

## USE OF TEACHING METHODS FOR YOUNG LEARNERS BY TEACHER OF BRITON ENGLISH EDUCATION MAKASSAR

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### **Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui metode-metode pengajaran yang digunakan oleh guru Briton English Education Makassar untuk mengajar bahasa Inggris kepada pelajar muda dan untuk menginvestigasi alasan guru tersebut menggunakan metode-metode itu. Dalam melaksanakan penelitian ini, peneliti menggunakan penelitian deskriptif kualitatif. Observasi dan interview sebagai teknik untuk mengumpulkan data. Penemuan dari penelitian ini menunjukkan bahwa Guru Briton English Education Makassar menggunakan lima metode untuk mengajar bahasa Inggris kepada pelajar muda khususnya pada level flyers. Lima metode tersebut adalah metode natural approach, metode audio-lingualism/metode army, metode tanya-jawab, metode bermain dan metode demonstrasi. Alasan guru menggunakan kelima metode tersebut adalah karena guru mempertimbangkan bahwa metode-metode tersebut merupakan metode-metode yang paling cocok digunakan untuk mengajar bahasa Inggris kepada siswa di level flyers.*

**Kata kunci:** *Metode-metode pengajaran, Briton English Education Makassar, guru bahasa Inggris, pelajar muda.*

### **Abstract**

The aim of this research was to find out teaching methods used by the teacher of Briton English Education Makassar in teaching English for young learners and to investigate the reason of the English teacher of Briton English Education Makassar using the methods. In conducting this research, the researcher used descriptive-qualitative research. Observation and interview were the techniques to collect the data. The finding of this research indicated that the teacher of Briton English Education Makassar used five methods to teach English for young learners especially on flyers level. The five methods were natural approach method, audio-lingualism method/army method, question-answer method, playing method and demonstration method. The teacher's reason of using the five methods was because the teacher considered that the methods were the most suitable methods used to teach English for the students on flyers level.

**Keywords:** Teaching methods, Briton English Education Makassar, English teacher, young learners.

## **INTRODUCTION**

Human as a social being needs to interact with one another through communication which is a fundamental aspect in conveying information. Communicating through language is greatly essential for communication as the basic for the competition in the era of globalization (Yunus & Halijah, 2021). Syarifuddin & Hasyim (2019) claim that language is spoken to express ideas, opinion and feelings of ours. Similarly, Rabiah (2018) also adds that in daily life, everybody uses language as a tool of communication in order to deliver information and arguments to other people. English as one of the international languages becomes very important. By entering the free market today, everybody must prepare reliable resources, especially on the communication aspect. It is undeniable that English is extremely required nowadays because English has been known and approved over globally as the formal language used in universal in all fields (Yunus & Halijah, 2021). It can be concluded that English has become an international language used not only in the communication field but also in all fields. Therefore, mastery of this international language is indispensable. In mastering English, there are four main skills that should be developed, namely listening, speaking, reading, and writing (Hadijah & Musfirah, 2022). In order to develop those four main skills in mastering English, some ways can be used. Sari & Safitri (2022) claim that learning is an effort made by the teacher for the students in order to make them get knowledge, language mastery, attitude formation, and self-confidence. In this case, learning can be a way used in mastering English.

In Indonesia, learning English has been carried out from beginner to advanced level through both formal and non-formal educational institutions. According to UU No. 20 of 2003, formal education means educational stream, which is structured and has levels, encompassing basic education, secondary education, and higher education while non-formal education means education outside formal education, which can be implemented structurally, or in several levels. It means that formal educational institutions refer to elementary school, junior high school, and senior high school while non-formal educational institutions refer to institutions outside formal educational institutions like course institutes or tutoring institutions. Briton English education is one of the most famous non-formal educational institutions in Indonesia which focuses on Teaching English. Based on the official website of Briton English education ([www.britonenglish.co.id](http://www.britonenglish.co.id)), it can be seen that Briton English education has more than 10.743 students. The graduates pride in their success and English skills. Briton was established in 1996 and has experienced more than 25 years. It also has more than 100 professional staffs. Briton English Education has 25 branches which spread throughout Indonesia, including Makassar. Briton also provides some courses and one of them is English for young learners. In the course, there are some levels provided based on students' ability. It begins from the level of starters, movers, flyers until Hi-flyers level. Each level is taught by a professional teacher.

The programs and its curriculums are designed according to the list of students' need and ability. Before the learning process begins, the students are asked to list their needs then there is placement test to place them according to their ability level so that the teacher will give appropriate materials. During the learning processes, monitoring and evaluation are the parts of learning teaching processes. The classroom atmosphere of Briton is very conducive for learning English. This is one of the requirements to provide for the service of the students to study more quietly in the classroom. In conclusion, Briton English Education as one of the non-formal educational institutions can be a choice or a reference of institutions for the students' parents who want to send their children to learn English from early age, because Briton English education treats their students well in learning English so the students may achieve their goals in

learning English. To achieve the goals of learning English, namely master English orally or in written, a teacher plays a very important role. Teacher is one of factors that affect the quality of teaching (Ikhwan, Febriansyah, Syam & Heriadi, 2022). Generally, teacher has some competences which are very crucial to be understood and deepen by the teacher. According to Simamora et al. (2023), teacher competence is determinant of the quality of classroom management and student learning, therefore the improving of teacher quality and competence will determine the success of achieving learning goals. The teacher competences are pedagogic, personality, social, and professional competence. Kurniawan et al. (2023) state that in professional and pedagogic competence, teacher must continue to explore new insight in order to improve the quality of learning, for example the teacher should learn various models, strategies, methods, and learning media in which it can help the teachers to be more innovative in carrying out teaching and learning process in school both in and outside the classroom so that the teacher can be more confident in achieving learning goals. From the idea, it can be said that method is one of the important factors that also affect the achievement of learning goals.

According to Tuminah et al. (2023), method or strategy used by the teacher is one of the components that affect the success of someone's language learning. In teaching and learning process, teacher needs the appropriate methods that help the learners to absorb faster the knowledge taught by the teacher (Sari & Safitri, 2022). Following those idea, it can be stated that the teacher should choose appropriate method to teach English for the students. Before choosing a teaching method, it is better for the teacher to know and understand the characteristics of the learners at each level, this is because each level of learners has their own characteristics. The characteristics of young learners are different from the characteristics of adult learners so that the teacher can determine well what teaching method is approximately appropriate to be implemented in the class. Septianti & Afiani (2020), Yunus, Muhammad (2017) state that it is very important for the teacher to know characteristics of the learners because it is very important to be used as a reference in formulating teaching strategies consisting of methods and techniques or procedures that guarantee learners to achieve the learning goals. The teaching method used by teachers of Briton is little attention information. That is why this research was conducted to analyze teaching methods used by the teacher of Briton English Education Makassar to teach English for young learners and the reason why the teacher uses those methods.

## **METHOD**

Qualitative research with descriptive design was used by the researcher. The researcher used it to analyze deeply information about teaching methods used by the teacher of Briton English Education Makassar in teaching English for young learners and why the teacher used the methods. The subject in this research was the teacher of Briton English Education Makassar who teaches English for young learners in one of the branch of Briton English Education Makassar which locates at Bau Mangga street number 8, Masale, Panakkukang, Makassar, South Sulawesi, 90222. There were two reasons in choosing the teacher as the subject. First, the teacher has been experiencing in teaching English for young learners. Second, before teaching young learners, the English teacher has followed teacher training and professional development program which are provided by Briton English Education. Observation and interview were selected as the techniques used by the researcher to collect the data. The research instruments were observation checklist form and interview guide. In the observation, the researcher observed the class three times during teaching and learning process while filled the observation checklist. The observations were conducted on Wednesday 5 April 2023, Monday 10 April 2023, and

Wednesday 12 April 2023. In the interview, the researcher interviewed the teacher of Briton English Education Makassar who teaches English for young learners on flyers level once on Wednesday 12 April 2023, during the process of the interview, the researcher also recorded the conversation and noted some important things. Next, the researcher analyzed the data using three simultaneous procedures, namely: data condensation, data display, then conclusion drawing and verification.

## FINDINGS

### Teaching Methods Used by The Teacher of Briton English Education Makassar in Teaching English for Young Learners

Based on observation and interview that have been conducted by the researcher, it were found that the English teacher of Briton English Education Makassar who teaches English for young learners on Flyers level used natural approach method, audio-lingualism method/army method, question-answer method, playing method and demonstration method. The researcher has observed the class during teaching and learning process three times and found the results as follows.

**Table 1.** Result of first observation

No.	Types of Teaching Method	Used		Comments
		Yes	No	
1	Audio-lingualism Method/Army Method	<input type="checkbox"/>		The teacher asked the students to listen to an audio which related to the material (about comparative and superlative adjective), after the audio has been finished, the teacher repeated some sentences in the audio several times then the students had to imitate or follow it. Next, the students were asked to read the paper given by the teacher and answered some questions given by writing it on the paper.
2	Total physical Response			
3	Natural Approach	<input type="checkbox"/>		The teacher set the class in natural setting. The teacher didn't tell the students about the the theory or concept of the material directly but the students can understand it. During the class the teacher just used English as the target language
4	Demonstration Method			
5	Role Play Method			
6	Question-Answer Method	<input type="checkbox"/>		<ul style="list-style-type: none"> <li>- At the beginning of the class, the teacher asked the students about their day, their activity during the day, or school then the students responded it.</li> <li>- After presented or explained the material about comparative and superlative adjective, the teacher exercised the students by giving them some questions and the students answered it. First, the</li> </ul>

				<p>questions were given both on the paper but later the teacher also asked the students orally.</p> <ul style="list-style-type: none"> <li>- Before going home, the teacher reviewed the material by giving questions to the students, after all questions have been answered by the students, the teacher and the students discussed and reviewed it together.</li> </ul>
7	Art Method			
8	Fieldstrip Method			
9	Playing Method	<input type="checkbox"/>		<p>Before entering to the material the teacher invited the students to play a game in which it related to the material. The students had to guess which parts of body that the teacher described or the definition of parts of the body.</p>
10	Others			

**Table 2.** Result of second observation

No.	Types of Teaching Method	Used		Comments
		Yes	No	
1	Audio-lingualism Method/ Army Method			
2	Total physical Response			
3	Natural Approach	<input type="checkbox"/>		<p>The teacher set the class in natural setting. The teacher didn't tell the students about the theory or concept of the material directly but the students can understand it. During the class the teacher just used English as the target language.</p>
4	Demonstration Method			
5	Role Play Method			
6	Question-Answer Method	<input type="checkbox"/>		<ul style="list-style-type: none"> <li>- At the beginning of the class, the teacher asked the students about their day, their activity during the day, or school then the students responded it.</li> <li>- Before entering to the material about the difference between comparative, superlative and positive adjective, the teacher asked the students some questions using the condition of each student like who has the longest hair in the class ?, is Gissele's hair longer than Alya's?, who has the hair same as Alya ?, and so on then the students responded it.</li> <li>- After presented or explained the material, the teacher exercised the students by asking them to</li> </ul>

				<p>make some examples of comparative, superlative and positive adjective, the students wrote their own answers on their book then they were asked to tell their answers. Later, the teacher gave the students paper contained some questions that must be answered by the students.</p> <ul style="list-style-type: none"> <li>- Before going home, the teacher reviewed the material by giving questions to the students. The questions were their password for going home.</li> </ul>
7	Art Method			
8	Fieldstrip Method			
9	Playing Method	<input type="checkbox"/>		The teacher asked the students to play a game. In that game, firstly the teacher mentioned an adjective word in the adjective words list on the board then the students must find the opposite words by opening the paper ball one by one.
10	Others			

**Table 3.** Result of third observation

No.	Types of Teaching Method	Used		Comments
		Yes	No	
1	Audio-lingualism Method/ Army Method			
2	Total physical Response			
3	Natural Approach	<input type="checkbox"/>		The teacher set the class in natural setting. The teacher didn't tell the students about the theory or concept of the material directly but the students can understand it. During the class the teacher just used English as the target language
4	Demonstration Method	<input type="checkbox"/>		<ul style="list-style-type: none"> <li>- The teacher demonstrated things related to four categories if the students didn't understand what did it mean</li> <li>- Teacher showed words or sentence about illness written on flashcard or mimed the illness in order to make the students understand easily</li> </ul>
5	Role Play Method			



6	Question-Answer Method	<input type="checkbox"/>		<ul style="list-style-type: none"> <li>- At the beginning of the class, the teacher asked the students about their day, their activity during the day, or school then the students responded it.</li> <li>- Before entering to the material about about illness or what the students feel with their body, the teacher asked the students some pictures one by one, like which picture belongs to parts of body category, and so on.</li> <li>- After presented or explained the material, the teacher asked the students some questions related to the material..</li> <li>- The teacher also gave the students paper that contained situation, the pictures related to illness, and some questions, here the students are asked to answer the questions. After all questions had been answered by the students, the teacher asked the students to tell their answer orally.</li> </ul>
7	Art Method			
8	Fieldstrip Method			
9	Playing Method	<input type="checkbox"/>		<ul style="list-style-type: none"> <li>- The teacher had made preparation for a game. The teacher asked the students to play a game. At that game, the students must look for the words that the teacher hid and put them on the board according to their categories, the fastest to get the words would get more points.</li> <li>- The teacher asked the students in which the students had to guess the illness of their friend on flashcard that the teacher gave.</li> </ul>
10	Others			

Besides observed the class, the researcher also interviewed the teacher who teaches English on Flyers level in order to make sure the researcher's observation. The first method that the teacher usually used was natural approach. It can be seen from the interview result, the teacher said :

"... so the first thing that I do is doing natural approach" (Interview 1-NT)

Next, the teacher also added audio-lingualism method/army method as the next method that the teacher used. The teacher said :

"...because here we're not only teaching grammar, we also teach them what is it, listening skills, things like that so of course we use audio lingual." (Interview 2-NT)

Question-answer method also became the next method that the teacher usually used. The teacher mentioned:

"...there is a part when I give them questions and they have to answer it and then after that we check it together so there I of course I use question and answer method." (Interview 3-NT)

The teacher also mentioned other method, namely playing method. The teacher said :

"...I want them to aa to learn but as well as playing" (Interview 4-NT)

“...I always try to add any types of games during the class whether it’s just only one game but I always try to what’s it to make them move things like that.” (Interview 5-NT)

Besides mentioned those above methods, the teacher also mentioned the last method, namely demonstration method. The teacher mentioned :

“...besides those methods that I have mentioned, I sometimes use demonstration method to demonstrate something related to the given material in order to make them understand easily.” (Interview 6-NT)

### **Teacher’s Reason in Using The Teaching Methods**

Based on the result of the interview with the teacher of Briton English Education Makassar who teaches English for young learners on flyers level, the researcher got information concerning on the reason why the teacher use the methods. The teacher thought that the five methods were the most suitable methods to teach the young learners on flyers level. It can be seen from the result of the interview as follow.

“...because I consider it is the most suitable methods to teach them” (Interview 6-NT)

The teacher also implied the significance of each method when mentioned them one by one. It can be seen from the results of interview below.

“...so the first thing that I do is doing natural approach, so I know them like personally like I talk to them” (Interview 7-NT)

“ ...because here we not only learn teaching grammar, we also teach them what is it, listening skills, things like that so of course we use audio lingual aa some of them still feel it hard to, what is it, to listen to native language so I usually use audio just to get them used to it aa so they understand what the native speaker is actually talking about” (Interview 8-NT)

“...of course there must be assessment where I have to test their ability whether they understand the lesson that I present before or not, I have to check it so of course there is a part when I give them questions and they have to answer it and then after that we check it together so there I of course use question and answer method because ya I want to know whether they understand the lesson well or not during the class” (Interview 9-NT)

“...because as I said before this is a course, this is not a school I wanna them to feel as comfortable as they can so I wanna it to be different from school. I don’t wanna teach them just like here today we are going to learn about this one, no I don’t wanna teach like that I want them to become comfortable here, so at school they cannot study and play at the same time but here I wanna do that. I want them to learn but as well as playing and what is it so they know oh why I play this one, I also learn this one. So, they feel relax, they feel comfortable here and it doesn’t get them bored, that’s why I always try to add any types of games during the class whether it’s just only one game but I always try to what’s it to make them move things like that. (Interview 10-NT)

“...besides those methods that I have mentioned, I sometimes use demonstration method to demonstrate something related to the given material in order to make them understand easily, sometimes the students cannot understand what I mean so I sometimes use it.” (Interview 11-NT)



## DISCUSSION

### Teaching Methods Used by The Teacher of Briton English Education Makassar in Teaching English for Young Learners

The first method used was natural approach method. Arsyad (2019) states that in this method, mastery of a language is more focused on language acquisition in a natural context than on learning by rules that are consciously learned. Here, the teacher set the class in natural setting. The teacher didn't tell the students about the theory, concept or organization of something directly. During the class the teacher just used English as the target language to communicate with the students. The second method used was audio-lingualism method. According to Hamidovna (2022), this method has main emphasis on listening and speaking skills and later will be reading and writing skills. Here, first, the students were asked to listen carefully to an audio given by the teacher. After the audio had been finished, the teacher repeated each sentence of the sentences in the audio then the students were asked to imitate or follow the teacher. Sometimes the teacher also told little explanation about the grammar use of some spoken sentences. Later, the students were asked to read the paper given by the teacher and write the answer of some questions or something that the teacher wanted them to write.

The third method used was question-answer method. This method is an interaction form between teacher and students (Auliani & Liani, 2023). According to Sari & Safitri (2022), question-answer method is method used in learning process in which the teacher should give questions related to the material given to the students. This method is chosen because students will be habituated to express opinion or idea in their mind then formulate it into a systematic answer (Widana & Sembung, 2023). Here, after the teacher presented and explained the material, the teacher asked the students to answer some questions related to the material, sometimes the teacher gave the students paper that contained some questions but sometimes the teacher asked the students directly. After the questions had been answered, the teacher and the students discussed or reviewed it together. The fourth method used was playing method. Basically, playing is necessity for children, it is not only a fun activity but also a way for children to learn anything that is in the environment around them (Prabandari & Fidesrinur, 2019). According to Aini, Kadir & Masliyana (2021), playing method is a method that is implemented through games by inviting children to do it together or in group. Same as its name, here the students not only learned but also played. The teacher delivered material through a game, so the students could learn it in a fun and enjoyable way. The students did not even feel like they were learning, but indirectly they could understand the material.

The last method used was demonstration method. Simbolon (2021), Syamsu, Awaluddin and Muhajir (2022), states that demonstration method is method used to present lesson by demonstrating or showing to the students a particular procedure, circumstance or certain object either in fact or imitation. Similarly, Ikhwan, Febriansyah, Syam & Heriadi (2022) claim that demonstration method is teaching method that include demonstration of things, events, rules and sequences in carrying out an activity either directly or through the use of relevant teaching media to the material or things being presented. Here, the teacher became the model who demonstrated something that the students did not understand in order to make it clear for the students. By using this method, the teacher can make the students understand her explanation.

### **Teacher's Reason in Using the Teaching Methods**

The reason of the teacher to use those five methods was because the teacher considered that the methods were the most suitable method used to teach English for the students on flyers level. By using the methods, the teacher could achieve her goals of teaching English for her students. The first method that the teacher mentioned was natural approach method. Destira (2021) claims that natural approach method is learning process in which students learn foreign language like they learn their mother tongue. This method has some goals such as bringing up communication in the target language, creating actual meaning, and improving skills of communication in a natural way (Toprak, 2019). It implies that by using this method, indirectly the students are asked to acquire English as the target language naturally like they acquire their mother tongue. The second method that the teacher mentioned was audio-lingualism method. According to Hamidovna (2022), the goal of using this method is to expand students' communicative competence. Lousa, D. P. & Suryaman (2022) also add that this method can create classroom activeness, not only the teacher but also students are active so that it will motivate the students and they do not feel surfeited of boring teaching and learning activity. From those idea, it can be stated that this method helps the teacher to make the students become active in using English as the target language.

The third method that the teacher mentioned was question-answer method. According to Shanmugavelu et al. (2020), question answer method is a tool used to achieve goals and stimulate mental activity of the students. By using this method, the teacher not only tests the students' knowledge towards her past explanation, but also can explain essential substance so that it will be understood by the students and allow the students to level up their thinking into higher (Shanmugavelu et al., 2020). Similarly, Sari & Safitri (2022) also claim that the aim of this method is to help the teachers to know the extent of students' material understanding, insights, knowledge, and ways of thinking towards a given problem so that the teacher can also adjust the way of her teaching in the class. It implies that this method helps both the teacher and the students. The teacher can know whether the students understand the material given by the teacher or not then can evaluate her teaching while the students can make sure their understanding towards the material and stimulate their Higher Order Thinking Skills (HOTS).

The fourth method that the teacher mentioned was playing method. According to Rosarian & Dirgantoro (2020), playing method is a learning design by utilizing games media as a tool to facilitate students in understanding the material and create a pleasant learning atmosphere through students' activity or interaction. Rosarian & Dirgantoro (2020) continued that playing activities or games carried out during teaching and learning process are games that can support the achievement of learning, it means that the games chosen are not only to fill free time or entertain the students but also contain educational elements. Similarly, Fadillah, Hudriati, Syarifuddin & Ede (2022) also claim that games are enjoyable movement for interacting, considering, studying, and approaches of problem solving. Games become important to develop brain, improve concentration and accuracy of training, and solve problem fast because varied problems or matters exist in the game (Fadillah, Hudriati, Syarifuddin & Ede, 2022). Apriyani & Na'imah (2022) also add that playing method use games which have functions related to problem solving, so that it gives the students such a specific skill to solve various problem caused in other situation. From those idea, it can be stated that this method is used by the teacher because it is used not only to create fun and enjoyable class or to fill the extra time of the class but also to help the students hone their developmental ability and skill.

The last method that the teacher mentioned was demonstration method. Oftentimes, demonstration method is used by the teacher because she has difficulty in explaining something with her own words (Cecep, Waskita, & Sabilah, 2022). Fitria & Yuliasma (2023) also claim that this method helps the students to understand learning faster by practicing directly the material taught by the teacher, it makes the students more active to observe and learn a clear and interesting learning. Moreover, Andriawan (2020) in Tamam & Muhid (2022) state that the demonstration method is useful to make the students do not feel bored with learning, do not have chance to focus on anything other than the material and they are able to demonstrate the material by themselves. Following those idea, it can be said that by using this method, the students can pay more attention to the material explained or demonstrated so that they will be easier to understand the material.

## **CONCLUSION**

Based on the findings of the research, the researcher draws some conclusions. First, The teacher of Briton English Education Makassar who teaches English for young learners on flyers level used five methods, namely natural approach method, audio-lingualism method/army method, question-answer method, playing method, and demonstration method. Second, The teacher's reason of using those five methods was because the teacher considered that the methods were the most suitable methods used to teach English for the students on flyers level. The first method that the teacher mentioned was natural approach method in which this method could make the students to acquire English as the target language naturally like they acquire their mother tongue. The second method that the teacher mentioned was audio-lingualism method in which this method helped the teacher to make the students become active in using English as the target language. The third method that the teacher mentioned was question-answer method in which this method helped both the teacher and the students, the teacher could know whether the students understand the material given by the teacher or not then could evaluate her teaching while the students could make sure their understanding towards the material and stimulate their Higher Order Thinking Skills (HOTS). The fourth method that the teacher mentioned was playing method in which this method helped the teacher not only to create fun and enjoyable class or to fill the extra time of the class but also to help the students hone their developmental ability and skill. The last method that the teacher mentioned was demonstration method in which by using this method, it can make the students to pay more attention to the material explained or demonstrated so that they will be easier to understand the material. These five methods chosen and used are some of teaching methods that are considered appropriate for teaching English for young learners in the hope that it can help them to absorb well the English lessons taught by the teacher so that they can achieve their goals in learning English. Besides ththose five teaching methods, there are also other teaching methods, therefore a teacher can use more than one to be implemented depending on characteristics of the students, the way they learn and the situation.

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