

Post-Method Pedagogy: Do not use any Teaching Procedure

¹Uswatun Hasanah, ²Sugirin

¹Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni dan Budaya, Universitas Negeri
Yogyakarta, Indonesia

Email: uswatun48fbs.2022@student.uny.ac.id

Abstract

The post method is an excellent educational innovation, particularly in the learning process between teachers and students. Why is it like that? Because post-method pedagogies believe they assist teachers in developing strategies appropriate for their students' learning context. This is very beneficial for ELT because, as we know, many students in Indonesia are not interested in learning English. They think English is not important and challenging to learn and understand. The role of the educator in the classroom as a mediator is to ensure that students receive the best education possible. Post-method pedagogy centers language learning and teaching on the teacher and respects his or her beliefs, experiences, and knowledge. Teachers should be valued because people are also the ones to blame.

In this paper, the researcher used a qualitative research design and the Library Research method. In the context of research, the term "library research" refers to the process of gleaning information and facts from a variety of library resources, such as reference books and periodicals, comparable findings of earlier studies, articles, notes, and countless magazines related to the problem that must be solved.

The teacher's role is to be actively involved in the learning process and implement the defined learning processes in order to facilitate consistent learning outcomes. Furthermore, the instructor can reflect on their teaching effectiveness and alignment with the current curriculum. The teacher has a pivotal role in determining the success of the learning process.

Keywords: post method, teaching. ELT

Abstrak

Metode post merupakan inovasi pendidikan yang sangat baik, khususnya dalam proses pembelajaran antara guru dan siswa. Mengapa demikian? Karena pedagogi post-method percaya bahwa metode tersebut membantu guru dalam mengembangkan strategi yang sesuai dengan konteks pembelajaran siswanya. Hal ini sangat bermanfaat bagi ELT karena, seperti yang kita ketahui, banyak siswa di Indonesia yang tidak tertarik untuk belajar bahasa Inggris. Mereka menganggap bahasa Inggris tidak penting dan sulit untuk dipelajari dan dipahami. Peran pendidik di kelas sebagai mediator adalah untuk memastikan bahwa siswa menerima pendidikan sebaik mungkin. Pedagogi post-method memusatkan pembelajaran dan pengajaran bahasa pada guru dan menghargai keyakinan, pengalaman, dan pengetahuannya. Guru harus dihargai karena orang juga yang harus disalahkan.

Dalam jurnal ini, peneliti menggunakan desain penelitian kualitatif serta metode Library Research. Dalam konteks penelitian, istilah "library research" mengacu pada proses pengumpulan informasi dan fakta dari berbagai sumber pustaka, seperti buku referensi dan terbitan berkala, temuan perbandingan dari penelitian sebelumnya, artikel, catatan, dan majalah

yang tak terhitung jumlahnya yang terkait dengan masalah yang harus dipecahkan. Peran guru adalah terlibat aktif dalam proses pembelajaran dan menerapkan proses pembelajaran yang telah ditetapkan untuk memfasilitasi hasil pembelajaran yang konsisten. Lebih jauh, instruktur dapat melakukan introspeksi terhadap efektivitas mereka dalam mengajar dan keselarasannya dengan kurikulum saat ini. Guru memiliki peran penting dalam menentukan keberhasilan proses pembelajaran.

Kata kunci: *post method, teaching, ELT.*

INTRODUCTION

Post-method could be described as that of the teacher's creation of classroom procedures and principles based on previous and contextual knowledge and appropriate approaches.¹ This means also post-method pedagogy centers language acquisition and transmission on the teacher and values their belief systems, observations, and understanding. Post-method pedagogy centres language learning and teaching on the teacher and respects his or her beliefs, experiences, and knowledge.² Teachers should be valued because people are also the ones to blame. Most familiar with their students and the classroom environment. Teachers should be respected because they are the most familiar with their students and the classroom environment. Post-method pedagogy has three parameters: particularity, practicality, and possibility, particularity. Post method now focuses on the quality of the current era in English teaching, in which previously well-accepted methods are seriously questioned, and a collection of methods and strategies gleaned from all previous methods and approaches has been used with such conviction. Success comes from a diverse practice.

Post-method pedagogy, compels us to rethink the relationship between theorists and practitioners (*ibid*). "The traditional idea of methodology contains information to build knowledge-oriented pedagogical theories, whereas the post-method condition allows practitioners to build school environment ideas of exercise," he explained.

Depicts post-method pedagogy as a three-dimensional system with three pedagogy variables: particularity, practicality, and possibility³. In particular, Kumaravadivelu considers post-method pedagogy the focal point because it needs to be "responsive to a specific class of educators teaching a specific class of students seeking a particular set of objectives within a specific institutional environment engrained inside specific sociocultural surroundings." Given the wide range of factors that influence any learning situation, it appears reasonable to suggest such a single strategy to be relevant to everyone structured lecturers, learning, learning environments, classroom management, etc. Practicality the transferability of theory

¹ (Kumaravadivelu, 1994). *The postmethod condition: (E)merging strategies for second/foreign language teaching.*

² (Kumaravadivelu, 2003) *Beyond methods: Macrostrategies for language teaching.*

³ Kumaravadivelu (2001) *Towards a postmethod pedagogy.*

into practice is referred to as practicality. It allows the teacher to monitor and constantly evaluate his pedagogical actions. Given the wide range of factors that influence any learning situation, it appears reasonable to suggest such a single strategy to be relevant to everyone structured lecturers, learning, learning environments, classroom management, etc. Moreover, the possibility of the belief that all pedagogy is about power and dominance is reflected in parameters. It is critical to emphasize teachers' and students' identities during the educational process. Power is distributed unequally in a traditional teaching assistant classroom, which can lead to tensions. The conceivable variable explicitly acknowledges and utilises students' classroom knowledge and experiences⁵.

The third principle is more concerned with empowering students and educators to support identity construction and social progress. In 2006, Kumaravadivelu stated that the teacher is considered autonomous in post-method pedagogy. This autonomy is crucial and is at the heart of postmodern pedagogy. On the other hand, post-pedagogical methods recognizing previous and current knowledge of the teacher can increase learning potential and be able to act independently, as well as increase a teacher's ability to recognize the development of a reflective approach to what students have been taught, how changes in the classroom occur, and how to monitor the impact of these changes⁶.

The post method is an excellent educational innovation, particularly in the learning process between teachers and students. Why is it like that? Because post-method pedagogies believe they assist teachers in developing strategies appropriate for their students' learning contexts. Critics of this framework argue that it is an ideological approach that practitioners will find challenging to implement. In the current era, teachers must be competent in making and compiling material that will be delivered to their students, which will later help in conveying the material so that students in the class do not get bored participating in learning. This is very beneficial for ELT because, as we know, many students in Indonesia are not interested in learning English. They think English is not important and challenging to learn and understand. The role of the educator in the classroom as a mediator is to ensure that students receive the best education possible. The teacher is responsible for assisting students with difficulty studying.⁷

Moreover, teachers typically teach and evaluate their students during the learning process. Essentially, the teacher interacts with students regularly. The interaction between the teacher and students becomes more intense during learning activities. When learning occurs, the teacher usually assesses

⁵(Parr-modrzejewska, 2020). *Post-method principles at work: Evidence from lower primary integrated EFL education classroom in Poland*.

⁶ (Wallace, 1991), *Training Foreign Language Teachers: A Reflective Approach*.

⁷ (Akidatul et al., (2020) *English Teachers' Methods in Teaching Reading Comprehension of Procedure Text*.

the student's comprehension of the learning material by administering a test because they believe that the success of a learning process depends on the student's achievement. They infrequently consider how students feel during the learning process. When students receive a low score, the teacher frequently concludes that they lack learning ability.⁸ Because of the global status of English, which is studied by people all over the world, teaching English is extremely important.⁹

Teachers are required to manage classes well, be creative, and be able to provide appropriate teaching methods that will help students do something in class, direct instruction, and provide understandable language¹⁰. Based on Richards and Rodgers, the procedure in the Antony framework relates to the actual time classroom activity. It describes what is expected in execution and outcome for each exercise type and specifies the use context. The process then discusses problems such as the kinds of teaching and learning techniques, exercises and practice activities, and the resources (time, space, and equipment) needed to carry out suggested actions.¹¹

From the explanation above, post-method pedagogy prioritizes teacher autonomy, contextual knowledge, and a flexible approach to language education that acknowledges and values the teacher's opinions, experiences, and understanding of their students. It promotes a shift away from inflexible, universally applicable approaches and supports the incorporation of diverse solutions customized to individual classroom settings. The three dimensions of post-method pedagogy, namely particularity, practicality, and possibility, emphasize the importance of an approach that is responsive to the situation and bridges the gap between theory and practice, thereby empowering both instructors and students. This paradigm advocates for the notion that successful instruction adjusts to the distinct requirements of students and the sociocultural environment, with the ultimate goal of improving the educational process and promoting increased student involvement and academic achievements. Hence, this study will examine the instructional methodology employed by the teacher and their approach to addressing issues during classroom instruction. Furthermore, this study was conducted to further investigate the importance of procedures in the process of learning.

⁸ (Fajriah, 2017) *Learning Journal: Improving Teaching Strategies Through Students' Reflections*.

⁹ (Brown H. D., 2007) *Principles of Language Learning and Teaching*.

¹⁰ (Shifa & Selatan, 2022) *Teaching Method Used By English Teacher At Eighth and Ninth*.

¹¹ (Kumaravadivelu, 2006). *Understanding Language Teaching: From Method to Postmethod*

METHOD

In this paper, the researcher used a qualitative research design as well as the method of Library Research. In the context of research, the term "library research" refers to the process of gleaning information and facts from a variety of library resources, such as reference books and periodicals, comparable findings of earlier studies, articles, notes, and countless magazines related to the problem that must be solved. Activities are carried out systematically to gather, process, and conclude data using specific methodologies to identify solutions to problems encountered. The research done at a library is an investigation that looks at many reference books and research findings to build a theoretical basis for the topic being considered¹². The results of the data analysis will be presented descriptively; read and determine the data sources needed to find the information. Understand the data sources' substance and critical information. Explain the information discovered in the data sources. Sort the material and explanations into their appropriate categories. And conclude from the descriptions of the data sources received.

RESULTS AND DISCUSSION

Post-method pedagogy method is one of the answers for the world of education to grow because education administration offers insights into syllabus, curriculum planning, and material development. Teachers can also gain insight while being able to use different strategies to balance the learning process. The post method also provides insight into the factors that may and may not affect their performance in class within the education experience.

In learning, teachers need to use learning procedures. Learning procedures are one aspect of the success of learning activities in the classroom. There are three stages in learning procedures, namely, pre- or beginning learning; this activity is to create the beginning of a practical activity, which will function so that students can participate in the learning process both inside and outside the classroom. The time provided in pre-learning is very short; therefore, the teacher must be able to create good conditions at the beginning of learning. So that the process can support student learning outcomes during class. In terms of creating good initial learning conditions, the teacher also pays attention to 2 main things, namely, Creating initial learning conditions; here, the teacher is the main centre because the teacher must make the class atmosphere more exciting and normalize, take student attendance, and make students ready to learn. The second is carrying out apperception activities commonly known as brainstorming. In this activity, students and teachers need each other; the teacher needs to correct or provide comments about the answers given by students.

The core of learning, in this topic, emphasizes the process of forming

¹² Sarwono (2006) *Metode Penelitian Kuantitatif dan Kualitatif*

students' learning experiences on certain subject matter or materials, which are compiled and planned by the teacher based on the existing curriculum. Core activities are crucial to achieving learning objectives. This core activity is strongly influenced by the lesson plan made by the teacher because the teacher, in this case, describes the use of learning strategies and approaches in the learning process. The core activity becomes the main activity in the process and student learning experience. In this case, the teacher must strive to optimize students' learning activities. There are several procedural steps in the core of learning: The teacher tells the objectives and outline of the material to be learned, the teacher also conveys what alternative learning activities the students will take, and the teacher discusses the material/ presents the lesson material.

Final Activities are actions that must be carried out in accordance with the plans made by the teacher at the beginning. In this final activity, the teacher needs to plan and carry out the final activity effectively, efficiently, flexibly, and systematically. Several people consider the final term the closing action, but it can also be referred to as student learning or follow-up activities. What is the next step? Specifically, activities need to be carried out per the process and student learning outcomes. There are several things that the teacher must do when carrying out this follow-up activity, including; 1) assessing the results of the teaching and learning process. 2) Giving assignments to students outside of class or school hours. 3) The teacher provides motivation and study guidance. 4) Provide direction on alternative learning activities that students can do outside of class or school hours. 5) The teacher provides learning activities independently or in groups to train students in working on questions.

The final activity must be carried out systematically and flexibly because the process will later support the optimization of student learning outcomes. The procedure that must be followed is carrying out preliminary activities and core learning activities and concluding the lesson. After that, the teacher must carry out several frameworks, for example, the teacher makes a final judgment aimed at the extent to which students' understanding and ability after knowing the lesson. After that, the teacher must review the results of the final assessment to determine whether they are in accordance with the learning objectives and whether the learning objectives have reached the minimum percentage limit. The goodness of this follow-up learning activity serves to optimize student learning outcomes from independent and group learning activities. Furthermore, the teacher explains the topic to be discussed at the next meeting. This method is needed to guide students in learning activities carried out outside of class or during school hours. Hopefully, students will learn in advance about the material discussed at the next

meeting. The last sequence is the teacher closing the lesson, indicating that today's learning activities have been completed. Getting used to this final activity by praying before taking a break or going home would be nice.

Those are three essential learning procedures to be implemented by all teachers. So that later, the learning process in the classroom can run systematically and systemically. The learning procedure is also a sequential process in shaping student abilities according to predetermined goals.¹³

In the process of implementing learning procedures, teachers encounter several obstacles, such as a lack of supporting facilities, so they inevitably must rearrange learning procedures to suit existing facilities. Second, the teacher as a facilitator must reflect a lot on the material given to students, whether it is in accordance with the student's level; the teacher must also be able to be generous in admitting mistakes and immediately look for a good strategy in learning. Third, teachers often do not understand or do not know the character of their students, teachers should do diagnostic assessments at the beginning of learning, both non-cognitively and cognitively.

CLOSING

Conclusion

The teacher is present during the learning process and must apply the established learning procedures to achieve regular learning. Moreover, the teacher himself can reflect on whether he is maximal in teaching and in accordance with the existing curriculum. The teacher in the learning process is the main factor in the success of the learning process. In post-method pedagogy, there are three pedagogic parameters: particularity, practicality, and possibility. Parameters, in particular, pertain to the acknowledgment and understanding of the precise circumstances in which teaching occurs. in the field of education This entails comprehending the particularities of the educational setting, the requirements of pupils, and the distinct dynamics of the classroom. Practicality refers to the practical application of teaching theories and practices that can be effectively executed. It highlights the need and practicality of teaching tactics in actual scenarios. The possibility parameter highlights the potential and creativity in teaching, which involves exploring new and innovative methods to improve learning.

The utilization of post-method pedagogy is crucial for fostering educational advancement, as it provides in-depth understanding and guidance in the areas of syllabus design, curriculum organization, and material production. This program provides teachers with techniques to improve the learning process and comprehend the factors that impact classroom performance. Efficient learning methodologies, which include pre-learning, core learning, and final activities, are crucial for

¹³ (Ruhimat, 2010) *Prosedur Pembelajaran*

achieving good outcomes in the classroom. In order to maximize student learning, these procedures must be methodical, adaptable, and in line with the learning objectives. Teachers must utilize diagnostic evaluations to address the individual requirements of students, even in the face of obstacles such as insufficient resources and the requirement for reflective teaching methods. By adhering to these systematic protocols, the educational process becomes more methodical and efficient in attaining its objectives.

Suggestion

I hope this learning procedure is implemented by all teachers. It is a reference for them, and teachers also learn the purpose of learning procedures. Later, when problems arise in the learning process, teachers can quickly and appropriately solve these problems.

REFERENCE

- Akidatul Yusmalinda, Puji Astuti, (2020). English Teachers' Methods in Teaching Reading Comprehension of Procedure Text. Universitas Negeri Semarang
- Arikan, A. (2006). Post method Condition and Its Implications for English Language Teacher Education. *Journal of Language and Linguistic Studies*. 2 (1), 35-46.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. New York: Pearson Education
- Fajriah, F. (2017). Learning Journal: Improving Teaching Strategies Through Students' Reflections. *Sukma: Jurnal Pendidikan*, 1(2), 301-327. <https://doi.org/10.32533/01204.2017>
- Khany, R., & Darabi, R. (2014). ELT in Iran: Reflection of the Principles-based and Post-method Pedagogy in Language Teaching. *Procedia - Social and Behavioral Sciences*, 98, 908-916. <https://doi.org/10.1016/j.sbspro.2014.03.499>
- Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27-48.
- Kumaravadivelu, B. (2001). Towards a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560. <http://dx.doi.org/10.2307/3588427>.
- Kumaravadivelu, B. (2003a). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. London: Lawrence Erlbaum Associates.
- Parr-modrzejewska, A. (2020). *Post-method principles at work : Evidence from lower primary integrated EFL education classroom in Poland*. 8(3), 319-337. <https://doi.org/10.30438/ksj.2020.8.3.5>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press
- Ruhimat, T. (2010). Prosedur Pembelajaran. *Universitas Pendidikan Indonesia*, 1-30.
- Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif :Graha Ilmu*.

Yogyakarta

Shifa, N. A., & Selatan, K. (2022). *Teaching Method Used By English Teacher At Eighth and Ninth. 2*, 1–11.

Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.