

# The Students' Perception and Challenges on the Application of Simplified Method in Learning English at Institut Parahikma Indonesia

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## Abstract

This research aimed to find out (1) the EFL learners' perception on the application of Simplified Method in learning English when using Your Basic Vocabulary Book at Parahikma Institute of Indonesia (2) the challenges that the students faced in the application of Simplified Method in learning English when using Your Basic Vocabulary Book. This research was qualitative applying case study design. The participants were 10 students of Parahikma Institute of Indonesia from three different departments namely English Education, Islamic Education Management, and Syariah Economic departments. The data were collected by using a qualitative questionnaire and interview. The data collected were analyzed using Miles and Hubermans' theory (2020). The result of this research showed that (1) the students had positive perceptions toward simplified method. The students believed that learning English using simplified method was effective, enjoyable, practical, and beneficial. (2) The challenges faced by the students using this method were low self-confidence, ability to stay focused, nervousness, lack of vocabulary, lack of practice opportunity, learning style preferences, and difficulty in understanding tenses formula.

Keywords: Simplified Method, Grammar Translation Method, Direct Method, Students' Perception, Challenges

## Citation

Haryanto, S. D., Aminah., & Mulyani, S (2021). Students' Perception and Challenges on the Application of Simplified Method in Learning English at Institut Parahikma Indonesia. *Parahikma Journal of Education and Integrated Sciences*, 1(2), 62-75.

## OPEN ACCESS JOURNAL

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Submitted 2 March 2021

Accepted 13 May 2021

### Peer review

This article has been subject to a double-blind peer review process.

## 1. Introduction

Christine Kenneally in her book "The First Word" stated that there are six thousand languages around the world, and half of earth population speaks only ten languages, which English is the most dominant of these ten languages. English as the international language is important to learn, since it is a connector between people, cultures, and countries. It is not only used for communication but also used for instruction manual in the latest technology.

According to Wall Street English [WSE] (2018), learning English has so many advantages. People can easily get a job and find more knowledge by mastering English, because the explanations of some science usually use English. When some people masters English, they also can easily go traveling around the world, attend international seminar, get scholarship, and make friends from another countries. Additionally, English also helps people in employing new technologies that use English as its language.

However, learning English is not always easy. Based on the researcher's experience, the students sometimes feel that English is boring, it is hard to understand, and it is very complicated. To overcome the problem in teaching English, the teacher needs to give attention more on various methods and approaches in teaching English. According to Larsen-Freeman (1990) in her handbook "Language Teaching Method", there are six common methods used in teaching languages, they are Audio-Lingual Method, Community Language Learning, Comprehension Approach, Suggestopedia, Silent Way, and the Communicative Approach. Each method offers a different way in teaching English. The teacher should be able to use the appropriate method for their students, so that the learning process runs effectively and the students easily understand the lesson.

Nowadays, teachers have used various methods in teaching English, but the students still have problems in mastering it. They need to learn tenses, terms, which are hard to memorize. It is very complicated and sometimes makes the students confused. When they want to speak, they need to think about what they are going to say. Then, they think about the grammar, arrange the sentence, and finally produce it. It takes time for the students to be able to speak immediately. Based on the researcher's observation, some students find difficulties in understanding various English tense terms.

To overcome this issue, Arsyad as a rector of Parahikma Institute of Indonesia (IPI) had invented a book under the title *Dasar-Dasar Penguasaan Bahasa Inggris: Your Basic Vocabulary Book*. This book is expected to make the students learn English easily and in a simple way. This book is generally divided into two parts, they are grammar (structure) and speaking. In teaching the materials in this book, Arsyad had created a new method. This method has been being implemented at IPI for four years, and it is called simplified method. It is a combination between Grammar Translation Method (GTM) and Direct Method (DM). It is used for teaching English, especially structure (grammar) and speaking in *Your Basic Vocabulary Book*.

Since simplified method is a new method in teaching and learning English, the researcher intended to explore some opinions from the students who use this method in learning English. Moreover, it also aimed to find out what challenges do the students face in the application of this method. As the author, rector, and advisor in learning English, Arsyad still assumed that the students' comprehension in learning grammar and speaking from this book still failed. Therefore, the researcher would like to find out how the smart students learn and the lecturers teach them when using *Your Basic Vocabulary Book*.

To fill these gaps, the researcher investigates two main questions which are stated as follows:

1. How do the EFL Learners perceive the application of Simplified Method in learning English when using *Your Basic Vocabulary Book* at Parahikma Institute of Indonesia?
2. What challenges do the students face in the application of Simplified Method in learning English when using *Your Basic Vocabulary Book*?

## **2. Literature Review**

### **2.1 Some Previous Related Studies**

Since Simplified Method is a combination of Grammar Translation Method and Direct Method, the researcher presents some studies conducted on the use of those two methods on English teaching, as follows:

Tavárez and Ventura (2018) investigated the effectiveness of using Grammar Translation Method in teaching English for EFL adult students. The purpose of this study was to find out the effectiveness of G-T Method for learners. There were 30 graduated students as a respondent in this research where 15 of them represent 50% of all samples, including 9 female and 6 male. A random sampling process was hold to lead this investigation. The result of this study showed that there was a correlation between the learners and the method used in teaching English. The study findings highlighted that Grammar Translation Method was able to make the learners achieved a great self-confidence.

Pongpuen et al (2018) in their study "An Effect of a Direct Method on 5th Grade Students' Acquisition of Verb Inflection Morphemes (- S, - Es, - Ed, -Ing)" wanted to discuss the Direct Method in learning English. They wanted to know whether Direct Method could help students in 5th grade to master the target verb inflectional morpheme or not. The samples of this study were 6 learners in 5th grade from Assumption College Ubon Ratchathani (ACU), in Thailand. They were divided into two groups based on their English proficiency. The data were collected from some different sources, for instance: the score of pre and post-test, the learners' usage of verb inflectional morpheme, and the interview. The result of this study indicated that the Direct Method provided a positive outcome to the learners' attainment of verb inflectional morpheme. It also proved that this method could enhance the learners' proficiency in speaking and listening.

Another research related to the topic discussed is the use of direct method to improve students' speaking skill at Purikids Language Course conducted by Andriyani (2015). The purpose of this study was to find out the effectiveness of using direct method in teaching speaking. The participants of this study were 18 students at Superkids Class Program. The participants were divided into three classes. To sum up, the final result of this study revealed that direct method was able to enhance the students' ability in speaking.

Furthermore, Qing-xue and Jin-fang (2007) had discussed an analysis of language teaching approaches and methods. This study explored both the effectiveness and the weakness of some methods. Firstly, they said that grammar-translation method only focused on writing and reading, it less focus on speaking and listening. Second, the Direct Method applies instruction and communication in the classroom and avoids

the use of translating in its learning process. Although it is a good technique, the direct method is pretty troublesome for the teachers because they must have expertise in teaching. They need to prepare some techniques that will be used in teaching.

In addition, the study on the utility of grammar translation method and direct method for teaching English at intermediate level had been conducted by Safdar and Mukhtar (2017). The objective of this research was to find out the benefit of combining two methods; Direct Methods and Grammar Translation Methods, for teaching English at the Intermediate Level. In addition, it also intended to determine the effect of teaching method on the effectiveness of the teacher independently. Four hundred teachers, from all the intermediate level teachers in Bahawalpur, were chosen randomly as the respondents of this study, with equal number of male and female. Teaching Method Survey (TMS) was conducted as a self-constructed instrument. The conclusion of this study showed that the combination of those two methods in teaching English in Pakistan context was highly recommended, no single method used was successful. Moreover, it was concluded that there was a difference between female and male teachers. It showed that the female better applied the effectiveness of this method than the male teachers.

From the previous studies before, they only focused on the effectiveness of Grammar Translation Method, the effect of Direct Methods for students, the comparison between some methods, and the combination of GTM (Grammar Translation Method) and DM (Direct Method). For that reasons, the researcher is interested to conduct a research about the students' opinion on the application of Simplified Method, a new method that utilizes and combines Grammar Translation Method and Direct Method, and its challenges. This method is applied in teaching and learning process at Parahikma Institute of Indonesia.

## 2.2 The Nature of Teaching

Many philosophers and educationists have explained the nature of teaching. Hirst (1975) argued (as cited in Smith, 2018) that teaching should involve two things. First, teaching is started by someone's intention in learning something. The second, teaching is considering someone's need, experiences, and feeling. Furthermore, Smith (2018) stated that the process of attending people's experience, need, and feeling could be stated as teaching.

Hough and Duncan (as cited in physics catalyst, 2018) gave another explanation about teaching. They mentioned that teaching is an activity, which has three steps, such as planning the curriculum, teaching itself, and evaluating. This explanation refers to the organizational aspect that could be analysed and described as the process of teaching. Moreover, Marrison concluded that teaching is "an intimate contact between the more mature personality and a less mature one." The most important thing that teacher should consider is about the students' needs now or in the future (physicscatalyst, 2018).

Another definition is provided in Meriam-Webster dictionary that defines teaching as an act, practice, and profession of a teacher, or something which is taught. Teaching is a process where someone teaches another person or a group of people. It can be inferred that teaching is the process of transferring or discussing knowledge, either inside or outside the classroom.

## 2.3 Definition of Teaching Method

Sangidu (2004: 14) stated that method is a systematized mode of carrying out an assessment activity to achieve a predetermined goal. According to Sudjana (2005: 76) method is a planning thoroughly for delivering the material regularly, and all the part is based on an approach (Prihatini, 2017).

According to Gill and Kusum (2017), teaching method means kind of activities used for teaching in learning process. The method used depends on the scientific approach and it has an organized system in determining the problems. Based on those opinion above the researcher conclude that teaching method is a systematic way which teachers do in delivering the materials that is taught, so the students who are being taught feel convenient and easily understand the learning materials.

According to Larsen-Freeman in her book "Language Teaching Method", there are six methods in language teaching, they are Audio-Lingual Method, Community Language Learning, Comprehension Approach/TPR, Suggestopedia, Silent Way, and Communicative Approach.

## 2.4 Simplified Method

Simplified Method is a new method created by Azhar Arsyad, the Rector of Parahikma Institute of Indonesia (IPI). This method is the combination of Grammar Translation Method and Direct Method. It was

used to teach the material in Your Basic Vocabulary Book, a textbook used to teach English in IPI. Generally, this book talks about two things, A and B theory (Structure) and Speaking.

a. The Use of Grammar Translation Method in Learning Structure

Kurnia, Wiryasaputra, and Puspasari (2016) stated that Grammar Translation Method (GTM) is a teaching method usually used for teaching grammar, which is focusing on the translation and memorizing the verbs. The teacher usually explains the material by using the first language of the students. The characteristics of this method are translating the new verbs (vocabulary), reading a text and correcting it, arranging the sentence based on the grammatical rules, and answering the questions.

A and B theory in this book refers to Grammar Translation Method in general. This theory came up based on the problem about the learners' difficulty in learning English. Azhar modified and simplified the theory in order to make the students learning English easily. He argued that, in learning English, the first thing that students need to have is a motivation. To make the learners motivated in learning English, teachers have to avoid stressing on a name or a term of a structure in English. For instance, simple past tense, simple present, to infinitive, modals, conditional sentence, and so on.

Further, after being motivated in learning, the first thing that the students also need is a simple learning materials. It is expected that they can learn by themselves and are able to transfer the learning materials to their friends. In conclusion, A and B theory was created in order to help the learners learning English in a simple and easy way. The brief description of this theory is showed in the following figure :

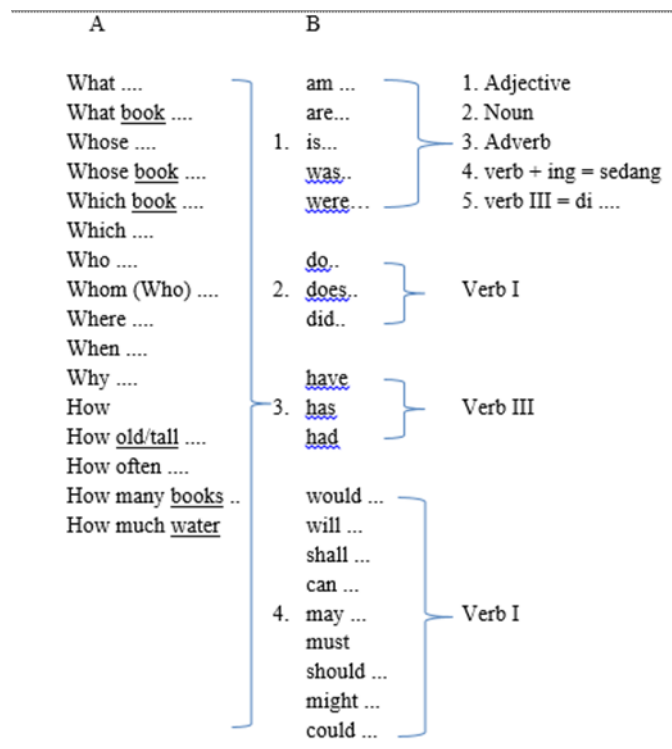


Figure 2.1. A and B theory

Notes:

- One of the items in-group B. should follow the questions beginning with one of the items in-group A e.g. what is he doing?  
A B
- Nevertheless, when the following items in-group A: Who, What, What book, Which, Which book, whose book, become subjects, one of the items in-group B2 does not follow them. Rather, these items should be directly followed by the verb (either present or past). e.g.  
2. What makes you so sad? Who called me?  
Verb Verb
- The word "book" is able to be replaced by any noun.

4. Questions which are started with any B (B1, B2, B3, and B4) means “Apakah” in bahasa Indonesia.
5. B2 (do/does/did), in this formula, has no meaning at all. However, when used as normal verbs, it may mean “melakukan” or “mengerjakan.” Similarly, B3 (have/has/had) in this term means the perfectness of an action (“telah” or “sudah selesai” in bahasa Indonesia). However, when used as a normal verb, it may mean “mempunyai,” “makan” etc.

#### **b. The Use of Direct Method in Learning Speaking**

Batool et al, (2017) explained that Direct Method is a methodology used in teaching language which is expected to teach the target language in the classroom directly without translating the teaching material. The teacher explains the meaning of the language learnt by demonstration and action.

This method introduces the materials orally; the sentence and vocabulary are taught every day. The purpose of this method is the communication, so the learners force to speak English in the classroom. Direct method helps the learners to understand the language learnt. The characteristic of this method are:

- 1) It is a spoken English language
- 2) Grammar teaching approach is inductive
- 3) Concept of teaching and vocabulary
- 4) Visual materials

In particular, at the beginning of this book, it also emphasizes the speaking skill. The learners are guided to the very basic speaking element, for instance how to pronounce vowels and consonants well. It also provides the symbols, description, examples, and the meanings of those letters. It was designed to lead-up the learners in pronouncing words in a better way. In addition, this book also talks about telling time and other speaking materials. When teaching this material in the classroom, the teachers usually use Direct Method.

Those two aspects aforementioned above are the main part of Your Basic Vocabulary Book. The consolidation between Grammar Translation Method to teach A and B theory while using Direct Method to teach Speaking skills in this book called Simplified Method.

### **3. Methodology**

#### **3.1 Research Design**

This study is a qualitative research applying case study design. Qualitative research is a research that produces descriptive data such a written or oral word from people and behavior observed (Saat and Mania, 2019:129). According to Sammut and John (2015), a case study is a methodology in a research, which involves the documented history, and comprehensive analysis of a situation in-line with subjects for instance industry, organization, and market.

#### **3.2. Research Site**

This research was conducted at Parahikma Institute of Indonesia, which is located in Paccinongan, Gowa in South Sulawesi. The students in this college speak different mother tongues, like Makassarese and Buginese. They usually use their mother tongue as their language to communicate with their friends. However, the lecturers use both Bahasa and English as a medium of instruction in teaching English.

In this university, English is learned as an obligatory course. All students in all majors learn English as a foreign language. For English education department students, they learn English that is aimed to be able to teach it to others. While the others, learn English for communication. In addition, there is an additional program to enhance students' English skills called PIKHI or faith enlightenment and life skill program. In this program, students learn English four times in a week.

#### **3.3. Participants**

The population of this research was all of the students at Parahikma Institute of Indonesia. The participants of this research were selected by using Purposive Sampling Technique. Ten (10) students from eight semester had been selected as participants of this research for some considerations, namely RA, NH, ANZ, Akl, Fqh, MY, NAS, RR, ESR and MI.

The participants were chosen because they made a great improvement in learning English. They learned English starting from the basic to the advanced level. Similarly, they have a good performance at English language skills that are proven by their score of English standardized test (TOEFL).

After all, the participants also have a good achievement in their academic study. Every participant never got C grade in his or her final test of every semester. They all come from different cities in Indonesia. The table below describes a brief profile of the participants:

Table 3.1 The Participants

| Participants | Age | Major                        | IPK  | TOEFL Score |
|--------------|-----|------------------------------|------|-------------|
| RA           | 23  | English Education            | 3.92 | 447         |
| NH           | 22  | English Education            | 3.80 | 430         |
| ANZ          | 22  | English Education            | 3.85 | 443         |
| Fqh          | 22  | English Education            | 3.91 | 520         |
| Akl          | 22  | Islamic Education Management | 3.91 | 343         |
| MY           | 22  | Islamic Education Management | 3.97 | 460         |
| NAS          | 22  | Islamic Education Management | 3.96 | 370         |
| RR           | 22  | <i>Syariah</i> Economics     | 3.94 | 420         |
| ESR          | 22  | <i>Syariah</i> Economics     | 3.89 | 360         |
| MI           | 22  | <i>Syariah</i> Economics     | 3.97 | 453         |

### 3.4. Data Collection Method

In order to answer the research questions, doing an in depth interview and qualitative questionnaire (open-ended question) were the way the researcher collect the data. Saat and Mania (2019) said that interview is the oldest and the most common method used by people to get information, and it can be conducted through face to face or by phone. Fred N. Kerlinger in Saat and Mania (2019) explained that interview is a situation between people in face-to-face context where the interviewer giving the questions designed for gathering the relevant answer with the research problem to the respondent.

According to Eckerdal & Hagström (2017) qualitative questionnaires contains of memories, experiences and opinions. Similarly, qualitative questionnaires consist of a rich material and useful for researcher from many disciplines. It gave a chance to the respondents to answer the questions independently and produce a description answer.

### 3.5. Technique of Data Analysis

In analyzing the data, the researcher used qualitative data analysis based on Miles, Huberman, and Saldana theory (2020). The following steps are explained as follows:

a. Data Condensation

Miles, Huberman, and Saldana (2020) stated that the process of selecting, focusing, simplifying, abstracting, and transforming the data collected refers to data condensation. After collecting the data taken from the interview and the qualitative questionnaire, the researcher chose, simplified, and transformed the data into written transcript. Then, it was identified to see the result of the data collected.

b. Data Display

In this stage, the data were presented in a group of information which can be used as a step to draw a conclusion. The presentation of this data was in form of a narrative and it explained about how the EFL Learners perceive the application of Simplified Method in learning English at Parahikma Institute of Indonesia. Furthermore, the researcher also explained more about the challenges that the students face in the application of Simplified Method in learning English.

c. Drawing and Verifying Conclusion

The last step of analyzing the data was drawing and verifying conclusion. After collecting, organizing, and categorizing the data, the researcher interpreted the meaning of the data by considering the explanation, pattern, flow, proportion, and assertion.

#### 4. Finding and Discussion

##### 4.1 Finding

**Research Question 1:** The EFL Learners’ perception on the application of Simplified Method in learning English when using Your Basic Vocabulary Book at Parahikma Institute of Indonesia.

To find out the students’ perceptions on the use of simplified method and the challenges of this method, the researcher used interview and qualitative questionnaire. The researcher did the interview to find out whether or not the students and the lecturers use simplified method in learning and teaching English. Based on the interview result conducted by the researcher, all of the participants had used simplified method in English teaching and learning process. Additionally, most of students and the lecturers also use an alternative method in learning English. The following table shows the result of the interview.

This table describes that all of the participants in this research used Grammar Translation Method (GTM) and Direct Method (DM) in learning English. As the explanation in the previous chapter, the utility between GTM and DM in learning English can be stated as simplified method. However, another related finding from the interview and the questionnaire explain that all of the participants not only used simplified method in learning English, but also there were alternative methods.

| No. | Participants | Use GTM in learning Grammar | Use DM in Learning Speaking |
|-----|--------------|-----------------------------|-----------------------------|
| 1.  | RA           | ✓                           | ✓                           |
| 2.  | NH           | ✓                           | ✓                           |
| 3.  | ANZ          | ✓                           | ✓                           |
| 4.  | Fqh          | ✓                           | ✓                           |
| 5.  | Akl          | ✓                           | ✓                           |
| 6.  | MY           | ✓                           | ✓                           |
| 7.  | NAS          | ✓                           | ✓                           |
| 8.  | RR           | ✓                           | ✓                           |
| 9.  | ESR          | ✓                           | ✓                           |
| 10. | MI           | ✓                           | ✓                           |

Table 4.1. the use of GTM and DM in learning English

The following finding can be specified in the table 4.2.

This table explains that, even though all of the participants use simplified method in learning English, they also used alternative methods. From ten participants, three of them use alternative methods in learning grammar. Participant two used TPR and DM, Participant three used Suggestopedia, and Participant ten used Audio-Lingual Method (ALM) in learning grammar. Meanwhile, in learning speaking, participant one, two, six, and eight used ALM as the alternative method. Community Language Learning (CLL) is also used by participant three, four, nine, and ten in learning speaking. Participant four applied two methods in learning speaking. She was not only using CLL, but she also always using ALM when learning speaking.

The finding from qualitative questionnaire also showed the methodology used by the lecturer when teaching grammar and speaking based on students’ perceptions. The explanation can be seen in the following table.

| No. | Participants | Alternative Methods Used in Learning Grammar | Alternative Methods Used in Learning Speaking |
|-----|--------------|----------------------------------------------|-----------------------------------------------|
| 1.  | RA           | -                                            | ALM                                           |
| 2.  | NH           | TPR, DM                                      | ALM                                           |
| 3.  | ANZ          | Suggestopedia                                | CLL                                           |
| 4.  | Fqh          | -                                            | CLL, Repeating Words                          |
| 5.  | Akl          | -                                            | -                                             |
| 6.  | MY           | -                                            | ALM                                           |
| 7.  | NAS          | -                                            | -                                             |
| 8.  | RR           | -                                            | ALM                                           |
| 9.  | ESR          | -                                            | CLL                                           |
| 10. | MI           | ALM                                          | CLL                                           |

Table 4.2. Alternative method used by the Students

As seen in this table, all the participants perceived that their lecturers not only used GTM and DM in teaching English, but they also used various methods such as, Audio-Lingual Method (ALM), Total Physical Response (TPR), Community Language Learning (CLL), and Suggestopedia.

Since all of the participants were used to using simplified method in learning English, the researcher could be easily getting their perception about this method. Based on the result of the qualitative questionnaire conducted by the researcher, the students had various perceptions toward simplified method.

The findings about students' perceptions toward simplified can be divided into three categories. They are the (1) The effectiveness of using simplified method in learning English, (2) Students' attitudes of using simplified method in learning English, and (3) The benefits of using simplified method. The findings about students' perception toward simplified method can be stated as follows:

a. The effectiveness of using simplified method in learning English

Based on the data collected, all the participants perceived that learning English by using simplified method is effective. It helps the students who learn English in the basic level a lot. It is also simple to be understood by the students who are struggling to understand the categorization of tenses, terms, and so on. Moreover, the students could understand grammar quickly, and they can easily learn A and B theory. The researcher also found that learning English by using simplified method enabled the students comprehend the meaning of the words easily.

b. Students' attitudes toward simplified method in learning English

Some participants considered that this method is easy to follow, simple, amazing, interesting, and practical. It is applicable to be implemented in all levels, such as elementary school level, junior high school level, senior high school level, even for college students. In addition, all the participants in this research believed that learning English by using simplified method is enjoyable. The atmosphere in the class was not boring so that the learning process is under control.

| No. | Participants | Alternative Method Used by Lecturer in Teaching Grammar | Alternative Method Used by the Lecturer in Teaching Speaking |
|-----|--------------|---------------------------------------------------------|--------------------------------------------------------------|
| 1.  | RA           | ALM, TPR                                                | ALM, CLL                                                     |
| 2.  | NH           | TPR, ALM                                                | ALM, TPR, Suggestopedia                                      |
| 3.  | ANZ          | -                                                       | -                                                            |
| 4.  | Fqh          | -                                                       | TPR                                                          |
| 5.  | Akl          | -                                                       | CLL                                                          |
| 6.  | MY           | -                                                       | ALM                                                          |
| 7.  | NAS          | -                                                       | -                                                            |
| 8.  | RR           | -                                                       | ALM, TPR, CLL                                                |
| 9.  | ESR          | -                                                       | CLL                                                          |
| 10. | MI           | CLL                                                     | CLL                                                          |

Table 4.3. Method used by the Lecturer in Teaching English

c. The benefits of using simplified method

The next category is the benefits of using simplified method. One student believed that using this method in learning English makes the students understand the learning materials easily.

To sum up, some students stated that there were some benefits of using this method in learning English. They are:

1. The students are easy to understand 12 tenses without hard obstacles.
2. The learning materials are delivered simply and it is easy to follow.
3. The method is simple and it gives clear explanations.
4. The material in Your Basic Vocabulary Book is explained well with this method.
5. It enables students to practice their English.
6. It can help the students improve their intellectual intelligence.

Based on the result stated above, the researcher concluded that the students have positive perceptions toward simplified method. This method is effective, simple, helpful, amazing, interesting, practical, enjoyable, and beneficial for the students to learn English. However, the students did not only use simplified method in learning English but also used other methods.

**Research Question 2:** The Challenges that the Students Face of using Simplified Method in Learning English.

To find out the challenges faced by the students in learning English when using simplified method, the researcher used open-ended question in the qualitative questionnaire. Based on the data collected from the questionnaire attached in the appendix, the researcher had summarized several answers from ten respondents. The following challenges are outlined briefly as follows:

- a. Some English lecturers do not apply this method in teaching English because he/she is used to using his/her own way to teach. They need to get familiar to this method by practicing.
- b. The student needs more practices in daily life.
- c. The students become unfamiliar with tenses terms which are always used in theories and English books.
- d. The lecturers are supposed to make greater effort to shift students' ways of learning English from the previous method to simplified method.
- e. The students have to enrich their vocabulary.
- f. The students need to have a high self-confidence in learning English using this method.
- g. The students ought to focus and be ready to translate the sentence given.
- h. The students often feel nervous when learning English using this method.
- i. The students feel that this method is not relevant to their learning styles.
- j. The students feel difficult in speaking, because they need to think about pattern of the sentence given.

Regarding to the results found, the researcher assumed that even though the students have positive perceptions toward this method, there are still some challenges that the students need to overcome. Based on the data collected, there are two major challenges of using this method. They are: (1) having a high self-confidence and (2) dealing with nervousness. In learning English with this method, the students are forced to have a high self-confidence to make them better in speaking. In addition, the students also always feel nervous when they are learning English using this method. It makes them feel blank in mind and cannot answer the questions given even if the students actually know it. Moreover, the students get confused when the material is taught randomly.

## 4.2 Discussion

**Research Question 1:** The EFL Learners' perception on the application of Simplified Method in learning English when using Your Basic Vocabulary Book at Parahikma Institute of Indonesia.

The result of this research showed that the students have positive perspectives toward simplified method. Most of the participant agreed that learning English using simplified method is effective. This method can help the students understand English tenses easily without being confused by various terms of the tenses. It makes the students easily get the meaning of the language learnt. As had been explained in the previous chapter, simplified method is the utility between Grammar Translation Method and Direct Method. This finding of this research is similar to Tavárez and Ventura (2018) who concluded that Grammar Translation Method is effective because it is able to make the learners achieved a great self-confidence. However, one participant in this research perceived that learning grammar using various methods is better.

In contrast, Ölçer (2014) perceived that GTM was not effective, because it can give a negative effect. It can limit the students' proficiency of the second language even if the students had learnt a language for years.

Additionally, all the students perceived that simplified method can be applied in all levels. They said that this method is helpful, easy to follow, amazing and practical. It means that, learning speaking by using Direct Method (DM) can help the students enhance their speaking skill. It is supported by Andriyani (2015); Hendry (2012); Jaya (2016), they said that by using Direct Method in teaching speaking can improve the students speaking ability because it can motivate the students and it can make the students memorize the target structure well.

In addition, all the participants believed that this method is beneficial for them. They stated that the material explained by using simplified method is simple, acceptable, not boring, comfortable, easy to follow, and clear. On top of that, the students also stated that this method helped them in understanding 12 tenses without many obstacles. Further, the students stated that this method can be used to practice their English with their friend and it can help the students improve their intellectual intelligence.

The finding of this research is in line with the research conducted by Khan and Mansoor (2016). They stated that Grammar Translation Method (GTM) is very helpful method for the students. They also said that learning English by using translation and grammatical rules is easy and beneficial.

**Research Question 2:** The challenges that the students face when using Simplified Method in learning English.

In the previous discussion, most of the students have positive perceptions toward simplified method. It does not mean that there are no challenges or difficulties from the students in applying simplified method in learning and teaching process. From the data obtained, there are several challenges that the students faced. The challenges are discussed as follows:

Firstly, the student think that not every English lecturer can apply this method in teaching English, because they are used to using their own way to teach. They need to get familiar to this method by practicing it. Not every lecturer might have the same method in teaching English. As Larsen-Freeman stated in her book about language teaching method, there are six common methods can be used by the teachers. Each method offers a different way in learning the target language. The teacher might use the appropriate method to their students.

Secondly, in applying this method in learning English, the students need to have many practices in their daily life. Since simplified method consists of GTM and DM, the application of this method needs more practices. It is similar to what Arsyad always state "the more you practice the better you are."

The application of GTM is known as the translation method. It provides the term of a language to make sure that the students can produce the correct structure (Hedge, 2001). However, the implementation of GTM in learning grammar by using this method is similar to what Hedge said. The implementation of GTM in simplified method also gives a form of the structure of a language learnt in a simple way. It is not similar to the common term of English structures (tenses). Thus, the students who learn grammar by using this method are sometimes hard to determine the tense terms.

The next challenges are (1) having a high self-confidence and (2) dealing with nervousness. In learning English with this method, the students are forced to have a high self-confidence to make them better in speaking. In addition, the students also always feel nervous when they are learning English using this method. The nervousness makes them feel blank in mind and cannot answer the question given even if the students actually know it.

Moreover, the students have to enrich their vocabulary and enhance their self-confidence. It is also in line with Tavárez and Ventura (2018) who concluded that Grammar Translation Method is effective because it is able to make the learners achieve a great self-confidence. The challenges for the students are how their struggle to enhance their self-confidence.

The other challenges faced by the students are they need to focus in learning process, and they need to be ready to translate every sentence given. In addition, some students stated that this method makes them feel nervous so they cannot answer the questions.

The main goal of Direct Method is communication. Therefore, the teacher avoids the use of the students' mother tongue or their second language. The teacher only used the target language in the classroom (Larsen-Freeman, 1990). In learning English with simplified method specially in speaking, the students have to pay attention to what the teacher explained. Since the teacher uses the target language, it will be hard for the students to understand it. Moreover, they also have to be ready to translate the sentences given directly.

Since simplified method is the utility between GTM and DM, many difficulties could be found by the students. In learning grammar, the students use GTM, while the main focus of this method is grammar and translation. As what Hedge (2001), stated that GTM provides the term of the sentences. In contrast, when learning speaking, the students used DM when the focus of it is speaking.

However, the utility of these two methods make some students confused. They studied speaking by using Direct Method in other hand, the students studied grammar by using Grammar Translation Method. It makes the students hard to speak directly because they need to think the term first, and then translate it to the target language learnt.

Finally, some students perceived that this method is not suitable to their learning styles. According to Malvik (2020), she divided learning styles into four. They are visual learners, auditory learners, kinesthetic learners, and reading or writing learners. In applying simplified method in learning English, the teacher needs to consider about the

students' style in learning. In contrast, the application of simplified method only provides auditory, visual, reading, and writing learning style while kinesthetic learning style is not covered.

## 5. Closing

### 5.1 Conclusion

Based on the findings and discussion, the researcher can conclude that all the participants who were joining this research had applied simplified method in learning English. However, the participants not only use simplified method in learning English, but they also use various methods, such as TPR, DM, ALM, CLL, and Suggestopedia. Their lecturers also teach English not only using simplified method, but they also teach English using many kinds of methods namely, Audio-Lingual Method (ALM), Total Physical Response (TPR), Community Language Learning (CLL), and Suggestopedia.

The result of this research showed that the EFL high achiever learners have positive opinions toward simplified method. The perceptions from the participants are drafted as follows:

1. The students believe that learning English using simplified method is effective.
2. Learning English using simplified method is simple, amazing, helpful, and enjoyable.
3. Learning English using simplified method is beneficial for the students.

Regarding to the challenges faced by the students in using simplified method, the researcher conclude that even though this method is effective, simple, amazing, helpful, enjoyable, and beneficial for the students, but still there are some challenges need to be addressed by the high achiever students. The challenges are as follows:

1. Not every English lecturer can apply this method in teaching English
2. This method requires the students to do more practices in their daily life
3. The students find difficulties in recognizing the terms of English tenses
4. The lecturers are supposed to make greater effort to shift students' ways of learning English from the previous method to simplified method.
5. The students are demanded to enrich their vocabulary.
6. The students need to increase their self-confidence.
7. The students ought to be focused and ready to translate the sentence given.
8. The students feel nervous
9. The students feel that this method is not relevant to their learning style.
10. The students feel difficult in speaking

### 5.2 Limitation

This study has some limitations in terms of the scope and the number of the participants. By considering these limitations, the researcher expected that this study could be improved better by the future researchers. The limitations are explained as follows:

1. This research only focused on the application of Simplified Method in learning grammar and speaking skill.
2. The participants of this research were only ten students who had great achievements in their study. So, the finding cannot be generalized for the other aspects. The low achiever students did not participate in this research due to the limited time and covid-19 pandemic situation.

### 5.3 Suggestion

From the findings presented earlier, the researcher recommends some suggestions that can be taken as a consideration for the student, for the teacher, and so does for the next researcher.

1. For the student  
Since simplified method is considered as effective method in learning English by the participants in this study, the researcher recommend that the students use this method in learning English by combining it with other methods based on students' preferences. However, in applying this method in learning English, the students need to address some challenges in the application of this method.
2. For the teacher  
Some students perceived that simplified method is a good method in learning English. Therefore, the teachers can use this method in teaching English in the classroom, especially when teaching grammar and speaking. Before teaching by using this method, the teacher needs to master it first. In addition, to overcome the challenges of the application of this method, the teacher could motivate the students to enhance their self-confidence. The teachers also could use some alternative classroom activities to minimize students' nervousness.

3. For the future researcher

This research describes simplified method that consists of Grammar Translation Method and Direct Method. Students' perception about simplified method had been investigated in this research. However, It is suggested for the next researchers to conduct deeper research about the application of simplified methods by using the greater number of participants and wider scope of study. In addition, the future researchers could possibly conduct comparative study on the use of this method and the other methods.

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