



Post Era Method in Teaching Indonesian Language and Literature in Elementary School

Dian Indihadi¹, Risnandar Sudarman²

Universitas Pendidikan Indonesia Tasikmalaya Campus^{1,2}.

* Corresponding author: dianindihadi@upi.edu¹, risnandarsudarman.student@gmail.com²

Received 07 May 2021; Revised December 25, 2021; Accepted 28 December 2021

Published 31 December 2021

Abstract

This study aims to explain the Post Method era in teaching language and literature in elementary school. This study uses a qualitative approach with library study methods or Library Research. Library studies as a data collection technique by conducting study studies on books, literature-literature, records, and reports that have to do with problems solved. This study utilizes journals, materials and relevant information to be collected, read and studied, recorded as guidelines or reference sources. The literature study method in this study can be used as data and data sources regarding the topic of problems. In the post-method era, language teaching is done not only based on certain methods. Language teaching can adopt several different methods and techniques at the same time. So, we can say that even though there are still methods in the post-method era, but we don't depend on certain methods. The first post-method era is not an era where no method is used in Indonesian language and literary teaching. Second, the method used in language teaching can be a combination of several methods in accordance with the teaching needs of Indonesian language and literature.

Keywords: Post-Method Era, Teaching of Indonesian Language and Literature

Abstract

This study aims to explain the post method era in teaching language and literature in elementary schools. This study uses a qualitative approach to the method of library research or Library Research. Literature study as a data collection technique by conducting a review study of books, literatures, notes, and reports has to do with the problem being solved. This research utilizes journals, relevant materials and information to be collected, read and reviewed, recorded as a guide or reference source. The literature study method in this research can be used as data and data sources on the topic of the problem. In the post-method era, language teaching is carried out not only based on certain methods. Language teaching can adopt several different methods and techniques at the same time. So, we can say that although there are still methods in the post-method era, but we are not dependent on any particular method. First, the post-method era is not an era in which no method is used in teaching Indonesian language and literature. Second, the method used in language teaching can be a combination of several methods according to the needs of teaching Indonesian language and literature.

Keywords: Post-Method Era, Teaching Indonesian Language and Literature

PRELIMINARY

The teaching of language and literature has undergone developments related to teaching methodologies. Changes in teaching methods have occurred in the period from the mid-1880s to the mid-1980s. The history of language teaching shows that the focus of language teaching initially shifted from the active use of spoken Latin in ancient and medieval times to the learning of grammatical rules in the Renaissance, back to oral activities with Comenius, back again to learning grammar with Meidinger

and back again to primacy. spoken language in direct and audio-lingual methods, returning to Chomsky's transformative grammatical rules and returning to language use (Brown, 2002: 9-18; Howatt & Widdowson, 2004:152; Mackey, 1965:151; Stern, 1983:79-80; Suwarsih, 2013:1).

Why is the method no longer a milestone in the course of our language teaching time? Brown (2002) identified four main causes of method decline as follows.

- a. The method is too prescriptive, assuming too much about the context, even before

the content is defined. Therefore, the methods overgeneralize in their potential to practical situations.

- b. In general, the methods are very different for the early stages of language learning and not so different from the methods for the higher stages.
- c. In ancient times it was thought that methods could be tested empirically through scientific quantification to determine which method was the best. It has now been determined that something as artistic and intuitive as language pedagogy can never be clearly verified through empirical validation.
- d. The method according to Pennycook (1989) is seen as a semi-political 'knowledge of interest' or a bespoke agenda from its forerunner. Recent work in the power and politics of teaching English has shown that methods, often the creation of a powerful 'centre', serve as vehicles for linguistic imperialism to target powerless groups of educators.(Amalia, 2017).

Thus, in the post-method era, language teaching is carried out not only based on certain methods. Language teaching can adopt several different methods and techniques at the same time. So, we can say that although there are still methods in the post-method era, but we are not dependent on any particular method. First, the post-method era is not an era in which no method is used in the teaching of language and literature. Second, the method used in language teaching can be a combination of several methods according to the needs of teaching Indonesian language and literature in elementary schools.

Several previous studies, including by(Wahab, 2015)with the title of learning Arabic in the postmethod era. The results of his research in this postmethod era, human resource factors (teachers/lecturers, students/students/students and education staff) play a key role in learning Arabic. Teachers or lecturers are no longer "dependent" and have dependence on certain methods of teaching Arabic. In fact, with Gardner's theory of multiple intelligences

being discovered, teachers/lecturers must be able to mix and combine various strategies, teaching materials and ICT-based Arabic learning media that are efficient and effective. In addition, multidisciplinary-based research (psychology, linguistics, anthropology, language economics, sociology, culture, neurolinguistics, pragmatics, politics, education and so on) for the development of Arabic learning also needs to be carried out. so that learning Arabic does not stop at the level of introducing the structure and grammar of the Arabic language, but also develops four language skills and enables students to analyze discourse and have strategic competence in communicating in Arabic, both spoken and written. So, it is not that the method is more important than the Arabic language material, but the professionalism and understanding of the teacher's role and function as a transformative intellectual is more important than the method itself.

As well as research by(Sundari, 2015)with the title Post-Method Pedagogy Learning Model for Art College Students in English Courses. The results of his research Basically, in this era of post-method pedagogy, there is an awareness that there is no single language teaching method that is the best method. Certain learning methods can be utilized optimally according to certain class conditions, so that a single method is no longer the key factor in the success or failure of language learning. This post-method pedagogy approach allows lecturers to develop their creativity based on the characteristics of the class being taught to achieve the competencies that have been determined in the curriculum used. The success of teaching English is mainly influenced by components: students, teachers, teaching materials, the relationship between students and teachers. From this research, it was found that the post-method pedagogy learning model puts the teacher as the compiler of teaching materials and the class manager who considers the characteristics and background of the learner. Teaching materials are designed with the social and professional lives of

students in mind so as to allow students to be exposed to the real world. Thus, it is hoped that learning will feel more meaningful and have an impact on students' lives outside the classroom. Meanwhile, in managing the class, the lecturer can act as a motivator, decision maker, navigator, facilitator and researcher. At the end of the learning activity, the teacher evaluates the learning outcomes and reflects on what has been done to plan and carry out the next teaching and learning process.

Next (Amalia, 2017) with the title *New Era: Language Teaching Planning Entering the Era of the 21st Century*. The results of his research on language teaching in the twentieth century era 21 should focus on mastery interpersonal, interpretive, and presentational. Interpersonal relate how do children come up with ideas creative and innovative.

Interpretative relates to how learners language is able to capture the meaning of group speech when discussing or receive information from the news and etc. Presentational when students able to express ideas using target language is good in small groups as well as large groups. Therefore, in the context of Indonesian society, should be learning and teaching language cannot be separated from elemental themes the culture in which the learner lives and does not can be separated from the themes of wisdom local culture.

Based on the research that has been done previously regarding, there has been no research on **Era Post Method in Teaching Language and Literature in Elementary School**, so it can be said that this research is relatively new.

The question in this research is how **Era Post Method in Teaching Language and Literature in Elementary School?**

RESEARCH METHODS

This study uses a qualitative approach to the method of library research or Library Research. Literature study as a data collection technique by conducting a review study of books, literatures, notes, and reports has to do with the problem being solved. This research utilizes journals, relevant

materials and information to be collected, read and reviewed, recorded as a guide or reference source. The literature study method in this research can be used as data and data sources on the topic of the problem. This Research Library aims to provide an overview to the reader about the topic of the problem being researched.

RESULTS AND DISCUSSION

1. The Role of the Post-Method Era Teacher

The post-method in pedagogy has three parameters, namely particularity, practicality, and possibility. Distinctiveness refers to the teacher's sensitivity to situations and contexts related to students, the place, and time of learning that takes place, to determine an effective learning approach. Practicality refers to the relationship between theory and practice. Possibility refers to the individual identities of teachers and students, as well as the need to develop methods that are appropriate to their social and cultural backgrounds. Thus, the application of postmethod pedagogy needs to pay attention to three main components, namely 1) the learning environment, 2) students, 3) teachers (Sundari, 2015).

Furthermore, the three teacher roles are related to three different perspectives, namely the transmission perspective, post-transmission perspective, and post-method. Kumaradivelu explained that the teacher's role as a passive technician emphasizes the mastery of knowledge by students, so that the teacher only transfers knowledge that has been determined, selected, and sorted beforehand by applying the strategies and teaching principles learned on campus without questioning the truth (Madya, 2013: 123). Madya continued that such teaching practices are found in the positivist-reductionist scientific approach which does not take into account the diversity in various aspects found in the field. Furthermore, the post-transmission perspective develops. Madya (2013: 123) explains that at this time the teacher's role is as a reflective practitioner who thinks deeply about the principles,

practices, and processes of classroom learning and combines creativity, art, and sensitivity to context to an adequate degree. Furthermore, reflective practitioners develop into post-methods. Here the teacher's role is an informative intellectual who strives not only to achieve academic progress but also personal transformation, both for himself and for his students (Madya, 2013: 123; Madya, 2013: 123; Mustika, 2017: 25-26).

Jill Murray (2009) shows that competency-based language learning can be played by teachers by mastering seven important elements of competence, namely: (1) understanding the content of teaching materials and knowing how to teach the content to students, (2) understanding their students and knowing how they learn, (3) plan, assess, and report effective learning, (4) communicate effectively with students, (5) create and maintain a comfortable and challenging learning environment through the use of classroom management skills, (6) improve professionalism and continuous practicability, and (7) become a member of a professional association and be actively involved in the wider community.

2. A New Paradigm of Teaching Indonesian Language and Literature in Elementary Schools

One of the characteristics of the method according to Richards & Rodgers (2001:247) is that it is prescriptive. This property indicates that language learning becomes a static activity. For Richards (2001) language learning is a dynamic and interactive process. The teacher as the user of the method has the right to develop the process according to the results of interaction with students, learning assignments, and teaching materials used. According to Gerstner et al (1995) static nature minimizes the role of teachers as learning managers who adaptively, creatively, and innovatively manage the classroom and its tools into productive activities. Teaching methods are a subfactor in the learning process so that methods cannot be considered dominant in determining learning success (Imroatus Solikhah, 2014).

To answer this, Richards & Renandya (2002) and Richards & Rodgers (2001) call the post-method era, an era that is no longer dependent on certain methods. The era of using the method is considered an obsession with the use of something that is established, while the next era, no longer considers establishment as a raw item, and is replaced with a principled approach (Richards & Renandya, 2002:11). First, the approach is dynamic so it is subject to continuous thinking as a result of one's thoughts and experiences. Second, research in L2 and its teaching always produces findings that require interpretation rather than conclusions and evidence. The interaction between one's approach and classroom practice is the key to dynamic teaching. Because of that, Teaching will always change according to the situation. Richards & Renandya (2002) suggested 12 principles in learning: (1) independent learning, (2) meaningful learning, (3) the use of rewards, (4) emphasizing intrinsic motivation, (5) using accurate strategies, (6) using linguistic ego, (7) self-confidence, (8) willing to take risks, (9) linking language and culture, (10) using L1 influence, (11) intermediate language, and (12) joint competency based (Imroatus Solikhah, 2014).

3. Principles of Developing a New Paradigm for Teaching Indonesian Language and Literature in Elementary Schools

The general principles of the approaches and methods are important to note and develop.

- a. Selectively, approaches and methods need to be mastered from the aspects of: (1) using different approaches and methods and understanding when they can be used, (2) understanding issues and controversies that have marked the history of language teaching, (3) participating in language learning using approaches and methods different ways of reflection, (4) recognizing the richness of activities that teachers can create in the classroom, and (5) appreciating how

theory and practice can be linked in different perspectives.

- b. Individually, the following are proposed to be applied: (1) the role of the teacher in the classroom, (2) the nature of the effectiveness of teaching and learning, (3) the difficulties faced by students and their solutions, (4) learning activities that are considered successful, and (5) effective lesson structure. (Imroatus Solikhah, 2014).

Each teacher has a different way of applying teaching principles depending on the type of class: child, adult, beginner, advanced class. The following are examples of some suggested principles: (1) involve all learners in the class, (2) make students the focus of learning, (3) provide maximum participation opportunities for students, (4) develop learner responsibility, (5) be tolerant of mistakes. students, (6) develop student self-confidence, (7) teach learning strategies, (8) respond to students' learning difficulties and raise their spirits, (9) maximize student-student interaction, (10) encourage collaboration between students, (11) practice accuracy and fluency, and (12) pay attention to the needs and interests of students (Imroatus Solikhah, 2014).

4. The Needs of Indonesian Language and Literature Learners in the 21st Century

The development of technology is very rapid, this affects the needs of students in the 21st century. Learning activities have begun to enter the era of digitalization as has been described by Black (2009: 688) that in the era of globalization, technology has a very important role. Black (2009:688) adds that technology has a very important role in accelerating transportation and communication regardless of space limitations. Thus what is needed by 21st century learners is mastery of technology from an early age. This is reinforced by Steinbeck's opinion that the tendency of English learners who have entered the 21st century is to learn using the internet and other technologies that support academic skills and language learning in promoting social development, self-confidence,

He gave an example that elementary school learning in California began to apply the use of technology to create power points, imovie, accompanied by graphic design images made in digital form. The challenge faced by students in the 21st century is the speed at which information spreads widely, besides the opportunity to work in several countries in the world is no longer a dream because thanks to the development of information and communication technology, every country has almost no boundaries. Every big company opens up work opportunities for people with various backgrounds so that in a company it facilitates work situations in a multicultural environment. Thus, communication also needs to be well established between individuals. To face these challenges,(Amalia, 2017).

For this reason, the teaching of Indonesian language and literature in elementary schools is oriented to the development of the potential of students in accordance with learning readiness, social environment, and culture. These students are seen as manuplural beings, monodual creatures and homosapien creatures. As a monolithic creature, humans (students) have the potential for soul and body potential to unite in the human being. The two potentials influence each other and cannot be separated. As monodual beings, humans (students) have roles as individual beings and roles as social beings, the two roles cannot be separated but become a single entity within the human being. as homo-sapiem creatures, humans (students) have the intelligence to reason in understanding phenomena in the world. The human reasoning can be distinguished, namely: (1) metacognitive reasoning, (2) descriptive reasoning, (3) evaluative reasoning, (4) critical reasoning and (5) creative reasoning. Therefore, the teaching of Indonesian language and literature in elementary schools in the "Post method" era was developed in line with these considerations.

Therefore, in the development of teaching Indonesian language and literature in elementary schools in the post method era, the emphasis is on the ownership of students'

communication competencies by using language and interaction context as the media. Competence of a number of components to translate messages according to (1) intent, (2) purpose, (3) topic, (4) partner/participant and (5) text genre. The communication-forming elements include, among others, the competence of (1) schemata, (2) language, (3) psycho-physical mechanisms, (4) productive strategies and (5) understanding the context of interaction. Schemata are seen as individual competencies controlling mental areas to organize knowledge and experience interactions. Language is seen as an individual's competence in controlling language when a message transaction occurs in an interaction context. The psycho-physical mechanism is seen as an individual's competence in controlling body-spirit activities in the context of interaction with language mediated. Productive strategy is seen as an individual's competence in producing a product (message) through a transaction process in an interaction context. Understanding the context of interaction is seen as an individual's ability to sort, select and arrange communication events, space/place and time of communication according to the intent, purpose, topic, partner/participant and genre of the text. This description becomes the foundation for the development of the pursuit of Indonesian language and literature in elementary schools with the post method era. Therefore, the development of the teaching is required to implement these considerations.

Thus, teaching Indonesian language and literature in elementary schools in the post method era needs to consider the empirical basis. It is assumed that "there is no eternity in the world, except change; so that immortality can be realized through conformity to change". It is recognized that individual literacy competence is a determining factor in changes in today's world. One of them is realized by applying the 'TPACK' (Technological Pedagogical and Content Knowledge) based teaching model. In this case, teaching must be developed by combining education, technology and content areas to increase knowledge, shape attitudes

and develop students' skills. Therefore, TPACK needs to be implemented in the development of teaching Indonesian language and literature in elementary schools in the post method era.

CONCLUSION

The teaching of language and literature has undergone developments related to teaching methodologies. Changes in teaching methods have occurred in the period from the mid-1880s to the mid-1980s. In the post-method era, language teaching is carried out not only based on certain methods. Language teaching can adopt several different methods and techniques at the same time. So, we can say that although there are still methods in the post-method era, but we are not dependent on any particular method. First, the post-method era is not an era in which no method is used in teaching Indonesian language and literature. Second, the method used in language teaching can be a combination of several methods according to the needs of teaching Indonesian language and literature. So,

BIBLIOGRAPHY

- Amalia, MN (2017). *A New Era: Planning for Language Teaching Entering the Era of the 21st Century* 1. 1.
- Brown, HD 2002. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Howatt, APR and Widdowon, HG 2004. *A History of English Language Teaching*. Oxford: Oxford University Press.
- Jill Murray, "Teacher competencies in the post-method landscape: The limits of competency based training in TESOL teacher education", in *Australian and New Zealand Journal of Vocational Education Research*, 2009 Volume 24 No 1, p. 19.
- Madya, Suwarsih. 2013. *Language Teaching Methodology; from the Premethod Era*

to the Postmethod Era. Yogyakarta:
UNY Press.

Richards, JC, & Rodgers, T. 2001.
Approaches and Methods in Language
Teaching (2nd Ed.). New York:
Cambridge University Press.

Richards, JC, & WA Renandya. 2002.
Methodology in Language Teaching;
An Anthology of Current Practice.
Cambridge: Cambridge University
Press.

Solikhah, Imroatus. 2014. New Paradigm of
Language Learning and Society's
Resistance to Change. *Scholar's Journal*
8 (2), 151-168.

Stern, HH 1983. Humanism in Language
Teaching. Oxford: Oxford University
Press.

Sundari, Y. and IR (2015). Post-Method
Pedagogy Learning Model for Art
College Students in English Course.
Stage, 25, 112–120.

Wahab, MA (2015). Learning Arabic in the
Post Method Abstract Introduction
Foreign language learning, in particular.
2(1), 59–74.