

# EDUCATION AND LIBRARY JOURNAL

## Evaluating The Effectiveness Of English Language Teaching Methods In Public HEIs: A Study Literature From Sulu, Philippines

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### ARTICLE INFO

#### Article history:

Received

Revised

Accepted

#### Keywords :

Audio Lingual Method, Direct Method, English Language Teaching (ELT), Grammar Translation Method, Teaching Effectiveness, Teaching Method.

### ABSTRACT

*This study evaluates and discuss of how the effectiveness from Alnakier A. Sarabi and Charisma S. Ututalum (2024) research the three methods of English teaching for instance: Grammar Translation Method, Direct Method, and Audio-Lingual Method in improving the language competence of college students in public higher education institutions (HEIs) in Sulu, Philippines. This research using the method of study literature which gathering the previous researches to answer the effectiveness of the method English teaching. By analyzing their impact on students' proficiency in listening, speaking, reading, and writing, the study highlights how each method contributes uniquely to language learning from the sample of 200 students from HEIs in Sulu, Philippines. The results show from the research that from the three methods of teaching has a high quality in improving the student's proficiency English Language skills. This article focuses on discussing the application effectiveness of these methods in teaching and points out the fact that these methods when used should be in moderation to promote language development across the four skills.*



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## A. INTRODUCTION

English language is one of the international languages that we use for our daily communication in this globalization era, it is important to have the ability or having a good proficiency of speaking and background knowledge about it. Since it will help us to communicate with the people in other region because English language is the only one language that has been recognized internationally all over the world (Rao, 2019). Aside from helping to communicate with the others country there are several advantages and benefits how English can be helpful in different fields such as in education.

### English in Education Fields

According to Rao (2019) almost 85% of the scientific journals are published using English, certainly that almost every scientific journal and the other journal or material for studying using English language a lot, therefore as a student especially a science field student they should have a good proficiency in English skill to have a better understanding with the material of learning.

English has a wide spread in education especially, as it mentions before that English are most used language in journal and any material of learning. Students think that they should have to master all the four skill of English such as reading, writing, listening, and speaking in the school only for passing the class, but in the fact that they should imply that skills in the real life situation too so it can be a key of mastering an English language (Faisya, 2021) furthermore the students have to change their mindset about this and the educators have the important role to motivate them to use English outside of the class.

### **English in Philippines**

The Philippines has long been recognized as one of the largest English-speaking nations in the world, with English serving as one of its official languages. The introduction of English into the Philippine educational system dates back to the American colonial period, where it became the primary medium of instruction and a vital tool for government, business, and international communication (Santos et al., 2022). Despite this historical context, recent assessments indicate a concerning decline in English language proficiency among Filipinos. According to the EF English Proficiency Index, the Philippines has experienced fluctuations in its ranking over the years, dropping from 14th place in 2018 to 27th in 2020 before rebounding to 18th in 2021 (Santos et al., 2022).

For example, research conducted at Kalinga-Apayao State College shows that Freshmen students are starting from beginner to early intermediate level of English especially in grammar and vocabulary showing the treatment that fail to develop initial basic competencies relevant to academic and career requirements (Leyaley, 2016). This is worrying more so given the current decreasing status of English standards bearing in mind the role that it plays in economic competitiveness and development.

From this problem we can indicate that the educators have to make the method of teaching more effective for the students, to improve the student's proficiency in English. Research by Alnakier A. Sarabi and Charisma S. Ututalum (2024) examines the effectiveness of several methods of teaching English in public HEIs Sulu, Philippines. There are Grammar Translation Method, Direct Method, and Audio-Lingual Method. The goal of the research is to demonstrate the effectiveness of different English teaching methods for learning and to assess the language skills of college students in public HEIs in Sulu, Philippines (Sarabi & Ututalum, 2024).

### **Methods of Teaching English**

Grammar Translation Method is a one of the English teachings and learning method second and foreign language, this method using translation of text and study grammatical rules and the practice is the main activity of this method (Khan & Mansoor, 2016). This method focusses

mainly how the grammar or word structured one by one and by translating the word or the phrase in text into the L1 of the student (Khan & Mansoor, 2016). This method can help the Philippines and other country people who use English as their second or foreign language by translating the word into their native language.

Direct Method is a method that focuses on listening and speaking skill that the student can be able to do direct communication using the target language or English language without translating the word in their head (Djauhar, 2021). The objective of this teaching is to help students understand and develop good communication skills. Rather than translating the teaching material, the teacher is expected to directly use the target language in class, as a language is best taught through active use in the classroom (Batool et al., 2015). Students can understand easily if the teacher use this method because this method have advantage of strengthen their communication skills (Batool et al., 2015)

Audio Lingual Method is a teaching method that focuses on developing speaking and listening skills using structured practice repetition exercises and drills dialogues to enhancing the speaking and listening skills for the target language. According to Mart (2013), the purpose of this method is to use the target language communicatively, and this method teaches language through dialogues that based on the habit formation of students. The other objective of this method is to improve the students' speaking achievement (Mart, 2013)

## **B. METHODOLOGY**

This research uses the study literature method through which research and academic works on teaching methods of English language are gathered, read and analyzed. The objective is to make a comparative analysis of what has been obtained in prior research concerning the efficiency of the Grammar Translation Method, the Direct Method, and the Audio-Lingual Method to enhance the students' English comprehension. The process involved literature search from academic database, journals and credible publications works including from Alnakier A. Sarabi and Charisma S. Ututalum (2024) research on language teaching in public higher education institutions (HEIs) in Sulu, Philippines. Each of the selected studies was evaluated according to research objectives and aims as well as the research methodology, findings and recommendations. As seen in this study, the impact that each method has on the students' listening, speaking, reading and writing skills is compared and contrasts using similar findings. The study literature approach enables the understanding of teaching methods and techniques without necessarily researching from the scratch but rather working from available existing

literature Scientific Besides giving first-hand ideas on the go, the study gives a broader look at teaching methodologies, writing from past researches done.

## **C. RESULT AND DISCUSSION**

### **Effectiveness of Grammar Translation Method**

According to Djauhar (2021) Grammar Translation Method presents how language is learned by reading comprehension, understanding text, vocabularies memorization. Based on this definition that this method really focusses on how the word structured and understanding more on the grammar. From this method Djauhar (2021) list some techniques of Grammar Translation Method that can be use in the activity class to make the method more effective.

Activity of Grammar Translation Method.

1. Translation (students can translate the written or the spoken passage)
2. Reading (students answer the questions)
3. Antonym and synonym exercises
4. Memorizing words
5. Fill in the blank exercises

By having these activities, the students can improve their reading and writing skill. From Alnakier A. Sarabi and Charisma S. Ututalum (2024) result research it has a highly effective answer for the Grammar Translation Method from the freshmen college students for their participant in Sulu Philippines. The result shows that by having this method the students can be able to understand texts, creative writing, and achieving good marks, and this method emphasize detailed translation and grammar rules. In Al-Maamari et al., (2021) research state that this method is effective in the class as like the other approaches too as well, but the educator has to be more productive and creative so that this method is more effective and can make the students highly participant in the class. It's also in line with Djauhar (2021) statement that this method has it own power for improving students reading and writing and the educators have to make their own choice for what preference methods or techniques to apply in the class.

Besides having a good and effective result by using this method, there are some researches showing the weakness of this method too. According to Al-Maamari et al., (2021) Pakistani high school students who use this method in the classroom, they can place a great emphasis on learning English words, phrases, and structural patterns. But in real life situations they can't do the practical use of the English language. Even if it's a simple conversation in English they can't well convey it. They suggest that the educators should adopt with the communicative approach to teach the English, so they have the ability to improve their communicative skills.

Rahman (2012) also states that the weakness of this method in Bangladesh is lagged behind students' fluency. All the activities in this method are basically on reading and writing so the students feel uncomfortable when they go higher education.

Although this method has weakness on Pakistani and Bangladesh as it mentions before, research from Elmayantie (2015) at seventh grade of SMP Negeri 1 Palangka Raya, for showing the patterns of Grammar Translation Method and the reason why the teacher uses this method of teaching by giving a questioner. There are two teachers who use this method of teaching and from the result shows that this method can help the students to comprehend the text and knows the grammatical rules of a language, this method also can improve the vocabulary knowledge better. For the students in SMP Negeri 1 Palangka Raya it is also important to have this method too because they have to pass the examination which has some questions about vocabulary and phrases.

Elmayantie (2015) also states and list the reason teacher in SMP Negeri 1 Palangka Raya uses this method and why do they think it's effective.

1. GTM is suitable for the students at this school especially at the SMP Negeri 1 Palangka Raya who has a little knowledge about English.
2. By having this method, the students can comprehend the text, especially in teaching reading and knowing the grammatical rules.
3. GTM can improve the student's vocabulary better.
4. GTM with the combination of communicative approach, teaching and learning can work well.

### **Effectiveness of Direct Method**

The direct method, is a foreign language teaching and learning process where both of the educator and the students don't use their native language (Abas & Zainurrahman, 2022). Direct method uses the second language or target language learning should be more like first language learning where there lots of oral interaction, spontaneous use of the language, no translation between the first and the second languages, and little analysis of the grammatical rules (Elmayantie, 2015). Djauhar (2021) list some techniques of direct method that can be use in the activity class to make the method more effective.

Activity of Direct Method.

1. Reading aloud by the students and the teacher helps them.
2. Direct questions and answer.
3. Self-correction of the students with teachers helps.
4. Conversation.

5. Fill in the blank exercises.
6. Dictation and paragraph writing.

This method can be an effective teaching strategy, especially for improving speech fluency, enhancing pronunciation, and motivating students to learn a language. Unlike the Grammar Translation Method, it facilitates learning the target or foreign language without relying on the native language (Awan & Nawaz, 2015). The core goal of Direct Method therefore is to help the learners to be able to express themselves in the To, effectively. As a result, many students must learn how to think in the language of the intended material or information. This approach aims at developing the aspect of speaking in learners with regards to English by stressing on functional communication in addition to other real-life approach to learning. (Haliwanda, 2019)

In Alnakier A. Sarabi and Charisma S. Ututalum (2024) research, the participant of HEIs in Philippines believes that direct method has an effective strategy in English language teaching. It also proves by the research of Haliwanda (2019) using this method at the second year of SMK Negeri 1 Bener Meriah, Aceh. The result shows that the students speaking ability before using this method they have a “Poor level” of English, then after using the direct method the students speaking ability getting improve by having “Good level” of English. Then it shows by having this method in teaching it is effective for enhancing students speaking ability.

Reddy (2012) states some of the advantages for using direct method for teaching.

1. The Direct Method helps students speak and write in English by connecting words to their meanings.
2. Using audiovisual tools, actions, and demonstrations makes learning fun and engaging.
3. It starts with simple, concrete ideas and moves to more abstract ones.
4. Teaching through real-life situations helps students use the language confidently.

### **Effectiveness of Audio-Lingual Method**

Audio Lingual Method is a method that use repetitive and drill practices on the target language communicatively (Abdul, 2016). The aim of this method is to develop communicative competence or proficiency of the students’ using dialogues and drills. The use of the dialogues and drills are effective in foreign language teaching as they lead the students to make speech (Mart, 2013). Other objective of this method is to enhance the student’s fluency in the target language, according to Sidabutar (2021) fluency can be defined as the ability to speak fluently and accurately and the sign of speaker fluency include reasonably fast speed of speaking and only a small number of pauses. Djauhar (2021) list some techniques of Audio-Lingual Method that can be use in the activity class to make the method more effective.

#### Activity of Direct Method.

1. Memorizing Dialog
2. Backward Build up (Expansion) drill
3. Repetition Drill
4. Chain Drill and Transformation Drill
5. Single slot Substitution Drill
6. Multiple-slot Substitution Drill Transformation

In Alnakier A. Sarabi and Charisma S. Ututalum (2024) research, the participant of HEIs in Philippines believes that Audio Lingual method has an effective strategy to improve vocabulary, listening skills, and communication skills in English language teaching. It also proves by Sidabutar (2021) research in second grade students on English Department of the HKBP Nonmensen University Medan, the result shows that there was a significant effect of this method on students speaking ability. The result also shows that it has a better result with the Audio-Lingual Method compared teaching with the other method. Abdul (2016) research also showing that audio lingual method could help to improve students listening comprehension.

Sidabutar (2021) gives some recommendation to use this method for teaching, the recommendation is stated in below.

1. Teacher suggested should use this method because it approves in improving the student's speaking ability.
2. Teacher suggested to use this method as the way improve students speaking ability.
3. Other researcher can conduct a study related to speaking by using this method for the effectiveness of speaking skill improvement.

#### **Effectiveness of the Method in Philippines**

In the context of teaching English in the Philippines, the Grammar Translation Method, Direct Method, and Audio-Lingual Method have their appropriate uses depending on the purpose and the learners' needs. The grammar and translation model ensures learners acquire accurate parts of the text, grammar and translations on comprehension enhances grammar and translation. But it usually omits sections on speaking and listening, categories that are indispensable for communication processes. As for Filipino learners who interact with English in their every day and work-related activities, Richards & Rodgers (2014) pointed out that GTM may not be enough for practical English language utilization. However, the Direct method of teaching, which emphasizes on other method of teaching and speaking without slavish translation is very

useful in creating fluency in speaking. Due to the bilingual setting of the Philippines, this method is fitting for the learners, even though teachers working under this approach should possess a high level of English fluency and effective classroom management (Larsen Freeman, 2011). In the meantime, Audio-lingual method, which provides just drills and repetitions, is useful for the beginners who should memorize some simple patterns of the given language and phonetics. However, it is less efficient in terms of productive language use, especially, that production of meaningful a creative language is important for authentic purpose of language communication (Brown, 2007). To cater for the various needs of Filipino learners it is the view of the author that an amalgamation of these methods and teaching approach, communicative language teaching method, would facilitate the attainment of functional English (Celce Murcia et al., 2014).

#### **D. CONCLUSION**

This research therefore focuses on the impact of three method of teaching English as a foreign language which include Grammar Translation Method, Direct Method and Audio-Lingual Method in the public higher education institutions (HEIs) in Sulu, Philippines. Each method demonstrates unique strengths in enhancing students' English language proficiency across the four core skills: comprehension, production writing, reading, and listening. The Grammar Translation Method provides proof that positive results are found in areas of reading, vocabulary, and grammar; nonetheless, alumnus may lack practical communication abilities. The Direct Method pays considerable attention to the use of the target language in communication in and outside the classroom, hence it focuses on speaking and listening skills. The last is Audio-Lingual Method which stressed the use of drills and repetition, which helps students imitate and improve in speed and listening skills. These methods have some merits, but the study reveals that they should be used sensibly and in moderation. These with the communicative approaches integrated together make it possible to provide a much more rounded and balanced learning environment that will hopefully lead to improved English language understanding from the students in HEIs. Teachers are also urged to apply those strategies in a more innovative manner in accordance with the requirements of the learners in terms of language acquisition.

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