# ENGLISH TEACHING METHODS USED BY STUDENT ENGLISH FORUM (SEF) OF UNIVERSITAS JENDERAL SOEDIRMAN

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## Abstract

The aim of this study is to describe English teaching methods used by Student English Forum (SEF) of Universitas Jenderal Soedirman. This is a descriptive qualitative study in which data are taken from interview, observation and documentation. Based on the result of the study, the study finds out that English teaching methods used by Student English Forum (SEF) is effective teaching method. The SEF has four classes i.e. SGSC, TOEFL class, Private class, Story Telling and Speech class. The result of the research found that there are ten methods applied such as Jigsaw, Timeline, Debate, Text-Book, Discussion, Think-Pair-Share, Bilingual method, Grammar-Translation Method, Flash card, and Drilling method. Students can develop their idea and their skill in English. The Jigsaw, Timeline, and

Debate method is applied to teach the SGSC class. The Text-book and Discussion method is applied to teach TOEFL class. The Think-Pair-Share, Bilingual method, Grammar-Translation Method, and Flash card are applied to teach Private class, and Drilling method is to teach Story Telling class. The methods applied in SEF can create good progress for Student Activity Unit because they can improve students' competence and English language skills.

**Keywords:** English Teaching, Method, Student English Forum (SEF), Universitas Jenderal Soedirman

## A. Introduction

In globalization era, people need to communicate each other. Nowadays, they use English as international language to communicate each other. In this position English is the language of science and technology, therefore, without improving English skills a person will have trouble in accessing the world of science and technology.

Learning is an activity of teaching, guiding, training, giving examples, arranging and facilitating various things for learners to learn so that it can achieve the purpose of education. Teaching does not only conveying the subject matter, but teaching is a process of altering students 'behavior in accordance with the expected goal.

A teacher needs to have the ability to design and implement a variety of teaching methods that are considered to match the interest and talents of a person. There are kinds of education in general, such as informal education, formal education and non-

formal education. In a college there is facility for students to develop their talents and interests called as Student Activity Unit (SAU).

Student Activity Units are extracurricular activities or non-academic activities that exist in college to facilitate student skills and interests. In the Student Activity Unit, student can develop their interest on certain skill. Students need to utilize the Student Activity Unit as a means of self-development. There are many benefits obtained by the students joining the SAU.

One of prominent SAU succeeding in developing students' skill in English is the Student English Forum (SEF) of Universitas Jenderal Soedirman Purwokerto. It is a non-academic program for students who want to develop their English competence. SEF members actively participate in various national and international competitions. Some of remarkable achievements are:

1) The runner up NUDC Intercom, UNSOED Purwokerto, June 2018
2) The winner of storytelling competition, JECO, Purwokerto (2017)
3) The winner of speech contest, Fungasm English Fest, Purwokerto, February 2016
4) Runner Up of IVED Novice Category, Universitas Kristen Satya Wacana, Salatiga, 2014 (Debate)
5) The 2nd Runner Up of Sunan Kalijaga English Debate Championship, Yogyakarta, November 2011.
6) Best Indonesia Team in Kuala Lumpur Open Challenge 2011, University College of Technology and Innovation, Kuala Lumpur Malaysia, August 2011.

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The SEF achievement above is enough to drive the writer curiosity on the methods used so that the students achieve their English competence. Therefore, based on that fact, the writer wants to find out the kind of methods used by the Student of English Forum (SEF) of Universitas Jenderal Soedirman.

## B. Literature Review

According to Patel and Jain (2008: 89-101), approach refers to theories about the nature of language teaching and learning that serve as the source of practices and principles in language teaching.

1. English Teaching Approach
   a. Structural Approach

      The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. Generally the structural approach to teach English refers to the way the language material is organized for presentation. It is the way some English sentences all carefully selected and graded are arranged to form a syllabus.

   b. Communicative Approach

      The communicative approach is a learner centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy individual daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important.

c. Peer Teaching Approach

According to Majid (2013), a peer teaching approach is an approach activity that a student as the teacher takes to another student so that the student better understands the learning materials.

2. English Teaching Method

According to Anthony (1963: 63-67), there are three levels of conceptualization and organization such as approach, method, and technique. According to Huda (2011: 119-133), the types of cooperative learning have many types, as follow:

a. Think-Pair-Share

The teacher post a question to the class. The students think about their response, and then students make pair with a partner to talk over their ideas. Finally, students share their ideas with the class.

b. Flashcard

Flash card games is a media learning shaped cards that where written information as pictures, words or number, learning material one or both sides and are usully small and wap apply using a fun game appropriate creative teachers.

c. Jigsaw

Sudrajat (2008:1) defines learning model Jigsaw is learning that is conducted is groups, where the group is composed of several students who are responsible for mastering part of the teaching material and should have been mastered to the friends group.

d. Grammar-Translation Method

According to Patel and Jain (2008: 73-

88) the Grammar-Translation Method is the oldest method of teaching English. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s.

e. Bilingual Method

This method is an improved version of audio visual aid. Dr. CJ. Dodson of the University College of Wales has developed this method during 1967 to 1972. This method is known as Bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method.

f. Debate Method

According to Silberman (1996: 141), one of the various methods is debate method. Debate method is the method that allows students to express their arguments. Wilkies (2011) states that debate involves students selecting and researching an issue, then presenting their positions on the issue.

g. Drilling Method

The practice method is generally used to acquire a dexterity or skill of what has been learned. As a method, drilling is a way of teaching learners to develop skills and skills and can develop attitudes and habits. Practice is a learning process to familiarize students to be able to do something.

h. Timeline Method

The timeline method used in teaching and learning is a suitable medium to foster the way students think and interest as they

follow the learning process. Timeline method used can also foster the ideas of students to be more enthusiastic in understanding the material.

i. Discussion Method

The method of discussion is one of the alternative methods that can be used by a teacher in the class with the aim of solving a problem based on students' opinions. The discussion method is intended to stimulate thinking as well as various types of views.

j. Text-Book Method

Nusrotus (2015) argues that to fulfill the proper teaching book used in the learning process must conform to the characteristics of the teaching book, those are according to the learning needs and characteristics of educators, conformity with the curriculum, conformity of material development with themes/topics, language usage, meaningful to improve educators ' competence and understanding.

## C. Method of Investigation

The writer uses descriptive qualitative method. The source of the data in this study is the tutors, the members, and the graduate students. The data is taken from observation, interview, and documentation. In this study, the writer used data reduction, data display, and conclusion. After collecting the data, the writer analyzes the data by giving description and interpretation to the data.

## D. Findings and Discussion

The writer divides the finding into three discussion that is (a) the English teaching method

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used in SEF, (b) the problems found during the application of the method, and (c) the possible solution for the problems.

1. English Teaching Method Used by Student English Forum (SEF)

To know the method used by the tutors of SEF in class, the writer conducts an observation and interview. The table below shows the result of the interview.

Table. 1. The Result of Interview with Tutors of English Teaching Method Used by SEF.

| No | Class | Approach | Method |
|----|-------|----------|--------|
| 1. | SGSC* | Peer Teaching | Jigsaw, Timeline, Debate Method |
| 2 | TOEFL | Structural | Text-Book, Discussion |
| 3 | Private | Communicative | Think-Pair-Share, Bilingual Method, GTM, Flash Card |
| 4 | Story Telling | Peer Teaching | Drilling Method |

*SGSC (SEF Grammar-Speaking Class)

In teaching English, the tutors use different methods for SEF classes. The SGSC class uses the Jigsaw, Timeline, and Debate methods. In teaching grammar, the tutors use the jigsaw method because it makes all students to learn actively and interactive. This method is suitable to for SGSC class because it makes students understand the material better and easily. In teaching speaking, the tutors use the debate method because it trains students' speaking skill by doing their parts and sharing information. This method is also suitable to develop and improve

English speaking skills.

TOEFL class uses the text-book and discussion method. Here, the students learn TOEFL with book and then discuss together. It is suitable using the handbook of TOEFL as the material to discuss.

Private class is divided into two levels; college level and elementary level. The tutor uses Think-Pair-Share method to teach student of college level, while the bilingual method, Grammar-Translation Method, and Flash cards methods are used to teach the elementary level. Both methods are suitable and appropriate to apply because student in English course still need a lot of vocabulary and the meaning of the words and this method will make students practice speaking in front of class.

The tutors use drilling method in storytelling and speech class. The teaching and learning process using this method train student to hone English skills and improve English skills. Even though applying this method is taking time, yet, with good plan of time allotment the goal of learning can be achieved.

2. The Problems in Applying the Methods

English teaching method in SEF does not mean without any problem. This study finds several obstacles from several elements. Based on the findings of the study, the writer finds problems faced by the tutors. One of them is each student has a different level of concentration and it effects the learning process.

The problem is also found among the students. The problem is about time allocation which is too short so the learning process will be interrupted before the whole activities completed.

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3. The Problem Solving of Applying Methods.

   We have to understand that every teaching process must have obstacles which can be faced by tutors and students. Problems encountered can be solves in several ways. To overcome the problem found in this study, the tutors should be able to control the class by making good preparation including the activities suit to the time allotment so that it will help students to enjoy the teaching and learning process with good level of concentration. Student also have to be able to use the time given wisely in order that all activities of the method used can be well completed.

## E. Conclusion

Based on the facts above, it is concluded that there are nine methods used by the tutors in Student English Forum (SEF). Those methods are used based on class classification. The methods used are jigsaw, timeline, debate, text-book, discussion, think-pair-share, bilingual, grammar - translation method, flash card, and drilling method. These methods are used to reach the optimal goal of the teaching and learning English.

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