LEARNING TO TEACH FOR NEW ENGLISH TEACHERS

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Abstract: The role of English as an international language is unavoidable force people to learn it in order to make them not to be left behind with others. Learning English in Indonesia, of course, needs a teacher as it is a foreign language here. This phenomenon make a lot of people want to be an English teacher as their job. However, to be a good teacher is not easy. One of the important things that someone should occupy is about the teaching method. Therefore, this paper tries to give a brief summary of well-known teaching methods and approaches in practice today for new teachers as a starting point from which they can modify their practice.

Key words: English, teaching method

The role of English in this era of globalization is getting more important. It is because of its growth in more recent times use in technology and science, pop music, box office movies, and international business in general. Furthermore, the use of internet supports the growth of English as the international language getting wider. As an academic language, English is widely known and used as over two-thirds of the world's written textbooks. Some say that by mastering the language, they can broaden their knowledge. Therefore, I think it's not too much if some people believe that, "English is the window of the world."

In this fast changing and developing world, people should be able to keep abreast with the rest of the world, culturally, scientifically, and technologically if he does not want to be left behind with others. This implies ability to communicate with people throughout the world through an internationally accepted and understandable language, especially English. So it is not surprisingly if there is a huge demand for English language training in many parts of the world.

In Indonesia, English is the first foreign language. As the consequence, the need of a teacher is very demanding. This phenomena lead to increase the desire of some people to be an English teacher as their job nowadays. However, to be a good teacher is not easy. One of the important things that someone should occupy is about the teaching method.

DISCUSSION

When you become a teacher, you have a wish to be the best teacher for your students. Moreover, you want to be their favorite teacher or in the extreme way become their idol. It is a good expectation and everyone may have a wish like that, but it's not as easy as you can imagine it.

To make your wish comes true, you should occupy teaching methodology. There are at least eight language teaching methods that teacher should know. The list of eight teaching method below is derived from Gina's article (1998).

1. Grammar Translation Method
2. Direct Method
3. Audio-Lingual Method
4. Silent Way
5. Suggestopedia
6. Community Language learning
7. Total Physical Response Method
8. Communicative Approach

The Grammar Translation Method

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages (Jill, 2010). This approach has purpose to know everything rather than the thing itself (Tarigan, 1991;90).

The Grammar-Translation method focuses on developing students' appreciation of the target language's literature as well as teaching the language. Students are presented with target language reading passages and answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing native-language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling all activities (Gina, 1998).

The key features of this method are as follows:

Goals	To be able to read literature in target language; learn grammar rules and vocabulary; develop mental acuity.
Roles	Teacher has authority; students follow instructions to learn what teachers know.
Teaching/Learning process	Students learn by translating from one language to the other, often translating reading passage in the target language on the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Students memorize the rules, and then apply them to other examples. They learn paradigms such as verb conjugations, and they learn the native language equivalents of vocabulary words.
Interaction: Student-Teacher and Student-Student	Most interaction is teacher-to-students; students-initiated interaction and student-student interaction is minimal.

View of Language, Culture	Literary language seen as superior to spoken language; culture equated with literature and fine arts.
Aspect of Language the Approach Emphasizes	Vocabulary, grammar emphasized; reading, writing are primary skills, pronunciation and other speaking/listening skills are not emphasize.
Role of Students' Native Language	Native language provides key to meanings in target language; native language is used freely in class.
Means for Evaluation	Tests require translation from native to target and target to native language; applying grammar rules, answering questions about foreign culture.
Response to Students' Errors	Heavy emphasis placed on correct answer; teacher supplies correct answer when students cannot.

This approach has some weaknesses also such as (Tarigan, 1991):
1). Linguistically it needs trained and skill teacher
2). The subject matter isn't integrated
3). It is not suitable for illiterate people

The Direct Method

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction (Jill, 2010).

The Direct method allows students to perceive meaning directly through the target language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, though speaking and listening skills are emphasized. Grammar is learned inductively (Gina, 1998).

The key features of this method are as follows:

Goals	To communicate in target language; to think in the target language.
Roles	Teacher directs class activities, but students and teacher are partners in the teaching/learning process.
Teaching/Learning process	Students are taught to associate meaning and the target language directly. New target language words or phrases are introduced through the use of realia, pictures, or pantomime, never the native language. Students speak in the target language a great deal
Interaction: Student-Teacher and Student-Student	Both teacher and students initiate interaction, though student-initiated interaction, with teacher or among themselves, is usually teacher directed.
View of Language,	Language is primarily spoken, not written.

Culture	Students study common, everyday speech in the target language. Aspects of foreign culture are studied such as history, geography, daily life.
Aspect of Language the Approach Emphasizes	Vocabulary emphasized over grammar; oral communication considered basic, with reading, writing based on oral practice; pronunciation emphasized from outside.
Role of Students' Native Language	Not used in the classroom.
Means for Evaluation	Students tested through actual use, such as in oral interviews and assigned written paragraphs.
Response to Students' Errors	Self-correction encouraged whenever possible.

The Audio-Lingual Method

The term of "audiolingualism" is created by Prof. Nelson Brooks in 1964 (Tarigan, 1991:124). This method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern-for example, subject-verb-prepositional phrase-is learned, the speaker can substitute words to make novel sentences. The teacher directs and controls students' behavior, provides a model, and reinforces correct responses (Gina, 1998:186).

The key features of this method are as follows:

Goals	Use the target language communicatively, overlearn it, so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits.
Roles	Teacher directs, control students' language behavior, provides good model for imitation; students repeat, respond as quickly and accurately as possible.
Teaching/Learning process	New vocabulary, structures presented through dialogues, which are learned through imitation, repetition. Drills are based on patterns in dialogue. Students' correct responses are positively reinforced; grammar is induced from models. Cultural information is contextualized in the dialogues or presented by the teacher. Reading, writing tasks are based on oral work.
Interaction: Student-Teacher and Student-Student	Students interact during chain drills or when taking roles in dialogues, all at teacher's direction. Most interaction is between teacher and student, initiated by teacher.
View of Language, Culture	Descriptive linguistics influence: every language seen as having its own unique system of phonological, morphological, and syntactic patterns.

	Method emphasizes everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Culture comprises everyday language and behavior.
Aspect of Language the Approach Emphasizes	Language structures emphasized; vocabulary contextualized in dialogues but is limited because syntactic patterns are foremost; natural priority of skill-listening, speaking, reading, writing, with emphasis on first two; pronunciation taught from beginning, often with language lab work and minimal pair drills.
Role of Students' Native Language	Students' native language habits are considered as interfering, thus native language is not used in classroom. Contrastive analysis is considered helpful for determining points of interference.
Means for Evaluation	Discrete-point test in which students distinguish between words or provide an appropriate verb for a sentence, etc.
Response to Students' Errors	Teachers strive to prevent student errors by predicting trouble spots and tightly controlling what they teach student to say.

Furthermore, in using audio-lingual as drills in L2 teaching Mora (in Jill, 2010) proposed some hints as follow:

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the Aux verb have should not suddenly switch to have as a main verb.
2. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system.
3. Ignore all but gross errors of pronunciation when drilling for grammar practice.
4. Use of shortcuts to keep the pace of drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
8. Introduce the drill in this way:
   a. Focus (by writing on the board, for example)
   b. Exemplify (by speaking model sentences)
   c. Explain (if a simple grammatical explanation is needed)
   d. Drill

9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
10. Use the "backward buildup" technique for long and/or difficult patterns.
    -tomorrow
    -in the cafeteria tomorrow
    -will be eating in the cafeteria tomorrow
    -Those boys will be eating in the cafeteria tomorrow.
11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.

The Silent Way

The silent way approach is proposed by Caleb Gattegno (1972), an expert in language teaching that applied cognitive principles in his teaching Subiyakto-Nababan, 1993:48). The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills-reading, writing, speaking and listening-are taught from the beginning. Students' errors are expected as a normal part of learning; the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interaction (Gina, 1998:186).

The key features of this method are as follows:

Goals	To use language for self-expression; to develop independence from the teacher, to develop inner criteria for correctness.
Roles	Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.
Teaching/Learning process	Students begin with sounds, introduced through association of sounds in native language to a sound-color chart. Teacher then sets up situations, often using Cuisenaire rods, to focus students' attention on structures. Students interact as the situation requires. Teachers see students' errors as clues to where the target language is unclear, and they adjust instruction accordingly. Students are urged to take responsibility for their learning. Additional learning is thought to take place during sleep.
Interaction: Student-Teacher and Student-Student	The teacher is silent much of the time, but very active setting up situations, listening to students, speaking only to give clues, not to model speech. Student-student interaction is encouraged.
View of Language,	Language and culture are inseparable, and each

Culture	language is seen to be unique despite similarities in structure with other languages.
Aspect of Language the Approach Emphasizes	All four skill areas worked on from beginning (reading, writing, speaking, listening); pronunciation especially, because sounds are basic and carry the melody of the language. Structural patterns are practiced in meaningful interactions. Syllabus develops according to learning abilities and needs. Reading and writing exercises reinforce oral learning.
Role of Students' Native Language	Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages. The teacher should take into account what the students already know.
Means for Evaluation	Assessment is continual; but only to determine continually changing learning needs. Teachers observe students' ability to transfer what they have learned to new contexts. To encourage the development of inner criteria, neither praise nor criticism is offered. Students are expected to learn at different rates, and to make progress, not necessarily speak perfectly in the beginning.
Response to Students' Errors	Errors are inevitable, a natural, indispensable part of learning.

Suggestopedia

Lozanov's method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lighting and soft music in the background. Students choose a name and character in the target language and culture, and imagine being that person. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practice the language during an "activation" phase (Gina, 1998).

The key features of this method are as follows:

Goals	To learn, at accelerated pace, a foreign language for everyday communication by tapping mental powers, overcoming psychological barriers.
Roles	Teacher has authority, commands trust and respect of students; teacher "desuggests" negative feelings and limits to learning; if teacher succeeds in assuming this role, students assume childlike role, spontaneous and inhabited.
Teaching/Learning process	Students learn in a relaxing environment. They choose a new identity (name, occupation) in the target language and culture. They use texts of

	dialogues accompanied by translations and notes in their native language. Each dialogue is presented during two musical concerts; once with the teacher matching his or her voice to the rhythm and pitch of the music while students follow along. The second time, the teacher reads normally and students relax and listen. At night and on waking, the students read it over. Then students gain facility with the new material through activities such as dramatizations, games, songs, and question-and – answer sessions.
Interaction: Student-Teacher and Student-Student	At first, teacher initiates all interaction and students respond only non-verbally or with a few words in target language that they have practiced. Eventually, students initiate interaction. Students interact with each other throughout, as directed by teacher.
View of Language, Culture	Language is one plane; non-verbal parts of messages are another. Culture includes everyday life and fine arts.
Aspect of Language the Approach Emphasizes	Vocabulary emphasized, some explicit grammar. Students focus on communicative use rather than form; reading, writing also have place.
Role of Students' Native Language	Translation clarifies dialogues' meaning; teacher uses native language, more at first than later, when necessary.
Means for Evaluation	Students' normal in-class performance is evaluated. There are no tests, which would threaten relaxed environment.
Response to Students' Errors	Errors are not immediately corrected; teacher models correct form later during class.

Community Language Learning

This methodology is introduced by Charles A. Curran and his colleagues in 1976. This method is to be called as an example of humanistic approach to language teaching (Subiyakto-Nababan, 1993:54).

In Currant's method, teachers consider students as "whole persons," with intellect, feelings, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students' fears, teachers, consequently, adapted their roles as language counselor, which help students feel secure and overcome their fears (Gina, 1998:186). In addition, here the learner is not thought as a student, but as a client (Jill, 2010).

This language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threaten inadequate state and to aid him

linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy.

The key features of this method are as follows:

Goals	To learn language communicatively, to take responsibility for learning, to approach the task non-defensively, never separating intellect from feelings.
Roles	Teacher acts as counselor, supporting students with understanding of their struggle to master language in often threatening new learning situation. Student is at first a dependent client of the counselor and becomes increasingly independent through five specified stages.
Teaching/Learning process	Non-defensive learning requires six elements: security, aggression (students have opportunities to assert, involve themselves), attention, reflection (students think about both the language and their experience learning it), retention, and discrimination (sorting out differences among target language forms).
Interaction: Student-Teacher and Student-Student	Both students and teacher make decision in the class. Sometimes the teacher direct action, other times the students interact independently. A spirit of cooperation is encouraged.
View of Language, Culture	Language is for communication, a medium of interpersonal sharing and belonging, and creative thinking. Culture is integrated with language.
Aspect of Language the Approach Emphasizes	At first, since student design syllabus, they determine aspects of language studied; later teacher may bring in published texts. Particular grammar, pronunciation points are treated, and particular vocabulary based on students' expressed needs. Understanding and speaking are emphasized, though reading and writing have a place.
Role of Students' Native Language	Use of native language enhances students' security. Students have conversations in their native language; target language translations of these become the text around which subsequent activities revolve. Also, instructions and sessions for expressing feelings are in native language. Target language is used progressively more. Where students do not share the same native language, the target language is used from the outset, though alternatives such as pantomime are also used.
Means for Evaluation	No specific means are recommended, but adherence to principle is urged. Teacher would help students prepare for any test required by school, integrative

	tests would be preferred over discrete-point tests; self-evaluation would be encouraged, promoting students' awareness of their own progress.
Response to Students' Errors	Non-threatening style is encouraged; modeling of correct forms.

Total Physical Response Method

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system (Jill, 2010). This is an approach to second-language acquisition based on first-language acquisition research. This method mainly used with the beginner and lower-level students (Herrell & Jordan, 2008).

Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and the moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits (Gina, 1998).

The key features of this method are as follows:

Goals	To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.
Roles	At first the teacher gives commands and students follow them. Once students are "ready to speak", they take on directing roles.
Teaching/Learning process	Lessons begin with commands by the teacher; students demonstrate their understanding by acting these out; teachers recombine their instruction in novel and often humorous ways; eventually students follow suit. Activities later include games and skills.
Interaction: Student-Teacher and Student-Student	Teacher interacts with individual students and with group, starting with the teacher speaking and the students responding non-verbally. Later this is reversed; students issue commands to teachers as well as each other.
View of Language, Culture	Oral modality is primary; culture is the lifestyle of native speakers of the target language.
Aspect of Language the Approach Emphasizes	Grammatical structures and vocabulary are emphasized, imbedded in imperatives. Understanding precedes production; spoken language precedes the written word.
Role of Students' Native Language	Method is introduced in students' native language, but rarely used later in course. Meaning is made clear through actions.
Means for Evaluation	Teachers can evaluate students through simple

	observation of their actions. Formal evaluation is achieved by commanding a student perform a series of actions.
Response to Students' Errors	Students are expected to make errors once they begin speaking. Teachers only correct major errors, and do this unobtrusively. " Fine-tuning" occurs later.

The Communicative Approach

The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning.

This perhaps the method or approach that most contemporary teachers would subscribe to (Scrivener, 2005).

The key features of this method are as follows:

Goals	To become communicatively competent, able to use the language appropriate for a given social context; to manage the process of negotiating meaning with interlocutors.
Roles	Teacher facilitates students' learning by managing classroom activities, setting up communicative situations. Students are communicators actively engaged in negotiating meaning.
Teaching/Learning process	Activities are communicative-they represent an informating gap that needs to be filled; speakers have a choice of what to say and how to say it; they eceive feedback from the listener that will verify that a purpose has been achieved. Authentic materials are used. Students usually work in small group.
Interaction: Student-Teacher and Student-Student	Teacher initiates interactions between students and participates sometimes. Students interact a great deal with each other in many configurations.
View of Language, Culture	Language is for communication. Linguistic competence must be coupled with an ability to convey intended meaning appropriately in different social contexts. Culture is the everyday lifestyle of native speakers of the target language. Non-verbal behavior is important.
Aspect of Language the Approach Emphasizes	Functions are emphasized over forms, with simple forms learned for each function at first, then more complex forms. Students work at discourse level. They work on speaking, listening, reading, and writing from the beginning. Consistent focus on negotiated meaning.
Role of Students' Native	Students' native language usually plays no role.

Language	
Means for Evaluation	Informal evaluation takes places when teacher advises or communicates; formal evaluation is by means of an integrative test with a real communicative function.
Response to Students' Errors	Errors of form are considered natural; students with incomplete knowledge of form can still succeed as communicators.

CONCLUSION

The strategies explored in this paper hopefully then are able to stimulate our own thinking about how to teach more effectively. Something that we should be remembered, in particularly for a new teacher, that with such diverse needs and differing contexts in which teaching takes place, there is no one 'right' way to teach. There is no single method in teaching that can cover all the needs. Every teaching method has its advantages and weaknesses. We can combine and modify the teaching method to determine what would be best matched to the needs of our students.

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