

TEACHERS' PRINCIPLES IN TEACHING EFL STUDENTS AT ISLAMIC HIGH SCHOOL IN MAKASSAR

¹Fitriyani Bakri, ²Muh. Safar Nur

^{1,2}English Education Department, Universitas Negeri Makassar,
South Sulawesi Province, Indonesia

Email: fitriyanibakri@unm.ac.id

Abstract

This study focuses on the principles and the extent to which they are used in teaching. The study employs descriptive qualitative design to gain insights on the principles, including the types of principles and the extent to which they are utilized by two English teachers an Islamic high school in Makassar. The data from five non-participant observations, two semi-structured interviews with instructors, and documentation from teachers' records were all examined using a qualitative analysis model in relation to the study's concerns. The findings demonstrated the teachers' concepts in three major sections that covered cognitive, affective, and linguistics. To teach the students, six types of concepts spanning meaningful learning, language ego, interlanguage, the anticipation of reward, self-confidence, and communicative competence were used. According to the findings of this study, both teachers teach based on a set of principles, and the principles were linked to the teachers' practices. Both teachers appear to have developed an own set of tried-and-true and largely distinct concepts. These findings enlighten instructors and future researchers on what and how to do next to improve the principles of teaching in Indonesia.

Keywords: teacher, principles in teaching, cognitive, affective, linguistics

A. INTRODUCTION

English as a Foreign Language (EFL) instruction should be communicative and interactive. According to the study, the teachers' teaching principles are something that is required in order for teaching and learning activities to be successful. Teachers should have principles that guide them in conducting their teaching activities in a systematic manner, allowing them to improve their students' specific learning capabilities. Teachers must teach in accordance with the curriculum, which is prepared in accordance with the teaching principles. Any change in classroom practice, from the installation of a new technique or textbook to the acceptance of a new curriculum, must be accommodated within the teacher's own framework of teaching principles.

A high level of understanding of teaching principles among a group of instructors in a specific setting might inform curriculum policy in respect to any innovation that may be feasible in that situation. With greater experience, teachers' ideals become more ingrained (Harris & Muijs, 2002; Korthagen et al., 2006; Pennycook, 2017; Smith, 2000). In the EFL field, it is the job of EFL teachers to ensure that their students learn the language. They should inspire pupils to learn, master, and practice the language all at once. This could be one of the elements influencing their students' language learning achievement.

The interaction between practices and ideals is very likely. Qualitative study is not intended to produce definite evidence, but rather to assist us understand the situation better (Lassoued et al., 2020; Meiron, 2000). In line with the preceding context, the primary focus

of the research is on the teaching principles of Indonesian EFL teachers. The researcher attempted to discover teachers' teaching concepts and compare them to past findings.

Principles in teaching

According to Breen et al. (2001), the principles originate from instructors' underlying views or personal theories about the nature of the larger educational process, the nature of language, how it is learnt, and how it is best possible. taught. Possible connections between such ideas, guiding principles, and classroom activity, including continuing thinking and decision making, are depicted.

According to Martin (2019); Purwadi & Muljoatmodjo (2000); Suryadarma & Jones (2013), there are numerous frameworks to support a good local education system. The framework is as follows: (1) all children learn, (2) learning is a complicated process that is interconnected with all areas of development, (3) not all children learn in the same way, (4) active learning, and (5) learning. not restricted to schools This framework may be capable of establishing a good education system for both teachers and students.

Brown (2000) divides teaching principles into twelve categories: cognitive (automaticity, meaningful learning, anticipation of reward, intrinsic motivation, strategic investment), affective (language ego, self-confidence, risk-taking, language-culture connection), and linguistic (native language effect, interlanguage, communicative competence).

B. METHOD

This research employed descriptive qualitative design. This study was conducted at SMA Athirah Makassar, South Sulawesi. The participants involved in this study were two English teachers along with their classes in the school. The data obtained by using three techniques of data collection namely observation, interview and documentation. The data were analyzed based on Miles, Huberman, & Saldana, (2014) theory about qualitative data analysis. The researcher used descriptive analysis in analysing data, in which the researcher analysed the data that were collected through the instruments previously mentioned.

D. RESULT AND DISCUSSION

Cognitive

1. Meaningful Learning

Extract 1

“Probably like usual. Teaching comes from is that you know which string to pull with each student. Particularly a new material, at least we are able to teach the material by adapting the material with the students’s knowledge. With smart students, it’s even more important because you need a lot of different techniques with different students...” (Interview T1)

2. Anticipation of reward

The teacher values students' attempts. Provides lots of positive feedback. Approaches individual students with good humour and encouraging remarks. (observation 2)

Affective

1. Language Ego

Extract 5

“...It’s the worst of all if I like lose my self control and I get angry, and if on top of that I get a feeling that I can’t control it anymore then teaching is basically lost. But still, on the other hand the fact that it sometimes just happens like that just shows that we’re only human and you know high school students. Moreover in teaching English, some students learn fastly, some are slowly. Still we have to be patient because we are the adult one here and the teacher.” (Interview T1)

2. Self-Confidence

Extract 7

“Most of my students tend to be ashamed to make a sound when they are alone but if crowd they are brave. Moreover, most of them are afraid of making mistakes in pronunciation therefore I am getting used to train the new pronunciations and encourage students to practice individually or simultaneously.” (Interview T2)

Linguistic

1. Communicative Competence

Provides a good deal of modelling and repetition as lessons unfolds. Ongoing good feedback and encouraging remarks to students. (Observation 1)

2. Interlanguage

Extract 11

“At the beginning of the lesson I did it intentionally so that the continuation of the learning process was not rigid, well at least students could say something when asked and if they could participate more in the class.” (Interview T2)

According to the results of the interview, the teachers' responses validated their teaching activities based on observation and documentation. In the classroom, both teachers provide complete instruction to the students. There were activities centered on teaching principles. The principles are cognitive, affective, and linguistic. Both teachers articulate their principles and describe their practices, as did each individual teacher in the findings, as well as the permutation of practices that the researcher connected with each principle.

The first teacher is concerned with making formal features of the language manageable for learning and, in order to do so, adopting a variety of strategies in how students express it. The first teacher conveys his feelings with a focus on how the children learn. The first teacher is deeply concerned with his pupils' growth in regard to the skills, and each of his classes is expressly based on elements of them. He expressed his desire for the kids to master the correct aspects of the language in a timely manner. The second teacher's principles, as well as the actions associated with them, were noted in the findings at the time of the study. Although there are some commonalities in the principles concerning acceptable forms and judging development, the second teacher's principle is clearly different from the first teacher's. However, even in this case, there are certain caveats. The first teacher saw the

students' need to know how they would be evaluated in the end, but the second teacher associates her progress checks with both students' grasp of a task and her own need to "know where they're at." Both rely on modeling right forms and engaging with students individually during tasks when it comes to practices. The key distinctions between the first and second teachers are the latter's concern for his pupils' affective comfort and involvement, as well as their social behavior and language work. This is in line with Mercer (2019) study that students' must think that they can successfully manage the learning that is important to them, and that they have some control over what they do and how they do it.

Even when compared to the first teacher, the second teacher's principles are distinct in his articulation of principles and practices, the principles to which he assigned priority, and the repertoire of practices she associated with each principle. When the two professors were compared, it was discovered that they had some comparable techniques but not the same principles. Furthermore, given a teacher's desire to create coherence in how they think and act in their daily professional work, and given the sequence of procedures adopted here wherein teachers deduced their principles from instances of practice, it might be expected that teachers would be consistently consistent in how they teach and assess.

What's interesting about this research is that the nature of the relationship for each teacher looks to be different in terms of principles than dealing with similar students in the same institution. Regardless of changes in teaching settings, such as disparities in the pupils they teach, EFL teachers exhibit a broad, collective pattern in linkages between cognitive, affective, and linguistic principles. The researcher predicts this based on parallels in the instructors' training, the subject matter they teach, the language learning process they manage, and the fact that they are members of a specific profession that, like other professions, has established its own set of current principles. As a result, analyzing the data collected from all of the teachers reveals a distinct pattern in the links between principles and practices (Hiscock & Bense, 2021; Tanaka, 2022).

It appears that various sets of principles will be expressed through a variety of practices. It depicts a relationship in which a common principle shared by a group of instructors is realized through a specific repertoire of classroom practices that are generally unique from those used by the teachers to apply a different principle.

Both teachers appear to have a unique set of principles that are expressed in a variety of ways through a set of practices. The influence of one on the other is very likely to be interactive and communicative based on background knowledge and experience, as well as during subsequent classroom experience. For the teacher, the relationship between the two is viewed as cohesive in the sense that a specific principle requires specific practices—and vice versa. Several different activities can be used to put the teachers' principles into action. A single practice, on the other hand, could be an embodiment of multiple principles. The second teacher looks to differ from the first in terms of the principles he or she now holds and the importance they place on them. Both teachers appear to have developed a personal repertoire of tried and true methods. Both are personal interpretations of their teacher roles.

This apparent pattern in the relationship between a principle and a specific practice hides an underlying pattern in the relationship between a principle and a specific practice. There appeared to be a particular repertoire of practices associated with a principle that was mainly distinct from another repertoire of practices associated with a different principle

among the teachers in the sample. As a result, the evidence from this study of language teachers in a similar situation suggests that, beneath individual classroom actions and the personal dispositions that guide them, there appear to be principles whereby a widely adopted classroom practice is, from their perspective, an expression of a specific and largely distinct set of principles.

D. CONCLUSION

The principles conducted by the teacher involved in the study covered cognitive, affective, and linguistic principle. The first teacher employed meaningful learning, language ego, and interlanguage. The second employed the anticipation of reward, self-confidence, and communicative competence. They were sometimes conducted in one class session, and some other were conducted separately. Both teachers appear to develop a personal repertoire of tried and practices specifically and largely distinctive principles.

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