

METODE PENGAJARAN PADA KURSUS BAHASA ASING DI MALANG RAYA*Teaching Method on Foreign Language Course in Malang Raya***Sri Hartiningsih**

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ABSTRACT

The purpose of this research are to find out the kind of the method used, the application the method and the problem in using the method in teaching foreign language in Malang Raya. Descriptive qualitative research is used. As it is known the number of learners a lot it is taken purposive sampling. The instruments used are interview and observation. The observation is used to know the kind of method used in teaching foreign language and how the method is applied while the interview is used to get data of problem faced by the teachers in using the method at teaching foreign language. Based on finding it is found that the method of teaching course in Malang Raya are Discovery learning, Direct learning, Question & answer, Discussion, Game, Drill, Role play, Lecturing, Demonstration, Interview and Quiz. The procedure of teaching foreign language course is quite the same as there is step of pre, whilst and post teaching. The problems faced by teachers in teaching foreign language course are heterogenic such as limited vocabulary, not having self-confident to speak up, having different character, coming late, having different ability and grammar, the influence of mother tongue, the student's pronunciation is different based on their region, the enthusiasm is different, lack of presence, gender, the image of learning language is difficult.

Key terms: *method, foreign language, procedure, problem*

ABSTRAK

Tujuan penelitian ini adalah menemukan jenis dan aplikasi metode yang digunakan serta permasalahan yang dihadapi dalam menggunakan metode pada pengajaran di kursus bahasa asing di Malang Raya. Penelitian ini menggunakan deskriptif kualitatif. Karena jumlah pembelajar banyak maka digunakan purposive sampling. Instrumen yang digunakan adalah observasi dan interview. Observasi digunakan untuk mengetahui jenis serta bagaimana implementasi metode yang digunakan dalam mengajar bahasa asing sedangkan interview digunakan untuk memperoleh data terkait permasalahan yang dihadapi pengajar dalam menggunakan metode pada kursus bahasa asing. Berdasarkan penelitian ditemukan bahwa metode pengajaran kursus bahasa asing di Malang Raya adalah Discovery learning, Direct learning, Question & answer, Discussion, Game, Drill, Role play, Lecturing, Demonstration, Interview and Quiz. Prosedur pengajaran di kursus bahasa asing hampir sama yaitu pembelajaran awal, inti dan akhir. Permasalahan yang dihadapi pengajar di kursus bahasa asing adalah heterogin antara lain terbatasnya penguasaan perpendaharaan kosa kata, kurang percaya diri untuk berbicara, berbeda karakter, datang terlambat, berbeda kemampuan dan struktur, pengaruh bahasa ibu, pengucapan yang berbeda berdasarkan daerahnya, antusias yang berbeda, kurang kehadiran, gender dan anggapan belajar bahasa sulit..

Kata kunci: *metode, bahasa asing, prosedur, masalah*

INTRODUCTION

In this era of globalization no country denies interaction with the other country as it is known borderless age. It occurs the rapid development of sophisticated technology so travelling is needed as there is a great hunger

to see the "other" that travelling makes one know the others as a proverb in Indonesia says "tidak kenal maka tidak sayang". That is why it is needed to a mean to interaction that is language. Because of importance of language people need to learn, not only for communication but also to study as well as to

know its culture that is why they learn at Foreign Languages Course. Foreign language means the language except Indonesia so it could be France, Germany, Korean, Mandarin, Japan and English as well as Arabic.

The reason of learning foreign language is various such as the dominant reason of learning English is to increase the ability of speaking as well as for Germany and also Arabic while the reason of Japan learners are interested at Japan's language and culture as the same of the learners of France and Mandarin as well as Korea. The background of learners of English dominantly is the students of university, female and their last education is SMA with the average age is 23 while Germany learners is the students of university, male and the last education is SMA with the average age is 22 while Arabic learners is dominantly participant from the students of university, male and their last education is SMA with the average age is 22. The next one is Japan learners. The dominant one is the students of university, female and the last education from SMA with the average age is 21 then France, the learners is dominantly the students of university, female and the last education from SMA with the average age is 22, and then Mandarin, the learners is dominantly the students of university, male and the last education from SMA with the average age is 21 and the last, Korea, the learners is dominantly the students of university, female and the last education SMA with average age is 20 (hartiningsih, 2013)

Teaching foreign language is needed a method to transfer the knowledge of foreign language to learners so it is necessary to conduct the teaching method in foreign language as a road that traversed to reach the destination.

RESEARCH METHODOLOGY

Research methodology deals with how the statement problems are answered. This chapter discusses about the methodology of

the research which is divided into research design, research subject, research instruments, data collection and data analysis procedures.

Research may be defined as the application of the scientific approach to research problem that its purpose is to discover an answer of a meaningful question through the application of scientific procedures. Research is universal as systematic and objective for reliable knowledge (Ary, 1979:20).

This research will employ descriptive qualitative research design because the researcher would like to describe learning foreign language in Malang Raya especially the reason in choosing foreign language, the aim and also the background of learners in learning foreign language.

The population of this research is the teachers of foreign language course in Malang Raya. As the total number of population is a lot so the sampling is taken purposively. The sample is the teachers who teach foreign language course in Malang Raya. To get detail data and the trend of foreign language so it will done for teachers teach foreign language course in this year, 2013 from September up to December. The reason of using purposive sampling are as it is not known the total of teachers, time of teaching foreign language is not like university as semester, having short time to learn as it is going to use.

To collect the data are needed instrument that are interview and questionnaire. Unstructured Interview is done to the teachers of foreign language while observation will be done in the process of teaching foreign language course.

Unstructured interview is given to the teachers of foreign languages. Unstructured interview is held to make the situation informal. Free questioning of subject is possible regarding the views, attitudes or other information (Ary, 1979). This interview is flexible and usually planned to suit the subjects and the conditions which the

interview takes place. This interview is intended to give more detail information about the problems face in applying the method in teaching foreign language.

The data are mainly taken from the result of questionnaire and interview. There are some steps applied in collecting the data. They are:

- Conducting observation to know the method and the application of method.
- Interviewing the teachers of foreign language course.
- Intregating the data taken from the questionnaire and interview.

The procedure of analysing the data was following the procedures below:

- Tabulating data from interview and observation
- Coding the data
- Analysing the data to find out the answer of the statement of the problems.
- Writing the result of the research descriptively.
- Drawing conclusion.

FINDING AND DISCUSSION

This chapter presents the finding from the statement problems such as the method used, the application of the method and also the problem faced in teaching foreign language course in Malang Raya.

Data is taken from the teachers on foreign languages. It has been found that there are seven languages taught such as English, French, Germany, Korea, Arabic, Japan and Mandarin. There are three teachers of English, one for French, two for Germany,

Based on the questionnaire it is found 14 persons, they are 4 English teachers, 1 France teacher, 3 Germany teachers, 1 Arabic teacher, 2 Japan teachers as well as Mandarin teachers and 1 Korean teacher.

The method used are Discovery learning, Direct learning, Question & answer, Discussion, Game, Drill and Role play. The reason of choosing the method in teaching is

for the sake of the students as depending on the students' ability, need as well as the students' character like not brave to speak up and individualist so that is why the method used to make the class interesting as challenging as well as to make the students active in learning English. Related to method used in teaching English course, it is also found that the method often used are discovery learning, game question and answer as well as role play. These methods are used because of affectivity, appropriate to practice learning language, to find out the student's weakness and it could be sharing as well as to solve it, the student's need and ability. Almost the same with questionnaire, data from interview done on May 22, 2014 also are found that the methods used in teaching English course are discussion, game, demonstration, discovery learning and question and answer. The data are taken from 3 English teachers.

The methods used in teaching France course are lecturing, demonstration and game. The important thing to choose the method in teaching France course is the students' ability. It would influence the consideration to choose method. It is found that the method used is lecturing to explain topic whereas to practice France was used demonstration and to make the class interesting was used game.

Related to method used in teaching France course, it is also found that the methods often used are lecturing and practice. The reason of selecting those methods is the students do not know France yet so it is needed to explain by lecturing as well as to practice. Almost the same with questionnaire, data from interview done on May 22, 2014 also are found that the methods used in teaching France course are lecturing and question and answer. The data are taken from 1 France teacher

In teaching Germany course, the methods used are Lecturing, Question & answer, Discussion, Game and Drill. The reason for selecting method in teaching Germany course focuses on the students

such as time, age, material of course, level, interest as well as the ability. Based on those considerations it is found that the method used is lecturing to explain the material course and to practice it is used drill and question and answer as well as discussion. To make challenging and interesting it is used game. Related to method used in teaching Germany course, it is also found that the methods often used are lecturing, question and answer, drill, discussion and game. The reasons of selecting those methods are to explain vocabulary in making a sentence, to practice the pronunciation, the affectivity of time and material as well as the students' ability, easier to learn and more fun. Almost the same with questionnaire, data from interview done on May 22, 2014 also are found that the methods used in teaching Germany course are lecturing, question, answer and game, quiz, . The data are taken from 2 Germany teachers.

The methods used in teaching Arabic course are direct and active learning. The only reason to select the method in teaching Arabic course is based on consideration that the effective way to teach language is direct practice so it is used direct learning and to make the students involve in teaching learning it is used active learning. Related to method used in teaching Arabic course, it is also found that the methods often used is direct learning. The reason of selecting this method is an effective way to learn language by direct practice.

The methods used in teaching Japan are Lecturing, Question & answer, Discussion, Game, Demonstration, Drill, Interview and Quiz. The consideration of using method is based on the language itself and also the students' condition. For the sake of the language it is needed lecturing to describe the function of the word, the changes of adjective and verb as the pattern of Japan is *I rice eat*. For the sake of the students such as the purpose of learning Japan course, age and duration, it is needed question and answer, discussion as well as demonstration to make

the students practice. To make accustomed it is needed drill and to make interesting, it is needed interview and quiz. Related to method used in teaching Japan course, it is also found that the methods often used are lecturing, question and answer and drill. The reasons of selecting those methods are to explain the function of word, particle, the change of adjective and verb words as well as based on the students' objective, age and duration of time. Almost the same with questionnaire, data from interview done on May 22, 2014 also are found that the methods used in teaching Japan course are lecturing, question, answer and game, The data are taken from 1 Japan teacher.

The methods used in teaching Mandarin course are Lecturing, Demonstration and Drill. There are two reasons to choose the method in teaching Mandarin course. They are easy to learn and remember and Mandarin is different rhyme so that is why it is done by lecturing to explain the material whereas to make the students familiar with the language, it is used drill and to practise it is taken demonstration. Related to method used in teaching Mandarin course, it is also found that the methods often used are lecturing, drill and role play. The reasons of selecting those methods are to introduce Mandarin and the rhyme is quite different.

The methods used in teaching Korea course are lecturing and question and answer. There are two reasons of choosing method in teaching Korea course. Those are making the students understand and active. To make the students understand it is needed lecturing whereas to make the students active in teaching learning Korea course as well as to make interesting class it is used question and answer. Related to method used in teaching Korea course, it is also found that the methods often used are lecturing and listening. The reason of selecting those methods is to make accustomed.

The application of method used in teaching foreign language course

The procedure in teaching foreign language course can be seen from data of interview and questionnaire. It is explained detail below:

The topic of teaching English course is **Daily Activity**. The procedure is first asking the student time, then giving slide to explain time. And then giving picture after that asking the student related to their schedule. In the end, review is made. The other topic is style. The first step is greeting. In whilst teaching the students are asked to find out style then they are asked to present it by describing and comparing. In post teaching it is done review. The next topic is neighbourhood. The procedure is asking the students' address and how they go to KBA. Then the class is made into several groups to do direction based on picture and map and then to should present their direction work. In the end, the students are asked to show the direction.

The topic of teaching France course is the change of verb word. The first procedure is explaining and giving example of the change of verb word then writing verb word and then practicing it. In the end, there is question and answer to check the students' understanding about the change of verb word.

The topic of teaching Germany course is profession. The first step is asking to the students what profession they know then in whilst teaching is showing the picture, repeating the profession in Germany and then explaining the gender and the profession. After that, practice listening by matching the gender and the profession. In post teaching is question and answer to check the students' understanding about what has been explained.

The topic of teaching Arabic is identity. The step is first making condition with what would discuss. Second step is whilst teaching, In this step the students are asked to practice what they have seen, observed and given by the teacher. In the last step is post teaching.

Here the teacher emphasized what has been learnt.

The topic of teaching Japan course is the existence of noun. The procedure in teaching the existence of noun is asking noun. The next thing is drilling vocabulary dealing with noun. In the last procedure is question and answer by using picture to know the understanding what has been given.

The topic of teaching Mandarin course is identity. The step is reviewing the previous topic and introducing the new topic. In the mean step is explaining whereas in the last step is giving assignment. Another topic is profession. The step is explaining the topic and new vocabulary the practice them. In the last step is writing.

The topic of teaching Korea course is identity. The first step is explaining the new material followed by question and answer then practicing conversation. The last step is evaluation by asking and answer to know the students' understanding about what has been discussed.

The problem faced in teaching foreign language course

In the process of teaching learning foreign language process is found the problem based on questionnaire and interview.

The problem faced in teaching English course consists of 8 problems. The problems arise from the language itself and from the teacher as well as from the participant. The problems from the language itself is grammar whereas from the teacher is not appropriate media while the problem arises from the participant are Limited vocabulary, Not appropriate in transferring language, Not having self-confident to speak up, Having different character, Coming late and Having different ability.

The problems found in teaching France course are 2 problems. They are basically on the student's problem as they have different ability as well as having influence of mother

tongue, Indonesia. The teacher does not have problem in teaching France course and the language is not the problem for the students.

The problem faced in teaching Germany course consists of 7 problems. The problems arise from the language itself as well as from the participant. The problems from the language itself is Arranging a sentence and Gender, material, verb in the last sentence whereas the problems arise from the participants are The student's pronunciation is different based on their region, The student's enthusiasm is different, Lack of presence, Coming late, Limited vocabulary.

The teacher in teaching Arabic does not have problem. The problem arises from the participant. They have image of learning Arabic is difficult because they do not have basic of Arabic knowledge. Consequently they are reluctant to try.

The problems faced by the teacher in teaching Japan course are two, from the participant and also from the language itself. The problem arises from the language itself are the pattern of Japan is quite different with Indonesia, particle and also vocabulary while the problem arises from the participant is lack of serious as the language is really different with Indonesia.

There are 6 problem faced in teaching Mandarin course. They include the problem arose from the participant and also from the language itself. The problem from the participants are as never listen the language so they are difficult to memorize, moreover they do not have time to learn Mandarin as many assignment, different character so some of them like speaking but the other like writing and vice versa while the problem arose from the language is rhythm in speaking is different.

Only one problem in teaching Korea course that is from the participant. It is related to the ability. As one learns autodidact makes the others feel inferior because the ability is of course different.

Discussion

The method used in teaching foreign language course (English, France, Germany, Korea, Japan, Mandarin, Arabic) are various as the teachers are different and also the language as well as the reason. They use the method more than one. Although they have different method, they have similarity that is to make the participants absorb and practice the language.

The methods used in teaching English course are discussion, game, demonstration, discovery learning and question and answer and the method often used are discovery learning, game question and answer as well as role play. These methods are used because of affectivity, appropriate to practice learning language, to find out the student's weakness and it could be sharing as well as to solve it, the student's need and ability.

Related to method used and often used in teaching France course, it is also found that the methods often used are lecturing and practice. The reason of selecting those methods is the students do not know France yet so it is needed to explain by lecturing as well as to practice.

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Related to method used in teaching Japan course, it is also found that the methods often used are lecturing, question and answer and drill. The reasons of selecting those methods are to explain the function of word, particle, the change of adjective and verb

words as well as based on the students' objective, age and duration of time.

Related to method used in teaching Mandarin course, it is also found that the methods often used are lecturing, drill and role play. The reasons of selecting those methods are to introduce Mandarin and the rhyme is quite different.

Related to method used in teaching Korea course, it is also found that the methods often used are lecturing and listening. The reason of selecting those methods is to make accustomed.

The procedure of teaching foreign language course is quite the same. In Teaching English course, there is step of pre, whilst and post teaching. It is the same in France and Germany, Japan, Arabic Korea as well as in Mandarin course. The difference is the pre teaching, there are teachers use to review the previous topic while the others use brainstorming like taking the time, the participants are asked the time. It means in pre teaching, it is made the situation and condition related the topic which is going to discuss. In whilst teaching most all teachers use explaining and practice while in post teaching, there are teachers to give assignment whereas the others ask the participants to know their understanding about the topic has been discussed and the rest give a test.

The problems faced by teachers in teaching foreign language course are heterogenic. In English course, the problems are limited vocabulary, not appropriate media, not appropriate in transferring language, not having self-confident to speak up, having different character, coming late, having different ability and grammar while France course, the problems are having different ability and the influence of mother tongue, Indonesia whereas problems in Germany are the student's pronunciation is different based on their region, arranging a sentence, the student's enthusiasm is different, lack of presence, coming late, limited vocabulary,

gender, material and verb in the last sentence while in Arabic course are the image of learning Arabic is difficult, reluctant to try and not having basic of Arabic knowledge. The problems in Japan course are lack of serious, pattern of Japan is different, particle and vocab whereas the problems in Mandarin course are difficult to memorize, no one talk Mandarin in the environment, like speaking but hate writing, vice versa, rhythm in speaking is different, different character and not having enough time to learn Mandarin as many assignments. The problem in Korea is as learning autodidact makes the others inferior.

CONCLUSION AND SUGGESTION

Conclusion

Based on finding it is found that the method of teaching English course in Malang Raya are Discovery learning, Direct learning, Question & answer, Discussion, Game, Drill, Role play while the method used in France are Lecturing, Demonstration and Game whereas Germany course are Lecturing, Question & answer, Discussion, Game and Drill. Further Arabic course uses Direct learning and Active learning followed by Japan course uses Lecturing, Question & answer, Discussion, Game, Demonstration, Drill, Interview, Quiz while Mandarin course employs Lecturing, Demonstration and Drill whereas Korea course applies Lecturing and Question & answer.

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Suggestion

Based on the finding of the research, it is suggested to all in order to get better teaching in course. The suggestion is given to:

The course teacher. It is hoped the teacher gives various methods based on the

level, ability, topic, age, need, topic and the situation of language course.

The participant. It is expected that the participant adapts the situation and condition of the language course as well as to study hard the language.

The course. It is necessary to give workshop about method in teaching learning course as several teachers graduate from non-education institution.

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