

HOW DO PRE-SERVICE TEACHERS DELIVER THEIR INSTRUCTION DURING TEACHING PRACTICUM?: VOICE FROM EFL CLASSROOMS

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Abstract

For decades, questioning about effective method in a teaching learning process has been considered consistently in educational research. The existence of revised curricula forces teachers to renew or improve the teaching method used refers to the current edition. In fact, the teachers keep their teaching method caused of several concerns. Considering to the current issues, this study aims to investigate the teaching method applied by student teacher during teaching practicum, whether they tend to use modern or traditional teaching method. The participants of this study is ten learners of the eight grader at junior high school whose teacher is student teacher that conducting teaching practicum in their class. Since it is case study, student observation checklist and semi-structured interview were applied in gaining the data. The result revealed that the teaching method used by student teacher is modern method, even though; she combined it with conventional method incidentally.

Keywords: *method, instruction, student-teacher, teaching practicum*

Sari

Selama beberapa dekade, pertanyaan tentang metode yang efektif dalam proses belajar mengajar telah dipertimbangkan secara konsisten dalam penelitian pendidikan. Keberadaan kurikulum yang direvisi memaksa guru untuk memperbaharui atau memperbaiki metode pengajaran yang digunakan mengacu pada edisi saat ini. Bahkan, para guru mempertahankan metode pengajaran mereka disebabkan oleh beberapa kekhawatiran. Dengan mempertimbangkan permasalahan saat ini, studi ini bertujuan untuk menelusuri metode pengajaran yang diterapkan calon guru selama praktek mengajar apakah lebih cenderung pada penggunaan metode pengajaran modern atau tradisional. Partisipan dari studi ini terdiri dari sepuluh peserta didik kelas delapan pada sekolah menengah pertama dimana guru mereka adalah seorang calon guru yang melakukan pengajaran praktikum di kelas mereka. Karena ini adalah studi kualitatif, lembar ceklis dan wawancara semi-terstruktur diterapkan guna memperoleh data.

Hasilnya menunjukkan bahwa metode pengajaran yang digunakan oleh calon guru adalah metode modern, meskipun, ia dikombinasikan dengan metode konvensional secara bersamaan.

Kata kunci: *calon guru, metode mengajar, praktek mengajar*

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Introduction

What is the best method to teach? It is a question which is always proposed by student teachers while discussing teaching methods, approaches, or strategies in class. Indeed, it is commonly asked by teachers at the end of semesters on which method that is best for students to learn, whether it is a traditional or modern method as a teacher guideline to achieve learning indicator (Ganyaupfu, 2013). Teaching methods or models of teaching are a pattern or plan which can be used to shape a curriculum or course to select instructional materials and to guide a teacher's action (Rajput, 2014). It comprises the general principles, pedagogy, and strategies used by teachers to enable student learning. In finding an appropriate and best method to teach, it depends on what fits teachers, including their educational philosophy, classroom demographic, subject area (s), and school mission statement. In addition, the relationship of learner characteristic, type of learning, and how students learn are elements in selecting and designing efficient teaching method (Westwood, 2008). In general, it is classified into teacher centred (direct instruction) and student centred approaches which involves Inquiry-Based Learning and Cooperative Learning.

The conventional instructional approach relies on lecture-based instruction as the teaching centre, emphasizing the delivery of syllabus and concept. The teacher explains the theoretical knowledge, while the students listen and take note; passively accept the knowledge (Kaddoura, 2011). It is assumed that conventional teaching method has been shown to be less effective than other teaching strategies in practical application and critical thinking abilities (Ilkiw et al. 2017; Dickinson et al. 2018). On the other hand, as Ganyaupfu (2013) stated the approach is least practical, more theoretical and

memorizing. According to Damodharan and Rengarajan (2015), there are some limitations of traditional teaching or conventional teaching, they are: 1) Teaching in the classroom using chalk and talk is “one-way flow” of information. 2) Teachers often continuously talk for an hour without knowing students response and feedback. 3) The material presented is only based on lecture notes and textbooks. 4) Teaching and learning are concentrated on “plug and play” method rather than practical aspects. 5) The handwriting of the lecturer decides the fate of the subject. 6) There is insufficient interaction with students in the classroom. 7) More emphasis has been given on theory without any practical and real-life of time situations. 8) Learning from memorization but not understanding. 9) Marks rather than result-oriented.

Further, teacher-centered methods are a clear negation of the accepted view that learning is an active rather than a passive process, the best and most applicable learning is learning by doing. Lecture methods, questioning method and demonstration method are some of the teaching methods in this category (Vin-Mbah, 2012). Conventional methods or traditional method also called as lecture method, because this method has always been used as an oral communication tool between teachers and students in the process of learning and the conventional method is characterized by an accompanying lecture with explanation and exercises. (Djamarah, 2003)

Lecturing is a time-tested and long-venerated teaching methods, it remains the most frequent method of instruction in higher education throughout the world (Milis, 2012). The term ‘lecture-discussion’ describes the application designed to address weaknesses and refers to a modification of conventional lecture method—by interspersing the short period of presenting information by questions asked by teachers systematically—that is very behaviouristic in nature based on cognitive learning theory, i.e. the information processing theory and constructivism (Mutrofin, Degeng, Ardhana, & Setyosari, 2012). Therefore, it is opposed to student centre approaches which provides much attention to problem-solving, collaborate learning, and lifelong learning strategies. This makes students lose motivation, lack self-study ability, and the combination of curriculum and clinical work is not close enough to train students’ clinical thinking.

Meanwhile, in the last years or even decades, there has been a shift from teacher-center education to a learner-centred education (Bergsmann, Schultes, Winter, Schober & Spiel, 2019; Bonk & Cunningham, 2012). Effective teaching methods help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content (Kolesnikova, 2016). Furthermore, the modern method is a learning process controlled by the students. The learner is interacting does not need long explanations from the teacher, but the teacher needs to encourage the learner to participate actively, by talking, sharing their idea, interest and working to find out others' opinion which motivate them while learning (Mohammadjani & Tonkaboni, 2015; Rajput, 2014).

In addition, cooperative learning as the modern teaching method implemented in classroom where the learners are involved in all activities, organized and supervised by the teacher (Hussain, Punjab and Shakoor, 2011). According to Peyton (2010) summarized the student-centered approach, promoting interaction among learners, using the native language when possible and appropriate, connecting instruction with learners' lives, and teaching-learning strategies explicitly. These principles based on Lynch (2010) were taking responsibility for learners' learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation. Students felt more autonomous and responsible and teachers should give away the majority of their class power and made the students self-direct their learning. This principles also refers to some deficiencies in this approach, 1) students may suddenly participate in class, 2) students listen to the teacher without any contribution, and 3) students just copy down notes (Lynch, 2010). The approach also motivates goal-orientated behaviour among students. Hence, the method is very effective in improving student achievement (Ganyaupfu, 2013). As Ganyaupfu states that there are some types of modern methods, such as: Active Learning, Collaborative Learning, Inquiry-based Learning, Cooperative Learning (CL), Problem-based Learning, Peer-Led Team Learning, Team-based Learning, Peer Instruction, Inquiry Guided Learning, Just-in-Time Teaching, Small Group Learning,

Project-based Learning, and Question-directed Instruction. The writers only discuss cooperative learning for completing this research.

Despite the challenges of sustainable implementation, Cooperative learning (CL) is a vibrant part of the global education scene. Over the years it has reached out and joined various educational goals, most recently the urgent need to address the reality of the intercultural classroom (Sharan, 2010). According to Ahmad & Mahmood (2010), cooperative learning is one of the most successfully explored instructional strategies in the history of educational research. Then, Ahmad & Mahmood (2010) suggested that CL strategies contribute to the promotion of higher-order thinking, socially acceptable behaviour, and interracial acceptance. Mohammadjani & Tonkaboni (2013) showed that the average points of learning evaluation test given to the students significantly higher in group discussion method compared to the lecture teaching method. Meanwhile, the results showed that the satisfaction level was higher in students who had been taught in group discussion method compared to the lecture teaching method.

Those methods have already been delivered to student teachers during they were in college which meant that they were ready to teach their students in class. The question is whether they could apply it in class or no. Some previous researchers have investigated how well teaching methods that are applied by teachers. Ahen (2009) proposed collaborative method that most of students get more self-confidence to communicate since they enjoy learning in class. The significant differences were observed between male and female students' perceptions. Poorly equipped classrooms, lengthy course contents, lack of highly qualified teachers and English used as the medium of instruction were the major problems identified by the students. He suggested revising curricula, updating academic resources, using of student-centered approach and emphasizing on faculty development for improving quality of teacher education. Besides, Thoonen, Slegers, Peetsma & Oort (2010), examined the relative importance of teachers' teaching and their efficacy beliefs to explain variation in student motivation. The results of the multi-level analyses show that connection to the students' world and cooperative learning methods had a positive effect on students' motivation, while process-oriented instruction by the teacher had a negative effect on motivational

behaviour and motivational factors of students. Finally, the results lend credence to the argument that teachers' sense of self-efficacy has an impact on both teachers' teaching and students' motivation to learn.

Referring to the empirical studies conducted, this study focuses on how student teachers apply teaching methods during teaching practicum. It is conducted because the existences of gap both in theory and practices in teaching implementation commonly happened in educational circumstances (Goodlad, 1990). Academic rules applied are often different result to practice implemented in classroom. Furthermore, some previous researchers focused on students' ability that were being taught rather than pre-service teachers who were also important part as the future teachers in educational system. It was also as the reference for the writers and further researchers who focused on student teachers in identifying and deciding student teacher's preparation. Teaching practicum is a mandatory module in a pre-service teacher-education program that takes place in a school under the supervision of a school mentor for a limited time period (Hascher & Hagenauer, 2016). In addition, it is one of the most critical components of teacher education that affects the quality of teachers (Zeichner, 2010). Collaboration and planning among colleges, local educational agencies, and state the department of education is critical to the development of effective leadership preparation programs (Johnson, 2016). Therefore, the empirical and practical assumptions should be considered when designing a leadership preparation curriculum (Bolden, 2016). Indeed, faculty of educational leadership programs usually collaborates with other educational stakeholders to ensure that curriculum and learning connection theory and practice (Reames & Slear, 2018). In addition, to investigate the gap both theory and practices during teaching practices, this study aims to investigate the teaching method applied by student teacher during teaching practicum, whether they tend to use modern or traditional teaching method.

Methods

In this qualitative research, case study design was grounded (Given, 2008) involving ten students of English department of a private university in West Java, Indonesia that were recruited to voluntarily participate in this research. All participants came from the third

year classes as the recently joined and conducted teaching practicum. In collecting the data, student observation checklist and semi structured interview are used in this research that were conducted to collect the data related to the aim of the research that is what teaching method used by student teachers during teaching practicum. It contains the characteristic of conventional and modern methods. In the number one to five are the characteristic of conventional methods whereas in the number six to ten are the characteristic of modern methods as in table 1 and 2.

The student observation checklist as primary research data drew in the participant's review during observing one student teacher's activities who conducting teaching practicum. It is conducted by giving a paper to participants which contains questions consisted about the application of conventional teaching methods and modern teaching methods used by one practitioner teacher. The observation in the form of the checklist is equally valid in evaluative research to determine the extent to which certain behaviours or teaching practices are observed throughout a lesson (Ong, Rahman, Wahid, Tajudin, Yahya, Mazuwai and Kosni, 2017). The student observation checklist is filled by ten students which giving a sign of checklist (√). It aims to know which methods are often applied and which methods are liked by the students. Meanwhile, the interview is used to strengthen the primary data of what the students observed student teacher while teaching practice. The qualitative semi-structured interview is a construction site of knowledge (Wyatt, 2015). Furthermore, audio-taped with the teacher's permission, they started with a post-lesson discussion, during which the writers stimulated recall (Wyatt, 2015). Thus, the writers records in the form of audio during the interview. In analyzing this recording, the writers describe the transcripts, do coding or indexing.

Results and Discussion

The classroom realization of the instruction

The classroom instruction of both modern and traditional method realization are presented and discussed in the following parts.

Table 1. The Characteristic of Conventional Methods

No	Activities	Yes	No
1	Does the English practitioner teacher only explain the material without direct interaction with students?	50%	50%
2	Does the English practitioner teacher more often deliver material by speaking in front of class without practicing?	20%	80%
3	Does the English practitioner teacher deliver the material only from textbooks that available at school?	30%	70%
4	Does the English practitioner teacher deliver the material without practicing with the example that relates in their real life?	20%	80%
5	Do students understand the lesson by memorizing?	10%	90%

As illustrated in table 1. shows a half participants comply with student teacher only explained the material without direct interaction with students which means that it does not belong to completely conventional method characteristic. It is significantly conforming to the next activities which support the data that student teacher did not apply conventional method entirely during teaching practicum. It is opposed to the characteristic of conventional method where delivering material commonly as in text books and learners tended to do memorizing.

Table 2. The Characteristic of Modern Method

No	Activities	Yes	No
6	Are students happy with the application of teaching methods in which students' interaction in the class is more dominant?	70%	30%
7	Are students happy when practitioner teacher instructed them to speak up in English class?	20%	80%
8	Are students more active in class during learning process from practitioner teacher?	80%	20%
9	Does the English practitioner teacher give the students instruction to do assignments in pairs?	100%	0%
10	Does the English practitioner teacher deliver material clearly and easily understood?	80%	20%

The second table shows characteristic of modern method where students are the centre of class activity. It could be assumed that student teacher applied modern method well, even though the students are less to speak up while instructed by student teacher. Based on the data shown in table 1 and 2, it could be summed up that student teacher applied modern method during teaching practicum. It is because half of the participants admit that the practitioner teacher explain the material without any interaction with the

students. It relates with the study of Ganyaupfu (2013) students simply obtain information from the teacher without building their engagement level with the subject being taught. However, only a few students agreed that the practitioner teacher is more often delivering material by speaking in front of class neither practicing, example that related to real life or using textbook only. It means that student teacher could do well delivering material to learners by providing practicing, example through real life instead of textbook only. Indeed, learners could memorize their study not only by memorizing, but also their activities during learning class. It is contrary to Ganyaupfu (2013) related to conventional method that the approach was least practical, more theoretical and memorizing, while Damodharan & Rengarajan (2015) add that conventional method comprises that the material presented is only based on lecturer notes and textbooks.

Furthermore, table 2 shows similar results to the previous one. It could be generalized that student teacher is able to interact with learners. It could be confirmed that learners are happy to interact actively and dominantly in class; nevertheless they do not enjoy speaking up in class. Nonetheless, student teacher could provide instruction to make learners work in pairs doing assignment which affect learners enjoying the class as proposed by Ahen (2009) that collaborative method challenged most of students get more self-confidence to communicate. The last number shows student teacher could deliver the material clearly and easily understood by learners. According to the characteristic of both methods, student teacher is assumed applying modern method in this study since it is as reported by Hesson & Shad (2013) that most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students. It is as the principle of modern method claimed by Lynch (2010) that is taking responsibility for learners' learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation.

Even though the observation result revealed significant issue that student teacher end to apply modern method during teaching practicum, the writers keep analysing the second instrument to strengthen the primary data. The interview is conducted to all participants

individually in ten questions. The writers used the audio recorder to facilitate an interview and save the data accurately. The result of interview could be seen in table 3.

Table 3. The reference used by student teacher during teaching practicum

Question 1	Students' Opinion
Do student teachers only use books from school to deliver material? What do you think?	All of participants said that student teacher not only use books given from the school in delivering material. Sometimes, she used language laboratory combining with its learning media such as audio visual i.e. pictures, video or file shown through projector which make the students more interested to learn.

Table 3 shows that the reference used by student teacher during teaching practicum is not only books given from the school in delivering material. Based on the participants' responses that sometimes student teacher used language laboratory combining with its learning media such as audio visual i.e. pictures, video or other soft file shown through projector. Again, they added that those learning media used by student teacher affect participants to be more interested in learning. It means that the result of interview is in line with the data of observation taken by participants which show that student teacher could apply modern method that in delivering the material, and they were able to use several media in gaining students' interest learning.

Table 4 indicated that all participants agreed that student teacher delivered the material by using lecturing method.

Table 4. Teaching method used in delivering material

Question 2	Students' Opinion
Does the practitioner teacher deliver the material by using lecturing method? What do you think?	All students agreed that student teacher delivered the material by using lecturing method which make them sleepy, and bored during learning activity.

This method effected the learners get bored and sleepy while learning in class. This result is in contrary to the observation conducted which showed that the student teacher tended to apply modern method during teaching practicum rather than conventional one. It is because of lecturing method is one of characteristic of conventional method as mentioned by Vin-Mbah (2012) that lecture methods, questioning method and demonstration method are some of the teaching methods in conventional teaching

method category. A half of participants' responses that they take notes while student teacher delivering the material discusses as in table 5.

Table 5. Students' activities in receiving material

Question 3	Students' Opinion
Did you take a note the material that the practitioner teacher delivered?	A half of participants take some notes while student teacher delivering the material for their reference when studying at home, whereas others do not take notes because of lazy to do.

A half of participants' responses that they take notes while student teacher delivering the material discusses, whereas the other one do not take notes cause of lazy to do. It is opposed to the characteristic of modern method where students are the centre of learning activity even though a half of percentage participants do this activity. It tends to the conventional method since its characteristic showed teacher-centred activity, where teachers deliver the information in the form of theoretical knowledge while students passively accepting information given by the teacher (Kaddoura, 2011). The result of table 6 shows that all participants admitted that they memorize the material.

Table 6. Memorizing as the learning activity

Question 4	Students' Opinion
Does the practitioner teacher instruct you to memorize the material? What do you think?	All of participants agree that student teacher instructed them to memorize the material even though they got difficulty and lazy to do this activity.

From the result of figure 6 shows that all participants admitted that they memorize the material as instructed by student teacher yet it is difficult and lazy to do. Again, this issue is against to the observation result which affords student teacher teaching method implemented, that is modern method. Memorizing is one of the activities concerned in conventional learning rather than understanding (Damodharan & Rengarajan, 2015). According to table 7, it shows that all of participants claimed that they tend to learn in group rather than individual learning.

Table 7. Individual learning

Question 5	Students' Opinion
During the learning process,	All of participants claimed that they rarely study individually

do students study individually? What do you think?	during learning process. They prefer to study in groups for discussing difficult material by solving the problem and help each other.
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By group work learning, they could discuss the material and solve the problem together. Indeed, the students who have low ability were helped by others by this strategy. At this point, this interview result could strengthen the observation conducted that student teacher apply modern method. One of its characteristic is collaboration as modern teaching method principles stated by Lynch (2010), those are taking responsibility for learners' learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation.

Table 8 shows that all of participants agreed that student teacher instructed them to speak actively in English class

Table 8. Actively speaking activities

Question 6	Students' Opinion
Does the practitioner teacher ask students to actively speak in English?	All of participants proposed that student teacher asked them to actively speak in English even though they are shy or afraid to make a mistake. Some of them argued that it is fun and make them easier to speak English.

Fortunately, they are able to do this activity despite of shyness or being afraid of making mistake disturb their mind to act out in class. Meanwhile, some of them argued that by actively speaking in English class force them to speak more easily and they were interested to learn. Therefore, it is in accordance with the data shown in observation that learner are happy to speak up in English as the characteristic of modern method where teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2013). Table 9 indicates that all participants agreed that student teacher often practiced or demonstrated a material related to their daily life.

Table 9. Demonstrating/ Practicing material related to daily activity

Question 7	Students' Opinion
Does the practitioner teacher often practice / demonstrate a material related to daily life? What do you think?	All participants argued that student teacher often practice or demonstrate a material related to daily life which makes them easy to remember the material delivered. In addition, it makes the class atmosphere more fun.

They responded that teaching method used by student teacher is good for learners easy to remember the material delivered. Furthermore, it increases their interest to learn since they could imagine what have to do as in their daily activity. It is in line with Peyton (2010) connecting instruction with learners' lives and teaching-learning strategies explicitly as practicing is a part of modern method characteristics. Table 10 shows that all participants claimed that student teacher instructed students to practice the material.

Table 10. Practicing the material

Question 8	Students' Opinion
Does the practitioner teacher instruct students to practice the material? What do you think?	All participants claimed that student teacher instructed them to practice the material. They got afraid of being mistake and laughed by others. Meanwhile, it is interesting for others to get more understanding the material discussed.

It is as in the principle of modern method that teachers should give away the majority of their class power and make the students self-direct their learning (Lynch, 2010). Nonetheless they got afraid of being mistake and laughed by others, they keep practicing since it was interesting for some learners to get more understanding of the material discussed. It can be assumed that this point supporting the observation idea which confirmed student teacher applied modern method during teaching practicum. From the result of the interview as in table 11, the writers found out the fact that all of the participants gave the same opinion that they prefer learning in groups rather than individual learning.

Table 11. Students' opinion of learning in a group

Question 9	Students' Opinion
During the learning process, did the practitioner teacher instruct you to have a group discussion? What do you think?	All of participants agreed that student teacher instructed them to have a group discussion during learning process. They thought that it is better to discuss with others without any shyness.

They thought that learning would be better to do by discussing with others and it reduced any shyness or worries. This data shows that student teacher has successfully used one of the characters from the modern teaching method. This result strengthened the primary data and it is confirmed to the study conducted by Mohammadjani & Tonkaboni (2013) that the average points of learning evaluation test given to the students significantly higher in group discussion method compared to the lecture teaching method. Table 12 show that mostly participants admit that student teacher

asked them to deliver the results of their study/ assignment in front of the class, yet it make the class atmosphere was not conducive and in sufficient.

Table 12. Asking students to deliver the results of assignment

Question 10	Students' Opinion
What is your opinion, if the practitioner teacher asks students to deliver the results of their study / assignment in front of the class?	Mostly participants argued that delivering the results of the study or assignment in front of the class make the class atmosphere not conducive and in efficient. Only a few of them said that it is okay to inform in front of the class to get more grades from the teacher.

Meanwhile, a few of them thought that it is good to do to get more grades from the teacher. Besides, it challenges them to get any comment or suggestion from others. Based on the data, all of the students interviewed revealed that they were not comfortable going forward one by one to deliver their assignments. Because, it took a long time and it made the class not conducive. In this result, the students do not support one of the characteristics of the modern teaching method implemented by the practitioner teacher. This result as in the study of Lynch (2010) refers to some deficiencies in this approach one of them is students listen to the teacher without any contribution.

The result shown by both observation checklist and interview claimed that the teaching method applied by student teacher during teaching activity is modern method. Yet, some activities mentioned in observation checklist and interview has contrast expectation to the characteristic of modern method. For instance, in observation checklist, participants did not agree that the student teacher more often delivered material by speaking in front of class without practicing meanwhile in interview result, participants do not admit it since the data showed that they argued the student teacher delivered the material using lecturing which made them bored during learning activity. However, student teacher could apply effective and great teaching method during teaching practicum since she could handle well arranging teaching method incidentally both modern method and convention method even though it has been claimed by many researchers and experts of the teaching experiences that modern method or student centered activity is the appropriate teaching method in developing students' ability. Indeed, many experienced teachers have applied both methods incidentally depend on

the necessary circumstances, such as external control of behaviour, internal control, classroom ecology, discourse, curriculum and interpersonal relationship (Evertson and Weinstein, 2006).

The interview analysis used is to support the data from the observation checklist. The statement from most of the students was is they felt bored if the practitioner teacher only uses book from. They were also felt sleepy when the practitioner teacher used lecturing method during learning process. Then, half of the students liked to take notes the material delivered by the practitioner teacher and half of them thinks it was a boring thing. All of the participants or students did not like memorization activities because it is a difficult thing. Other than that, they are feels difficult to study individually. Furthermore, almost all students feel happy when the practitioner teacher instructs them to speak English. All of the students are satisfy when the practitioner teacher practicing the material relates to daily life. Moreover, half of the students are excited when the practitioner teacher instructs them to practice a material in class. All of the students are feels happy when the practitioner teacher instructs them to studying in a group. Then, only a few of them are feels happy when the practitioner teacher instructs them to deliver the results of learning in front of the class.

The result of the various kinds of perspective towards teaching methods. Their perspective is an important thing to know which way of learning method they like. As Divaris (2008) states, 'students' perspective' is of fundamental importance to provide valuable feedback regarding the efficiency and acceptability of educational methods and in more general terms, the 'overall learning experience'. The students are more satisfied by using modern learning methods. This can be seen from the explanation above. Besides, the result of this research relates with Lynch (2010) statement that the modern method is taking responsibility for learners' learning, directly involving them in the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation.

Conclusion

Referring to the research finding, it could be concluded that the teaching methods used by the practitioner teacher tended to the modern method. Eventhough the data also

showed that they were identified using conventional method during the learning process. Furthermore, most of the students are more satisfied with the modern method during learning process since its characteristic of modern methods, such as promote interest, analytical research, critical thinking and enjoyment among students provided made the students enjoy the class. Meanwhile, the other students preferred conventional method during learning process because they are like to listening to the teacher convey the material by using lecturing method as one of the characteristic of the conventional method.

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Conflict of Interest

No potential conflict of interest is reported.

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