

## **Use of Integrated Approach Inteaching Efl At Senior High Schools Students In Ternate**

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**ABSTRACT:** This study was conducted to know how teachers use integrated approach in teaching EFL to learners at senior high schools in Ternate. Integrated approach requires that teachers encourage learners in becoming content literate by making connections between the content they teach and language processes that learners need in order to make learning meaningful.

Traditional approach is believed to be one of the problems of learners' failure to learn English. It placed the students in a passive role and passive language learning. Integrated approach is a concept taken from the theory of constructivist philosophy of teaching. With the development of teaching EFL, schools in Ternate need more qualified teachers to improve the quality of English. The assumption is that improving teacher practice by introducing constructivists-based, integrated approach which is believed to be more effective for foreign language learning than the former one.

The study adopted descriptive research design as it is the most appropriate when the purpose of the study is to know a detailed description of a phenomenon. The actual size used in the study was 30 teachers that purposefully sampled. The participants were teachers of English at senior high schools. The data were analyzed by Likert scale. Data were tabulated and classified according to the given score range.

The finding of this study, suggested that the integrated approach should be included in the school program. It reveals the benefits of using integrated approach in school classes, as it can potentially sharpen the students understanding of the various subjects. In term of conclusion Integrated approach as an extremely effective approach, helping students to develop various expertise and grasp the important role interrelationship can play in the real world. In line with the finding, some recommendations for teachers, policy makers, and syllabus designers in order to move from traditional approach to more innovative ways of teaching.

**KEY WORDS:** Integrated Approach, Teaching Efl, Senior High Schools, Students In Ternate

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Date of Submission: 05-10-2018

Date of acceptance: 20-10-2018

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### **I. INTRODUCTION**

Many teachers are realizing that teacher quality is the major determinant of student learning in schools (Ball & Cohen, 1999). Senior high school teachers are vested with responsibility of helping students acquire English as a foreign language to their own native language. English is a compulsory subject in schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). For that reason students in EFL (English as Foreign Language) are motivated to learn it as foreign language, but their achievement in English is critically low and feel anxious in speaking (Padmadewi, 1998); some are likely to keep silent to avoid making mistakes (Tutyandari, 2005). Traditional teacher approach largely blame for the low English achievement (William, 1993). Circumstantially, schools represent almost the only source where students can learn English because there are no English speaking models and no English development materials. Therefore, improving teacher quality is very essential. One way to improve teacher quality is by helping teachers gain more knowledge about language learning (Vacca, Vacca & Gove, 2000). Vacca et al (2000) further emphasize that as teachers add knowledge and new approach, they should also be helped in practicing new method in the classroom.

Before developing teachers' performance there must be a kind of evaluation for their teaching performance to specify the real level and performance. Thus, Stanley (2003) explains that teachers get evaluated in many ways and for a range of different purposes. Evaluation has usually to be a tool to help the teachers, improve their classroom approach and sometimes the evaluation process is seen as an idiosyncratic judgment, which is officially recorded to meet requirements of administrative bodies. Input into a final evaluation can be from different sources, among them single or multiple observations by peers or by administrators, test results of students exiting a course or program, review of syllabi and participation in and contribution to professional activities or publications.

Professional development for English teachers are undoubtedly desirable and important in all ELT contexts through the world, particularly given the fact that English is now the preferred language of communication in the field of science, communication, technology, trade and education (Senior, 2006, Walker, 2001). Today's English teachers cannot escape the implications of globalization. Language teacher, for example, must know be able to reconceptualise how they conceive of the link between language and culture.

In addition, there is an urgent need for teachers of English 'to be able to write persuasively, critically interpret and analyse information, and carry out complex negotiations and collaborations in English' (Warschauer, 2000). William (2000), in his research report stated that students read much better in their native language and were weak in English. He pointed out that some of these weaknesses could be attributed to teachers' approach that do not facilitate reading for understanding. Further, Stuart (2002) noted teachers' use of inappropriate approach to teaching English, suggesting that the poor teaching approach used by teacher was a consequence of how teachers are trained; they do what they were taught to do and what was modeled for them by their own teachers.

In their study of teacher education, (Stuart, 2000) found that teacher training colleges relied on the traditional teacher or direct methods. Direct teaching approach is characterized by grammatical analysis, reading without comprehension, and pattern drills resulting in students' scoring well in grammar test but failing to communicate in the target language (Crawford 2003).

Many reasons that cause Indonesian Students poor performance of their learning in English as a foreign language such as the weakness of curriculum design, lack of English teachers and lack of students' learning motivation. According to John & Ehow (2011), stated that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers and the school attendance of learners. Hutchinson & Waters (1991); Susanna (2007), pointed out that the mismatch between the students' conceptual or cognitive capacities and the learners' English proficiency level often cause problems for students because the students' learning style and teachers' teaching approach do not match and also the English course does not relate to the students' needs and interests. Susanna (2007) also claimed that weak students usually have poor strategies and give up easily when they find struggle.

As a teacher, I am motivated to study integrated approach with an assumption that the knowledge gain may be used to improve teacher learning approach in the classroom. Integrated approach is believed to be more effective in learning a language than traditional approach.

For this reason, I am interested to conduct the research that explore whether a teacher can understand and use to apply integrated approach in an EFL classroom. The study is designed to bring theory and practice together and examine how a teacher will learn about integrated approach and use them into practice.

Integrated approach is a constructivism-base idea that emphasizes active learning (Bransford, Brown & Cockings, 2000). Active learning is in keeping with the principles of language learning indicating that language learning is an on-going active process (Bransford et al., 2000). Traditional approach places the learners in a passive role, and passive language learning is ineffective in terms of the learner's ability to make productive use of the new language in speech and writing.

EFL teachers have to be able to deal with a lot of skills and abilities. Rahimi (2007: p.4) suggests that EFL teachers have to get three kinds of knowledge: Firstly, knowledge of language: content knowledge and the knowledge of the subject matter. Secondly, knowledge of teaching: pedagogical knowledge, knowledge of teaching strategies, beliefs, practices, and the knowledge of the various disciplines that would enrich teachers' approach to the teaching and learning of English. Thirdly, knowledge of teaching in reality: pedagogical content knowledge, the knowledge of how to represent content knowledge in the classroom and how students understand the subject matter in the context of real teaching.

## **II. RESEARCH METHOD**

The study adopted descriptive qualitative research design as it is the most appropriate when the purpose of the study is to explore a detailed description of a phenomenon. The actual size used in the study was 30 teachers that purposefully sampled. The participants were teachers of English in randomly selected at senior high schools in North Moluccas. All the 30 questionnaires were analyzed. Data was collected by means of observations, interviews and questionnaires. In addition, interviews were conducted with the principals, the students, and the colleagues at the schools where the participants teach.

The present study attempt to find the answer to the following question: How do teachers use *integrated approach in Teaching EFL at senior high schools students in North Moluccas?*

### **III. REVIEW OF RELATED LITERATURE**

Several theories are significant for language learning and acquisition. For the sake of this paper, only three theories are highlighted.

#### **A. Vygotsky's theory of Zone of Proximal Development**

Vygotsky's theory of the zone of proximal development (ZPD) highlights the role of social interaction in learning and development, including second language learning. The ZPD can be defined as "the distance between the actual development level as determined by independent problem solving, and level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Sharum&Glisan, 2008). In simple words, the ZPD is the learners progress from the actual development level to a higher potential development level through interaction with others; therefore between the actual level development and the potential development level is the learner's zone of proximal development. The ZPD represents the opportunity for growth in which children require support or facilitation from the others. These "others could be adults, parents, older children or peers with more expertise related to learning task.

Vygotsky further proposes that, while learning is facilitated by external use of language, learners are also capable of using internal dialoging called "private speech" or "speech for the self." Private speech aids second language learners as they look for, plan, and organize thoughts for problem solving, especially when cognitive difficulty is encountered. Private speech is also instrumental in language play in which the learner experiment with grammatical, phonological and features of language (Shrum&Glisan, 2000).

Vygotsky's theory of proximal development has several implications for schools and classrooms. First, it is essential that teachers plan instruction that is developmentally appropriate for learners. For example, in language interaction, the teacher may provide more complex sentences than the learner is capable for producing to allow them to add the vocabulary repertoire. Second, teachers should create socially constructive opportunities for students practice among themselves in a context of an activity. Third, teachers should provide opportunities for learners to interact meaningfully with others with comprehensible input of the target language.

Students can work in groups to share knowledge with each other with the teacher alongside facilitating, scaffolding, pointing students in the proper directions, and assisting learners in negotiating meaning in target language. Learners can participate in completing tasks mediated by artifacts used in real life situations such as books, visuals, audios or audiovisuals to support the development of language skills. The teacher should plan instruction that will keep the learning as close to actual practice as possible (Hung &Nichani, 2000).

#### **B. Chomsky's Input Theory**

The second theorist is Chomsky, who like Vygotsky, acknowledges the role of input in the language acquisition process. Chomsky theorized that all human are born with a special ability to process the language through an innate language acquisition device (LAD), Chomsky suggests that this device contains the principles that are universal to all languages. Children acquire their first language by hearing it spoken by people in their environment including family, friends, and others. They synthesize the grammar of language as they move through the natural development process. It is believed that the LAD is strong during early childhood, but weakness once the critical period for learning a language has passed, and for this reason, adults have difficulties in learning new languages (Conteh-Morgan 2002). Chomsky's theory implies that both first and second language learners need large amounts of contextualized meaningful input in order to acquire language. Learners who experience face-to-face conversation in a natural setting acquire language more quickly and more successfully than those exposed to exclusively to exercises that focus on structure alone (Shrum&Glisan, 2000). Chomsky's theory implies that teaching of a second language should be introduced to young children while the LAD is still strong and active. Children are capable of learning any language and social interaction should be provided to allow to opportunities for learners to interact meaningfully with others and get as much input as possible.

#### **C. Krashen's Input Hypothesis Model**

Krashen's input hypothesis model extends Vygotsky's and Chomsky's theories. His monitor model put forward five hypotheses. These are: (a) the acquisition-learning hypothesis, (b) the natural order hypothesis, (c) the input hypothesis, (d) the monitor hypothesis, and (e) the affective filter hypothesis.

First, the acquisition-learning hypothesis describes the difference between the natural subconscious in acquiring a primary language and the conscious learning of a second language that usually occurs in schools. Secondly the natural order hypothesis. It claims that grammatical structures are acquired in a conventional order, implying that certain understandings of language are usually acquired before others (Crawford, 2003). This is evidenced in the similarity of the order in which first and second languages are acquired, although not identical. Krashen does not state whether or not this sequencing element has implications for teaching and learning of a second language.

#### **IV. RESULT**

The teachers who responded to questionnaires varied in gender, age, years of experience and level of education. Out of the teachers who participated, 67% were male while 33% female. In relation to integrated language skills 90% teachers used content and tasks that support learning all the integrated language skill, 93% teachers understand the culture(s) associated with the language as intercultural competence, and 67% teachers encouraged and helped students to actively participated in the classroom communication.

Regarding the teaching experience of the teachers, 30% have been teaching for 1 – 9 years, 33% have been teaching for 10 – 19 years, while 27% have been teaching for 20 years and above. It was evident that 70% of teachers had a teaching experience of over 10 years.

On the age range 32% of teachers were between 25 – 34 years, 32% between 35 – 44 years, 29% between 45 – 55 years, while 7% were 55 years and above. These results show that many teachers were below 45 years of age, meaning they are active and energetic, and they could therefore be flexible to change and be able to accommodate new approach in teaching EFL to students of senior high schools. A teacher's age could sometimes influence his way of teaching and readiness to adapt a new approach.

With reference to the highest academic qualification 87% are degree holders, and 13% are holders of masters. This implies that the teachers were professional trained and a vital ingredient that was likely to improve their knowledge in ensuring successful in teaching. This also means that they would be able to gauge their ability to use this approach.

#### **V. DISCUSSION**

Over 83% of teachers indicated that a lot of integrated language skills were learnt in a single session. All teachers pointed out that the use of this approach focused on the content knowledge and intercultural competence make teachers understand the cultures associated with the language.

When asked whether they found using integration in teaching English effective, only 5% of teachers disagreed that they find it effective, while 95% agreed that it was an effective approach. When the teachers were asked whether the integrated approach makes teaching easy, 70% of teachers agreed while 17% disagreed and the rest is undecided. Around 87% of teachers at least agreed that integration of teaching English gave teachers great opportunities while 13% disagreed. From the above responses, it is visible that the integrated approach to teaching English was a favored approach. Nunan (2001) points that teaching is a career that needs constant development particularly where new changes are introduced in an education system.

Teachers must understand how their new knowledge and belief can be practiced in schools and they must have opportunities to put their new knowledge into practice. Improving teachers quality is very essential. Vacca et al, (2000) emphasize that as a teacher add knowledge and new approaches, they should also be helped in searching for balance in practicing new methods in the classroom.

The above descriptions are shared by other experts. Kaplan and Owings (2007), for instance, in talking about quality teachers, distinguish teacher quality from teaching quality. The former refers to what teachers know and bring to the classroom. They include aptitudes, professional preparation, licensure and certification, as well as prior professional experience. The latter, on the other hand, refers to how teachers make use of what they know to enhance student learning, such as teaching techniques, and strategies.

According to the Training and Development Agency for Schools in the UK (2011), the high level teacher—i.e. Advanced Skills Teacher (AST)—is the one who “has to provide models of excellence and innovative teaching, and uses the skills to improve teaching-learning by undertaking and leading school improvement activities and continuous professional developmental work across a range of workplaces, and uses their experience to improve their own school”.

#### **VI. CONCLUSION**

The results reveals that majority of the teachers were experienced who are aware of the integrated approach and they were professionally trained. However, not all teachers received training for effective teaching.

The result also showed that all the teachers had attended the professional training, even though most of the trainings conducted in short time, the chance that was said not satisfied for the skills needed. However, the content covered in this training was said to be relevant to the need of the integrated approach and the teachers' teaching approach changed after attending the training.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Hamid Ismail,.' ' Use of Integrated Approach Inteaching Efl At Senior High Schools Students In Ternate.' ' IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 10, 2018, pp. 55-59.