teacher problems which can influence the selection and determination of teaching methods."

Facilities. The learning facility also becomes a factor that influences teachers in choosing the teaching method. The facilities provided were also influential during the process of teaching and learning. The facilities which support teaching process such as a blackboard, computer, projector, or tables and chairs and others need to be considered by the teacher. The teacher can observe what facilities provided by the schools, so we

can decide whether the facilities support the teaching method or not. Based on one of participants, it argued that, “While choosing the teaching method according to the situation and learning environment, for example when there facilities are complete such as projector and laptop, then audio-lingual method can be used in the classroom.”

(B.2.1), and also said: “First is the factor of facilities in school such as a classroom.”

(B.2.2) The facilities support the learning process to help the teacher in using the teaching method and it will reach success in teaching. According to Winarno (2002; 89), “the facility is the completeness of supporting student learning”.

Learning Goals. Learning goals also will influence teaching method used in the class. The reason of learning goals influence in using teaching method because the teachers have the goals in teaching, then this teaching method will help the teacher to provide the guidelines and achieve the goals in the learning process. To achieve these learning goals, the teaching method will help. The teacher will choose the teaching method that is used for teaching and learning processes to achieve the teachers’ goals. Based on the participants’ experience in teaching practice about this factor, one of the participants said, “The methods help us as teachers to provide guidelines, directions to achieve goals of learning. So with the method, the teacher can control the conditions in the classroom and the end of learning can be in accordance with the goals of learning.” (A.2.5). Then from Badriah said, "And beside the student needs, also the learning objective.” (B.2.4). According to Samiudin (2016) “This goal should be used as a guide to determine the effectiveness of the teaching method.” Based on Winarno (2002; 89) “The method will choose by the teacher have to in line with the ability of the student and the goal”.

Learning materials. Learning material influences the process of choosing the teaching method. The teacher has to know first what method will support the material in that day. Not all materials can be used in each teaching method, the teacher has to choose a method that matches the material, the facilities, and other points are supported for learning processes. Some participants mentioned the materials as a factor in choosing the method. Abdi said: “My teaching method depends on the material to be delivered in the classroom” (A.2.1) and said again “the other factor that is the selection of method is adapted to the type of material because not all methods are in accordance with the material.” (A.2.4) Another participant has the same opinion about this factor, “so second is adjust with the material of learning.” (C.2.2) and “The consideration in choosing the teaching method is the first is certainly the level of difficulty, the second is the language used, and the third is the topic have adjusted whether for beginners or advanced” (D.2.2). According to Gagne (1976) “The material in learning composed of concept, principle, and fact”. According to Samiudin (2016), he said “Determining the teaching method, the teacher should pay attention to teaching materials such as content, nature, and the goals.”

Time allocation. This factor is about time that teacher planned before starting the lesson. The teacher has organized the time allocation for opening, brainstorming, material, and closing. Teacher has pay attention for this case because she or he does not know what happened during the learning process. One participant said that the time of learning have to be in accordance with the teaching method that will be used in teaching. Donita said, "Of course it is also about time because the method like games can usually be done if there are a lot of students and the time is enough" (D.2.3). Based on Winarno (2002; 89), the teacher should choose the teaching method that suits the

situation. With the estimation of the time in learning process, the teaching method used will be successful and the teacher can teach the lesson well and students can pay attention and understand the lesson.

The teaching methods is an important role in teaching process that help the teacher organize the course of the learning process and help the students interest in learning and pay attention to the lesson. Use teaching methods give many benefits, but there are many things teachers will face when they are in the school as a teacher. Besides the factors that cause the choosing of teaching methods need to be considered by the teacher, because in choosing the teaching method must adjust between each factor in choosing the teaching method.