

DIFFERENT METHODS AND APPLIED LINGUISTIC APPROACHES BY JAVANESE AND PAPUAN LECTURERS

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ABSTRACT

English teaching cannot be separated with method and approach that used by the lecturers. The aim of this paper is to know the differences between Javanese and Papuan students' characteristic, the method and strategy that used by each lecturers. The subject of this paper is lecturers in Java and Papua. The writers interest with Java because the location that near from the government, automatically the university that has location in Java get much pay attention from the government. It difference with Papua that has location at east Indonesia. In terms of facilities and access to government, it is also felt to be lacking. The writer believe that it is become the factor that influence the teaching learning, especially English teaching that need a lot of facilities. That is become the reason why the writer choose to compare them. The method of this paper is descriptive qualitative. The result of this paper is conclude that Papuan students have to give more attention first before starting the lesson than Javanese students. It is appropriate the lecturer of Papua used Total Phisychal Response method and Humanism approach, furthermore in Java the lecturer used Natural Approach and Behaviorism approach to reinforce the students idea or knowledge.

Keywords : Total Physical Response, Natural Approach, Behaviorism, Humanism

INTRODUCTION

Many interesting topics if we want to explore methods and approaches in learning English, especially in Papua and Java. The differences in culture, place of residence, and economy are different. The culture in both areas is still attached to people's lives. This is what causes differences in human resource output, especially in terms of education. The area of

Java which in fact becomes an area that becomes the center of education in Indonesia is attentive from the government and of course, this causes facilities, and human resources are different when we compare with Papua. Learning English will feel interesting if the lecturers use the right methods and approaches for students. The basic thing that a lecturer must have is the ability to control the classroom. Teaching students in school and students in University are different. Teaching students is not only giving knowledge but also looking for ways that the science can be used in everyday life and also later they will use in the world of work. Determining the topic of the material according to the study program is considered to be more effective to teach English at the college level.

Another thing that the writer feels interesting to discuss is the environment in Java and Papua. In Java, if we see people using English, it will be seen as smart and classy. But it is different in Papua, especially in one of the universities that are the source of data. The writer gets information if Papuans use English in everyday life will actually be considered arrogant. This is due to the family environment and social environment that is not yet aware of the usefulness of English, especially students of English study programs. Assuming "arrogance" will affect the confidence of students to learn and use English in their lives. It is the duty of lecturers at the university to determine the right method to teach indigenous Papuan students. Lecturers are also tasked with increasing their confidence so that students are able to change the "bad stigma" of English in Papua.

Theory of Teaching

Harmer (2007:107) said that teaching is about knowledge transmission from the teacher to the students. the goal of teaching could be seen by the output of students. if there is teaching English, the teacher has to teach about speaking, writing, reading, and listening. the teacher has to determine the right way how to transfer the knowledge. Edmund Amidon (1967) explained that teaching is an interactive process that involves the classroom, the communication between teacher and students. the communication that occurs in the classroom should be interactive. In line, Dewey (In Joyce, 2011) the classic definition of teaching is the design and creation of environments. Students learn by interacting with those environments and they study how to learn. A model of teaching is a description of a learning environment, including our behavior as a teachers when that model is used. (Models of Teaching, 2011: 24). In addition, teaching is a system consisting of several components that depend on each other and organized between the competence that should be achieved by the students, the learning materials, subject matter, methods, teaching approaches, media, learning resources, organization of class and assessment. (Suyono and Hariyanto, 2011: 17)

In short, teaching is an effort to use optimally the component of teaching to form the students who have skill and knowledge. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students activities, but also those which aim at helping students develop themselves and be able to adapt themselves in the group to which they are belong.

Behaviorism Approach

The idea of behaviorism concentrates at the examine of overt behaviors that may be found and measured. It views the thoughts as a “black field” within the experience that response to stimulus may be located quantitatively, ignoring the possibility of cognitive process occurring in the thoughts. (Fauziati Endang: 2009). Similarly, behaviorism additionally referred to as Behavioral Psychology. The method is best involved with observable stimulus-response behaviorals and states all the behaviors are learned via interaction with the environment. Moreover, Watson (1913) believes that through the procedure of conditioning we can construct a fixed of stimulus – reaction connections, and more complicated behaviors are learned via building up collection of responses. The example of this condition; One toddler named Albert who had previously favored and tried to puppy a white rat turned into later conditioned via Watson to return to fear it. This became performed via generating loud clanging noises whenever the rat became added into Albert's line of sight. Because Watson repeatedly stimulated Albert to feel fear when the rat was present.

Cognitivism Approach

Primarily based on Fauziati (2016: 22) In Chomsky's view a good deal of language use isn't always imitated conduct however is created a new concept from underlying information of abstract regulations. As response to behaviorism, Cognitivism believes that humans are rational being that require energetic participation a good way to study, and whose moves are a effect of wondering. Cognitivism specializes in the inner intellectual sports along with questioning, reminiscence, understanding, and trouble – fixing need to be explored. Cognitivism uses the metaphor of the mind as pc: records is available in, is being processed, and results in sure effects. The perception that lots of human conduct can be understood if we apprehend first how humans assume currently represents the mainstream of questioning in each psychology and training. The purpose of this paper is to apprehend greater approximately the cognitive concept and the utility in teaching language, specially English.

Humanism Approach

Arthur W. Combs in Anisah and Syamsu (2011:23) stated that humanistic approach is a learning process that has meaning to students. The teachers are not able to force the students to do something that they don't like. It relevant with Papuan students who don't like to be a force. They will do something that they like. Murray (1967: 98) argue that personality is a rule that directs an individual. The function of personality is to arrange plans in order to reach future goals. Maslow as one of the pioneers of personality psychology concludes that humans are good. Several previous psychology studies stated that humans have bad behavior. Maslow wants to show that the humanistic approach is able to show the other side of humans, especially based on the positive side.

Maslow (1987: 17) said that not all individual needs must reach the stage of being fully satisfied and then the individual moves on to meet their next needs. An individual could move to the next stage if he/she feel it is possible to be reach together. Maslow sees humans

from the motivation. Humans' motivation is able to influence their life. Motivation is one of the fundamental things to reach humans' needs. Humanistic approaches will help the lecturers to understand the goal of the learning process, they will know the efforts that should be used to handle the students.

Based on the explanation above, the writer concludes that the humanistic approach is one approach that prioritizes human feelings. If it is associated with learning, the method is very well used by teachers. Before starting learning, teachers should approach their students, with the aim to build closeness so that it will be easier for teachers to transfer their knowledge.

Constructivism Theory

Constructivism in academic is really how humans assemble their knowledge and know-how of the world, through experiencing matters and reflecting on those studies. Holzer (1994:2) states that "the basic concept of constructivism is that expertise ought to be constructed by the learner. It can not be furnished by means of the trainer". So, the learner for my part constructs which means as he or she learns. The construction of that means is gaining knowledge of. For this reason, the development of knowledge is a dynamic technique that requires the active engagement of the rookies who can be answerable for their mastering, whilst, the trainer creates an powerful learning environment. There are two major schools of thought: cognitive constructivism and social constructivism.

Total Physical Response (TPR)

Richard and Rodgers (2001:73) stated that Total Physical Response (TPR) is the teaching method that correlates between speech and action. The lecturers should use several instructions to attract the students' action. Total Physical Response (TPR) in teaching language has the purpose to let the students build vocabulary and grammar. In another word, this method could reach both vocabulary and grammar. This statement is in line with Asher (1977, cited in Richard and Rodgers, 2001:73) stated that "grammatical structure and vocabulary could be reached from the teacher's instruction." Asher (2003) mentioned that the benefit of using Total Physical Response (TPR) method. This method helps the students to understand the target language. Asher believes that TPR is appropriate for all of the students and for all of the stages. He also believes that TPR is able to build the students' confidence.

Based on the definitions above, Total Physical Response (TPR) the writer concluded that this method is fun and enjoyable for the students. Total Physical Response (TPR) also helps the students to memorize the vocabulary from the target language.

Community Language Learning

Community Language Learning is the use of counseling learning theory to teach languages. In this theory, the students know something that the others want to learn. This person is usually called the teacher or the knower. A teacher is someone who carries responsibility not only for knowing but also for managing the learning of others. The teacher acts as a counselor while the learner as a client. In line counseling learning is a way of learning and teaching in which one or more of the persons involved acts as a counselor to the others,

in order that the work of others whether that work is learning or teaching, may be fuller, smoother, and more satisfying (Stevick, 1980: 107).

Silent Way

Silent way is the field of foreign language teaching that represents from Gattegno's venture. This theory based on the premise "the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce much as language possible. (Richard and Rodgers, 1999: 99)

Suggestopedia

The term suggestopedia is derived from suggestion and pedagogy which implies the application of the power of suggestion to the field of pedagogy. Suggestology is the science of suggestion which concern with the systematic study of the notational and or conscious influences that human beings are constantly responding (Stevick, 1976: 42).

Natural Approach

The natural approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings. The natural approach focuses on communicative activities which can provide comprehensible input as the necessary conditions for successful classroom second language acquisition. (Fauziati, 2014:91)

METHODOLOGY

This research was conducted by using the descriptive qualitative method. This research looks for the differences of the method and approach that lecturers used in Java and Papua. In this research explain and describe the data analysis by using the descriptive form. This in line with Moleong (2013:16), who said that descriptive qualitative research is one of the studies that have results to describe in the written text that shows about individual, circumstances, and symptoms of the group. The writer collected the data from the result of interviews the represent lecturers in Java and Papua especially in English programs. After collecting the data, the writer compared the issues that have correlated with the topic, there are method and approach.

FINDINGS AND DISCUSSION

According to Jarvis in Anisah and Syamsu (2011:97) said that humanistic is kind of learning activity that will happen if the students aware about the function of lesson for themselves. This statement correlates with Papuan students that have less awareness about learning. A lot of them only focus on the absence, they don't care about the goal of learning. A lot of Papuan students have low motivation especially in learning English. It could be happening because of their environment. There are a lot of parents who are not aware yet about the function of learning English for their children. This case is in line with Maslow's

statement, that humans' motivation is able to influence their life. Motivation is one of the fundamental thing to reach humans' needs.

Papuan students are kind of students who do not like learning that full of theory. They will be more interesting in learning that involves their act. These types of students are appropriate to teach with Total Physical Response (TPR). They will be more attractive in the classroom. This case is in line with Richard and Rodgers (2001:73) who stated that Total Physical Response (TPR) is the teaching method that correlates between speech and action.

The lacking of motivation will make Papuan students unconfident. Their environment also does not support them to speak English. Because of the assumption of "arrogant" when they speak using English it causes them to be less interested in attending English courses, let alone activities related to English. Total Physical Response (TPR) method is able to increase their confidence like Asher (2003) statement, he believes that TPR is able to build the students' confidence.

Indonesians as non-native learner actually need drilling to make a habit how the way to pronounce, listen, write, and plenty of more approximately ability in English in an amazing way. In this situation in Java we know that era and facts is simple to get and the students can download and search by means of themselves. So, behaviorism approach is appropriate or javanese students in order some drill strategies in Audio Lingual technique can assist the scholars to do the exercise. Then use minimal pairs it has purpose to make college students understand and recognize deeper, virtually there a lot of written text or spoken is equal in meaning or identical in pronunciation or different complicated cases extra. The final technique is entire the speak, this method is used to present checks to college students, whether or not they apprehend and might use it on the questions.

Furthermore, in Javanese the method is more complex, the researchers found that in Java the lecturers used Natural approach. That is a method that combination between TPR, Direct Method, Situational Language Teaching and Communicative Language Teaching. This method exist throughout the course by focusing on wide range of activities including games, role plays, dialogue, group work and discussion. On the other hand, in Java, the researchers observed that the students in Java has greater high attention and proper environment to study English including, in Java there are so many competitions about English, then English membership and many guides. therefore, when the academics deliver the material and task in the classroom the students feel that the task like a new challenge and actually they recognise that their project is critical.

CONCLUSION

Based on the discussion above, the writers conclude that each lecturer has their own method and approach in teaching. The writer has shown the method and approach that is used by lecturers in Java and Papua, it could be concluded that Papuan students should give more attention than Javanese students. The reason is that the Papuan students have less motivation in learning English. Humanistic approach is an appropriate approach that should be used for Papuan students.

The method that is appropriate for Papuan students is Total Physical Response (TPR). Although TPR is usually used in elementary school but this method is more effective to teach

in Papua that majority uninteresting with English. Several games were also needed while teaching them. Therefore Behaviorism approach is appropriate for Javanese students because the researchers found that the students in Java has more high attention and good environment to learn English, then they need drilling to reinforce their idea or knowledge. Furthermore, the researchers found that in Java the lecturers used Natural approach as the method. The lecturer can give some kind of games and role play toward the material in syllabus, so it make sense to the students when they are doing the learning process in class.

FURTHER RESEARCH

According to the discussion and conclusion that have been discussed above, the writer has several suggestions for the further researchers:

1. The lecturer should know the students' background in order to know the appropriate approach and method that should be used in the classroom.
2. The lecturer should have strategy in classroom management in order to avoid the boredom
3. The role of lecturer in the classroom not only to teach but also become problem solver for the students, whatever their problems.

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