

I Make Them Ready: “A Study on Lecturer’s Consistency of Teaching Technique in Preparing Prospective English Teacher”

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ABSTRAK

Abstract: This study aimed to discover the reasons for the lecturer’s consistency to use a particular teaching technique which is a discussion technique with an unusual system for preparing prospective English teachers. The Qualitative data were collected by semi-structured interviews through a case study as the research design. The data showed that the demographic condition, providing the environment to create active participation and improving students’ language skills were the reasons for the lecturer consistency of teaching technique. From the findings, it can be concluded that not the variance of teaching technique can decide students’ quality but providing the most appropriate teaching technique based on students’ needs was the key to help students based on their needs.

Abstrak: Penelitian ini bertujuan untuk menemukan alasan konsistensi dosen untuk menggunakan teknik pengajaran tertentu yang merupakan teknik diskusi dengan sistem yang tidak biasa untuk mempersiapkan calon guru bahasa Inggris. Data kualitatif dikumpulkan dengan wawancara semi-terstruktur melalui studi kasus sebagai desain penelitian. Data menunjukkan bahwa kondisi demografis, menyediakan lingkungan untuk menciptakan partisipasi aktif dan meningkatkan keterampilan bahasa siswa adalah alasan konsistensi dosen teknik pengajaran. Dari temuan, dapat disimpulkan bahwa bukan varian teknik pengajaran yang dapat menentukan kualitas siswa tetapi memberikan teknik pengajaran yang paling tepat berdasarkan kebutuhan siswa adalah kunci untuk membantu siswa berdasarkan kebutuhan mereka.

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English Language Teaching Program (ELT) creates professional English teachers that can help the learner to learn English as the foreign or the second language in the world. The professional English teachers have big responsibility not only for teaching English as a foreign or second language but also for helping students to acquire the language and to develop their literacy (Ollerhead, 2018). Besides, creating a professional English teacher, the ELT program also educates prospective English teachers to be effective language teachers that have various skills such as pedagogical in skills, knowledge, technology, classroom management skills and interpersonal skills. Therefore, providing courses that integrate theory with practice and giving more opportunities are good ways to create professional and effective prospective English teachers (Kilic, 2020).

Professional and effective English teachers are the expectation of the output from the English Language teaching Program. Meanwhile, those expectations cannot be achieved by some students as prospective English teachers. Many problems have been faced by them as the weakness of the prospective English teachers. Then it influences the quality of prospective English teachers. Variance problems faced by prospective English teachers such as motivation and evaluation technique (Mudra, 2018), low English proficiency, inadequate teaching practice and class domination by a cooperative teacher or the lecturer in the classroom. In other word teacher-centered class (Suparma, Ratminingsih, & Adnyani, 2019).

The problems also can happen because students do not have adequate preparation (Kourieos & Diakou, 2019) therefore they got uncontrolled speaking anxiety (Daud, Ras, Novitri, & Audia, 2019). Lack of autonomous learning habits (Murillo, 2017) and less attention about pedagogically teaching and learning become the problem to the quality of prospective English teachers (Villegas, SaizdeLaMora, Martin, & Mills, 2018). Those previous problems in the ELT program also caused another problem such as the difference in students’ quality in language learning and teachers’ competency. For instance, the study revealed that students of the prospective English teachers in the second year have the lowest teacher competency and students in the fourth year do not have their full competency which stated in the indicators (Yuksel, 2018).

When those problems are still existing in the English language teaching program, it might be the output of ELT such as creating professional English teachers and effective English teachers may not be achieved. Therefore, to solve those problems, extensive practical teaching skills and appropriate strategies must be provided by the educators in the ELT program (Doğançay-Aktuna & Hardman, 2018).

The educators have to develop methods and find the learning styles appropriate for students' personality and teaching context (Külekçi, 2018). To develop autonomous learning and to decrease teacher-centeredness educators should provide more opportunities for prospective English teachers to give critical reflection (Moser, Zhu, Nguyen, & Williams, 2018). The prospective English teachers need to learn how to teach the four skills and some competencies of English (Indrawati & Musyarofah, 2019). Hence delivering a setting that reflects global English (Curran & Chern, 2017) and fundamental aspects of teaching is important to do (Kuswandono, 2017).

Appropriate teaching strategies are provided by an educator in preparing prospective English teachers. Not only for developing their language skills but also their content knowledge related to the teaching and learning process. Various research has been conducted to develop students language skills such as the effect of the proposed strategy to increase students' reading comprehension (Abdelhalim, 2017), applying cooperative learning method to enhance students' speaking skills (Namaziandost, Neisi, Kheryadi, & Nasri, 2019), implementing flipped classroom to improve students' writing ability (Afrilyasanti, Cahyono, Astuti, 2017) and using prediction strategy to make students be active listener (Hutahuru, Sohmaata & Dhillon, 2016).

For developing content knowledge of prospective English teacher, the use of multi-modal of PowerPoint Presentation (Gordani & Khajavi, 2020) and the instruction of Self-Directed Learning (SDL) (Yasmin, Naseem, & Masso, 2019) can be the effective way that can be applied in preparing the content knowledge of prospective English teacher. Meanwhile, the implementation of micro-teaching performance (Moser et al., 2018) and teaching practicum can give reflection to the students about their strengths and weaknesses (Nugroho, 2012).

Interestingly, various research above have been conducted to solve the problem with the variance of techniques. A lecturer in one of the English language teaching programs in Indonesia has consistency in using a discussion technique for preparing Prospective English teachers in a long period since 2014. Even though, a discussion technique is an old technique in teaching and learning process, however not all of teaching practitioners such as teachers or lecturers used it with assessing students participation. Students' participation cannot be in the form of question and answer but it should be additional information related to the theory.

The involvement of assessing students' participation with this provision in discussion technique makes this way interesting to discover deeply. Furthermore, the consistency of the lecturer in using the discussion technique without any changes meanwhile commonly, most of teachers or lecturers use variance technique in their teaching and learning process, it also interesting. Hence, the research is interested discovered by this research. Furthermore, the discussion technique can help teachers in delivering material more comprehensible and informative if it is provided with an interactive learning environment (Cosgun Ögeyik, 2017). Therefore, the aim of this study is to discover the reasons for the lecturer's consistency in using the technique of teaching for preparing prospective English Teachers.

METHODS

Since the aim of this study is to discover the reasons for the lecturer's consistency in using technique for preparing prospective English Teachers. The researcher used a case study as the research design of this study. The use of case study helps the researcher to describe deeply about specific phenomenon with special characteristic (Atmowardoyo, 2018). The process of collecting data is done by the researcher through interviews and using semi-structured interview guidelines. Semi structured interview used open-ended questions type to get the answer about lecturer's reasons of consistency of teaching technique. The interview result was processed by the researcher to be a set of transcript. Since, the interview results were the main data of this research the researcher tried to code the transcript based on the theme that has been set before. After that, the data were analysed through comparing, describing and interpreting process to get best interpretation to achieve the objective of the research.

RESULTS

After collecting and analysing the data, there are three main reasons that work behind the consistency of the lecturer in using one of the teaching technique for preparing prospective English Teachers. They are demographic conditions, providing the environment to create active participation and improving students' language skills.

Demographic Condition

As stated in the background of the study, the lecturer has a unique case because he uses only one teaching technique which is discussion technique with assessing the participation system involved in this technique for a long period. Demographic condition is the first reason behind his consistency in using this way to preparing prospective English Teachers. He narrated that:

“Various students have been accepted in this program, they come from the different regencies of Bengkulu even some students come from outside of Bengkulu provinces such as Palembang, Padang and many else. This condition happens every academic

year and it affects a lot to their language ability and their background knowledge because they got different teaching treatments and learning facilities when they were in senior high school. It can be seen clearly when we compared students who graduated from their senior high school in the centred city with who graduated from senior high school in the regency area. Therefore, after analysing students' need analysis, I decided to provide a discussion technique with assessing participation system to prospective English teachers. This way enhances them to compete with each other than try to make their quality in language skills and content knowledge almost the same."

The statement of the lecturer showed that demographic condition affects a lot to the students' quality in the language skills and their background knowledge. So, the students need appropriate techniques and teaching strategies that can help them to do the improvement of their language skills and their background knowledge.

Providing Environment to Create Participation

They are many common problems such as teacher-centered learning, lack of autonomous learning, and lack of opportunities. Meanwhile, the prospective English teachers need the environment to support them to be active, increasing their ability in language skills and content knowledge. Therefore, the lecturer thought that providing a good environment for developing students' content knowledge and students' language skills is needed. He told the research:

"I use the discussion technique with assessing participation point consistently since 2014 because I realize that for preparing the prospective English teacher is needed to provide a teaching technique that can give opportunities in learning to them. Based on my analysis, the discussion technique with the assessing participation point gives opportunities to students to participate actively. They also can learn by themselves in their home as the preparation to create self-directed learning. I also believed that to give positive effect for students, it is impossible without providing consistent positive environment"

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The lecturer also narrated that:

"Actually, not only me using discussion technique to teach students in this program. However, I am the only one lecturer that uses the discussion technique by involving assessing students' participation point without any changes from 2014 until now. It is because I want to change students' mindset about learning is coming, sitting and listening to the lecturer. Through this technique, I saw that I already created a positive environment to build students' active participation and to make students be more autonomous learners. It showed by they give their participation in the classroom."

From the statements above, it can be concluded that the consistency of the lecturer in using the discussion technique because he realized that to create a professional English teacher, positive environment is needed by students. Then, this technique already provides it.

Improving Students' Language Skills

Professional English teachers must have good competency in language skills and content knowledge. To convey the content knowledge, a teacher needs good language skills especially speaking skills. However, the fact showed that some students in the English language teaching program do not have good competency in language skills and content knowledge. This technique is one way to improve students' language skills and content knowledge. It is because, by this discussion technique with assessing participation points, students will try to do the best to get the point by participating in the discussion. They will read to add their content knowledge, they will speak to convey their understanding, they will listen to other's opinions and they will write their understanding using their own words. Hence, the lecturer wants to use consistently this technique in a long period.

He declared that:

“When the first time I used this technique, I tried to analyze the language ability and the content of knowledge of my students. Then, I found that they have different qualities of those things. Even almost all of them were not willing to speak in English voluntarily. Therefore, I decided to implement the discussion technique with assessing participation points as the reward for their efforts in giving their participation. Time by time after I implemented this way, the students give their positive responses by showing their effort to give participants in the class. So my class is not the only discussion with a question and answer session but the students can participate actively to get the point. The students prepare well by reading the material and writing their understanding. They share their understanding by speaking in the class and they practice their listening ability through listening to their friends' opinions. Therefore, I use this technique consistently”

The lecturer's statements above showed that his consistency because discussion technique with assessing participation point give the effect to develop students' language skills and content knowledge. So it can be concluded that the lecturer's consistency of teaching technique in preparing prospective English teachers because teaching techniques that the lecturer used can solve the problem caused by the demographic condition. It also provides a positive environment for students so they could give their participation actively. Furthermore, this technique can trigger students to improve their language skills and content knowledge to achieve their high quality as the prospective English teacher.

DISCUSSIONS

Based on the findings of this study, there are three reasons for the lecturer's consistency using teaching techniques for preparing prospective English teachers. Those reasons have to be discussed to get the best interpretation.

Demographic Condition

According to the findings, the demographic condition is one of the lecturer's reasons for his consistency of teaching technique in preparing prospective English teachers. It is because demographic conditions caused some problems in every academic year in English Language Teaching Program. For instance, the students have different quality of language skills, motivations, background knowledge about teaching English as Foreign or Second Language and they also have different learning styles. Those problems are similar to the previous study stated that various problems faced by prospective English teachers such as motivation and evaluation technique (Mudra, 2018).

Due to demographic conditions that caused some problems for students as the prospective English teachers so the lecturer tried to give the appropriate teaching method with the condition of students that influenced by the demographic condition. He tried to use a discussion technique with the assessing participation point as his teaching technique for his students' condition. This technique triggers the students to compete with one another to get the point so they will be almost in the same quality. The effort of the lecturer is supported by the previous study claimed that an educator must develop the appropriate teaching method and find the learning styles that appropriate with students' personality and teaching context (Külekçi, 2018).

The lecturer also realized that demographic condition gives him variance students with different quality of language skills and content of knowledge. The study also strongly claimed that students who will be the prospective English need to learn how to teach the four skills and some competencies of English (Indrawati & Musyarofah, 2019). So, providing this way consistently give a setting to eliminate those variances. Like what already revealed by the previous study that delivering a setting that reflects global English (Curran & Chern, 2017) and fundamental aspects of teaching is important to do (Kuswando, 2017). So from the first finding, it can be concluded that the lecturer's consistency come from his willingness to solve the problem caused by the demographic condition.

Providing Environment to Create Participation

The second reason for the lecturer's consistency is his willingness to provide the environment for active participation. According to the findings, the lecturer found problems such as students get used to teacher-centred class so the lack of autonomous learning and opportunities to participate in the class. Those problems already proved by the previous study stated that some of the students in the ELT program might have low English proficiency because their class is dominated by the lecturer in the classroom. It is known as a teacher-centred class (Suparma et al., 2019). Furthermore, other problems such as Lack of autonomous learning habits (Murillo, 2017) and less attention about pedagogically teaching and learning become the problem to the quality of prospective English teachers (Villegas et al., 2018).

The purpose of the lecturer's consistency in using his teaching technique to provide an active environment for students closed related to the previous study stated that to create autonomous learning and to transform from teacher-centred to student-centred learning providing more opportunities to students in a proper way. Therefore students can have the chance to give their critical reflection from their understanding (Moser et al., 2018). This finding showed that the problem solving of teacher-centred and lack of autonomous learning through providing an active environment for students so they can participate well in learning by giving their opinions and critical reflections.

Improving Students' Language skills

As a consequence of the demographic condition, students have variance quality the language skills and content knowledge. The lecturer also found that his students do not want to participate or speak in English in the classroom. This case is similar to the previous study revealed that some students do not have quality the same as their level even lower than their level (Yuksel, 2018).

Meanwhile, the previous study claimed that to be a professional English teacher, a prospective English teacher must have good teaching pedagogy in terms of skills, content knowledge, technology, interpersonal and classroom management (Kilic, 2020). Moreover, big responsibility must be done by an English teacher to help students to acquire the language and develop the literacy (Ollerhead, 2018).

Realizing the problem of students' language skills and demands of prospective English teacher, the lecturer sets discussion techniques with assessing participation to trigger students to develop their language skills. This technique asks students to read the material before coming to the class, to write the understanding toward the material, to speak in the discussion process and to listen to other opinions. Because of those effects, therefore the lecturer uses it consistently for preparing prospective English teachers.

The effort of the lecturer is in line with the previous study stated that to solve problems related to students' language skills and content knowledge, a lecturer has to provide a proper teaching strategy that has extensive practical teaching skills (Doğançay-Aktuna & Hardman, 2018). Delivering discussion techniques with assessing participation points creates a competitive and active learning environment for students. Then this way has been proved by the previous study revealed that a discussion technique will make the material more comprehensible and informative for students if the lecturer gives it with an interactive learning environment (Cosgun Ögeyik, 2017).

So it can be concluded that to improve students' language skills can be done by providing a suitable technique. Then, when it is already appropriate with students' condition, the consistency of using that teaching technique is needed to give a positive effect for students. The discussion technique will be boring for students if it is provided only with a question and answer session. Therefore it needs to provide discussion techniques with an interactive learning environment.

CONCLUSIONS

From findings, it can be concluded that the lecturer has three reasons for his consistency in using teaching techniques for preparing prospective English teachers. The reasons are the influence of demographic conditions, the willingness of the lecturer to provide an active learning environment and to improve students' language skills. The findings of this study also revealed that the variance of the technique seems to do not decide the quality of students' language skills and content of knowledge. However, the consistency in using the appropriate techniques can be the right solution to solve common problems that happen to prospective English Teachers in the English Language Teaching program.

Through understanding the reasons for the lecturer's consistency in using teaching techniques for preparing prospective English teachers, it is suggested for other educators or lecturers in English Language teaching programs to do need analysis to their students then find the appropriate technique for the students. After that try to use it consistently so the technique will give a positive effect on students continuously. Since the delimitation of this study is to discover the reasons for the lecturer's consistency of teaching technique, therefore a chance to do another research is provided for further research such as exploring students' responses that have been taught by a lecturer using consistent teaching technique.

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