

Teaching and Learning Process of Integrated Skills: What Happens in Intensive Course

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Abstract

In teaching and learning process of language learning, especially for foreign language. It's necessary to integrate all skills and other components such as vocabulary and grammar. This paper aims at investigating the teaching learning process for integrated skill in English Department, which focused on three major aspects: the presentation of materials, teaching learning strategies, and the roles of teachers and students in the teaching and learning process. This research employed Intensive Course as the subject of the research using qualitative research design by using observation on the teaching learning process in the class. The result showed that teaching materials presented were relevant, appropriate and suitable with the course goal provided in catalogue, the strategy applied was also appropriate since the course objective emphasize on the correct use of basic English in oral communication, and the role of the teacher was as a guide and controller, while the role of students was an active participant. Researcher suggested that teacher should be more focus to all students. For students, it is suggested to be more active in giving comments and feedbacks to other students' performance.

Keywords

Integrated Skill, Intensive Course, Teaching and Learning Process



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INTRODUCTION

The ideas of teaching and learning English as a foreign language are influenced by research related the theories of teaching language as a core of the teaching and learning English in Indonesia. These theories resulted many kinds of approaches in teaching and learning process from the Grammar-Translation Method, Direct Method, Audiolingual Method, to the new concept of CLT. Each of approach has its own characteristics which make the approach differs with another [1] [2]. The characteristics include the objective of the lesson, syllabus, activity/techniques involved, teacher and learner roles and the materials. However, in the real teaching and learning process of English as a foreign language, teachers adapt more than one method [3].

In order to apply the concept of English teaching and learning in Indonesia, it requires the qualified English teacher. So, it is also important to prepare the qualified human source. It refers to the existence of English Department which produces future English teachers [4]. These future English teachers have to be prepared well by the institution as well as the government for they are those who teach English to the next generations. In this case, the lecturers are required to be a good role model for these future teachers. [5]. Furthermore, they also need to master the English knowledge and performance. Besides, they need also learn how to be an effective and efficient teacher [6]. Therefore, lecturers need to give good example of how to teach English because their students must imitate the ways their lecturers teach, and they use their knowledge that is obtained by their lecturers for their future teaching practices.

In English Department, skills of language are taught separately. There are listening classes, speaking classes, reading classes and writing classes, so the students will learn each skill in specifically from second semester up to fourth semester. However, English actually cannot separate from one to another. Students will learn how to speak after they listen or read first. As Harmer (2007) states, any of the four English language skills is rarely done in isolation, when they people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person they are talking to [7]. Consequently, integrating English language skills in a lesson is a natural process of “skill-mixing” that facilitates teachers to provide maximum learning opportunities for different students in classes, it makes sense to integrate different skills [7]. Therefore, before students learn those skills deeply, at the first semester they are introduced all English skills in integrated; intensive course.

Intensive course, based on English Department Catalogue (2022), provides students with receptive and productive skills in using English in communication. The emphasis is on the correct use of basic English structure, vocabulary, pronunciation, stress, and intonation patterns in oral communication through intensive and integrated classroom practice. This course has 12 credits per week and it is as a required course in order to take specific skills at the higher semester.[8]

Previous study, conducted by Majed (2019), about the gains affected development of the English proficiency of the Intensive Language Course students from Majmaah University had positive result. He found that there were significant gained between pretest and post-test, it means that Intensive Language Course program worked well to students [9]. However, the present research of aims at investigating the teaching and learning practices at university level, especially in English Education in Universitas Negeri Malang. This research further focus on three major aspects: the

presentation of teaching material related integrated skills, the teaching strategies employed by lecturers, and the roles of teacher and students in the teaching and learning process. This article aims at investigating the teaching learning process for integrated skill in English Department, which focused on three major aspects: the presentation of materials, teaching learning strategies, and the roles of teachers and students in the teaching and learning process.

METHODS

This research uses descriptive qualitative design, which is in the form of words collected through observation required by the researchers to provide thick information about English teaching and learning practices at English Department especially in Universitas Negeri Malang. Qualitative research is the method that properly seeks answers by examining various social setting and the groups or individuals who inhabit these setting, in this case the process of teaching and learning in the classroom [10]. By using qualitative research methods, teacher and students' activities are examined and underlying meaning are explored. As it is claimed by Lopez (2017) that qualitative research focuses on understanding a social setting or activity as viewed from the perspective of the research participants [11]. In this case, the qualitative approach is used to provide thick information about how the process of teaching and learning at English Department.

Intensive Course is chosen with several considerations. Firstly, this course is the basic course of language skills, the students are learnt from very beginning of all areas in English skills before they learn each skill deeply at the next semester which is meant appropriate to the focus of the research: integrated skills. Secondly, since the students are the future teachers, they will be exposed to good in using those all language skills, so this course is necessary as the starting for students learning. From those considerations, Intensive Course is very essential to the students later on.

The instruments which used are observation and video recording. Observation is an instrument to describe real interactions and events that occur naturally in the classroom [12]. Observation sheet is used to observe the class activities. It consists of five major variables: the use of materials related integrated skills, the teaching and learning process, teacher's roles, students' roles and classroom atmosphere. Those variables further derive into more specific aspects to meet the need of research investigation. The total number of aspect items is nineteen. Meanwhile, the observation is done by giving sign for each aspect which has been done in the class activities. In order to help the observation easier, the researcher aimed to record the teaching learning process. In this

research, the video recording is done using a camera hand phone by one of the researchers.

The observation is conducted in one meeting in the classroom. The observation class activity is started during the class sessions. In this case, the teacher, the students and the process of teaching and learning are observed from the beginning until the end of class. Because of the limited access, only one of three researchers is allowed to observe in the class and done video recording. In analyzing the data, the researcher used the procedure of analyzing the data by Latief (2017) that consists of organizing, reducing, classifying, describing and drawing the conclusion of the data [12]. This research focuses on the data taken from observation. Firstly, all the data are analyzed through selecting and reorganizing the raw data. The data which are irrelevant to the investigation were discarded. The data from observation classify into certain topics. Lastly, the results of the data are explained based on the topics included. Further, some conclusions and suggestions are drawn.

FINDINGS AND DISCUSSION

Materials Presentation related Integrated Skill

The teaching framework of this course is clear in which the goal of this course is to provide the students in using the correct use of basic English in communication through intensive practice. In order to accomplish this goal, the lecturer provided the materials for all aspects of language to be learnt to the students. Some of those materials provided are in the form of written and spoken authentic materials. The written materials are specifically selected and organized to provide the students about conversation, vocabulary practice, explanation, practice area, pronunciation, communicative activities and listening section. It is much helped the students in order to practice their basic skills, while the spoken materials are presented from the recording which prepared by the lecturer, it also useful to students in practicing their listening before they produce language orally.

The used of materials employed in the class are appropriate to the skills which will be developed. It can be seen from the function and purpose of the materials to practice their skills. Textbook, as the primary learning source, provides the materials about the basic of English in produce language orally; pronunciation, conversation and communicative activities. Recording, as the additional learning source for listening skill, helps the students on how to pronounce the words and sentence correctly.

In presenting the materials, lecturer sometimes asked the students about their experience in real life related to the lessons given. For example, teacher asked about what will the students do if they do not know how to go to the mall, or whether they

like to meet new people or not, and their reason. This kind of activity made the students related their lesson into their life.

Another focus of the observation is the techniques which lecturers used in the classroom. In this case, lecturer, based on the observation, used some techniques in presenting materials: dialogues, repetition and memorization, listening exercise, drilling, role play, individual and group works. These kinds of techniques which lecturer involved made the students did not get bored about the lesson.

Although all skills provided in this course, based on the teacher answer, the focus skill to be assessed is students' speaking skill. It can be seen from the materials given at that time, more than 50% focused to make the students produce language orally. In spite of the fact that some of tasks asked the students to write, at the end students still had to perform their writing orally.

The Teaching and Learning Process

Another main focus to be observed is teaching and learning process. In teaching and learning process, based on the dominant characteristics were seen, the lecturer probably adapted the techniques used from Audiolingual method with some modifications. It can be seen from the teaching and learning activities, for example, most materials were presented in dialogue form, there were memorization of a set of sentences over learning, teacher often drilled the students in pronounce sentences, vocabulary was limited and learnt in context, and there was much used of tapes recording. However, teacher sometimes used communicative activities and asked the students to create their own dialogues and presented it in front of the class.

The teaching and learning activity used task-based using Presentation-Practice-Production (PPP) teaching framework. The students were presented the materials from the textbook and recording, then they had to practice the materials, and sometimes they were asked to produce their own and present it front of their friend. During the activity, the lecturer corrected students' errors in speaking including pronunciation, accuracy, and vocabulary directly. Although students' activities in the class always based on the command of the lecturer: teacher-centered, lecturer provided students to do the exercise in pair. It involved the students to cooperate with other students.

The next aspect to be observed in teaching and learning process is the media used. In this case, the lecturer used recording for listening section. She also still used the white board to write down some words or sentences. Although, the lecturer did not involve modern media in the class, these media helped the lecturer to make students more focus about the lesson given.

In order to enhance students' performance, lecturer, by using the textbook, provided many kinds of interactive exercise to the students: communicative activities. It made the students seemed enthusiastic in teaching learning process. It can be seen from their actively participation in the classroom practice, lecturer did not have to point the students to practice in front of the class.

In teaching and learning process, the atmosphere of the class is one of the most essential aspects that need to be considered. By providing warm, open and accepting atmosphere, the students will feel motivated. Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where student feel safe and willing to share. Teachers sometime used humor in the classroom and it created more positive environments. Having good atmosphere makes the students more enjoy the learning and persuade them to do better in class.

The Role of Teacher

The role of teacher was a guide. The lecturer always gave command to students in the whole of teaching and learning process. She was very active to keep the class under her control. She often walked around the class to make sure that students did not have the problem in doing tasks. She also gave correction to the students when their pronunciation and vocabulary were not correct.

Another role of lecturer had shown was as a facilitator to encourage the students to speak in the target language. In this case, lecturer asked the students opinion related to the materials in order to push the students to try speak constantly. Lecturer also gave feedback and example to the students clearly concerning appropriate and inappropriate behavior related to the material to be discussed.

The Role of Students

In a student-centered class, students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise [13]. They appreciate each other's contributions; they cooperate, learn from each other, and help each other. When they have difficulty, the teacher will help or give advice to them after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. However, from the observation, it seems more on teacher-centered rather than students-centered. Even though not all students participated in the discussion, overall, most of them taking part in the discussion and only few of them were not active in answering the questions raised by the teacher. The students also did not give feedback and assess their own progress as the teacher did not give them to opportunity to do so. Although most of the tasks given

were done in pairs or groups, it will engage them to work and solve the problem together.

Based on the findings above, several points are highlighted with regard some theories in teaching and learning based on the result of observation. It has been seen that the goal of teaching has been accomplished and was considered matching with some characteristics of Audiolingual method in which has been modified with another method. Audiolingual method is language teaching approach that emphasizes habit formation through repetition, drills, and pattern practice [14]. In line with the goal of IC which is emphasis on the correct use of basic English structure, vocabulary, pronunciation, stress, and intonation pattern in oral communication through intensive and integrated classroom practice to the characteristics of Audiolingual method which has the focus in the early stages is on oral skill, with gradual links to other skills as learning develop [13]

The materials provided in the classroom are appropriate with the goal of IC program which integrating both receptive and productive skills. This integrated learning materials support the students in order to help them to master the basic skills of language as main goal of IC program [8]. It is line with the characteristics of integrated learning skill in the classroom. As Harmer (2007) states, any of the four English language skills is rarely done in isolation [15]. Students have to be good listeners before they can be good speaker. This relevancy of materials used in language teaching is the core component to make an effective of teaching new language [16]. Additionally, in choosing the materials which suit and appropriate with the curriculum, teachers need to make sure that the competency which will be achieved based on the basic competence [17].

Learners as objects of training in the class are given stimulus from the teacher to produce correct language. This is suitable with the characteristic of Audiolingual, the learners' role is as organisms that can be directed by skilled training techniques to produce correct response [18]. However, although the process of teaching learning still adapted teacher-centered, the active participation by the students is maximally seen in teaching and learning process.

The results of the data analysis were also shown the role of teacher in teaching learning process. Firstly, the teacher was a guide the students by giving them some instructions to the learning activities. Then, she trained and drilled the students to produce language correctly through speaking. She also gave correction to the students'

mispronunciation and vocabulary inappropriateness. However, as a facilitator one weakness was related to the teacher's role is she did give very limited feedback and confirmation toward students' performance. As providing feedback on students' performance is considered important for letting students know that they have performed correctly and to increase motivation through praise. [19] As a facilitator, teacher's feedback and suggestion support students in developing critical thinking skills and foster a deeper understanding of subject matter [20] [21]. It is in line with the previous research that if a teacher's facilitation skills are underdeveloped, it may result in a more teacher-centered approach, potentially limiting opportunities for students to engage actively and think critically [9]. As it seen in the catalogue that the goal of the course is the correct use of basic English in oral communication, it would be better if the teacher gives more feedback related students' performance.

CONCLUSION

Based on the data analyzed, some conclusions are underlined. Firstly, the teaching materials presented in teaching learning process were relevant, appropriate and suitable with the course goal provided on the catalogue. Secondly, the strategy applied by the teacher in the process of the teaching learning activities was also appropriate. Since the course objective emphasize on the correct use of basics English in oral communication, the strategy applied was also suitable with the course. Therefore, the objective of the lesson was achieved well by the students. Thirdly, the role of the teacher was as a guide and controller, but a bit weak as a facilitator. Fourthly, the role of the students as the active participants was encouraged. The students were supposed to be actively participated in the learning teaching activities such as listening, creating and presenting. Lastly, the atmosphere of the class was warm, open and accepting. It made the students enjoy in teaching and learning process. It can be seen from their active and lively participated in teaching and learning process. Overall, the teaching and learning process in the Intensive course at English Department, Universitas Negeri Malang (UM) has worked and run quite well and is appropriate with the goal of IC program.

Based on the result, researchers give some suggestions. Firstly, to the teacher, it is suggested to be more focus on all students. Since many of students sometimes did not pay attention to the teacher. Secondly, to the students, it is suggested to be more active in learning activities, for example giving comment or feedback for other students' performance, and be well prepared about the materials before coming to the class. Last, to the future researchers which intend to conduct in same field, it is

suggested not only using observation sheet as instrument, but also using interview to clarify and make stronger the result of the observation.

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