

Teacher's perspective about English Language Teaching on the Post-Method Era during Virtual Learning on Covid-19 Pandemic

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Abstract

Since traditional Methods of teaching and learning has not satisfied enough in practices, Kumaravadivelu reveals Post-method macrostrategies to fulfill the weakness of traditional Methods. The present study purposes to explore teachers' perspective on Kumaravadivelu's post-method pedagogy during the covid-19 pandemic. The qualitative case study is included to attain the goal of this research which direct to some teachers from particular universities in Indonesia especially at Sumatera Island. Questionnaire that adapted from Kumaravadivelu's post-method macrostrategies used to collect the data. Although most EFL teachers were unaware of the concept, the results revealed that the majority of post-method pedagogy components had already implemented, such as: teaching interaction, teaching strategy, teaching objective, and teaching content. It was stated that they theorized what they do and then did what they theorized. Post-method pedagogy should be investigated further by future researchers, as well as the impact of this method on students' learning outcomes, in order to determine if this pedagogical paradigm is suitable to apply in higher education in Indonesia.

Keywords: Virtual learning, ELT, Post Method, pandemic COVID-19

Introduction

The Corona virus or also known as Covid-19 is a pandemic that have been a serious issue today in every corner of the world. It affects around 28.6 million students from elementary to university level in a number of Indonesian regions to return home. They must learn on their own via a distant learning program. Eventually, this situation forces teaching and learning processes pause and move to an online system. The changes in this learning activity have also happened extremely at the worldwide level as a result of the Covid-19 epidemic. According to UNESCO data, only 29 nations implemented a policy of school dismissal on March 12. On March 18, 2020, that total had risen to 112 nations (Irwandi, 2020).

The Indonesian Ministry of Education and Culture counters to the educational policies stated in the Circular Letter of the Ministry of Education and Indonesia is in No. 4 on the list of COVID-19 cases in 2020. That is why the minister revealed their policy and one of the policy is that during the spread of coronavirus disease (Covid-19), all levels of education will be taught at home via online learning. Hence, this policy requires all Indonesian teachers to shift their teaching methods from face-to-face to online learning (Rahayu & Wirza, 2020).

Distance learning was implemented during the Covid-19 epidemic. It has a wide-ranging impact, particularly on the English learning process at all levels. This is becoming complex, since studying English is not only about teaching students capability in English, but also becoming proficient in completing English test. And the one that also important is guiding them to become independent learners, awareness of own learning strategies, and maintaining a positive attitude toward learning English. This circumstance

gives an opportunity and a challenge for English teachers to adopt a range of approaches to manage English learning virtually. Teachers must guarantee that the process of learning English through a distance learning program proceeds properly during the pandemic, regardless of the platform utilized to teach English online. This is attested to by learners' strong desire and commitment to task completion, reciprocal communication between teachers and learners, and learners' understanding of their competency attainment (Irwandi, 2020).

Meanwhile, most teachers have yet to demonstrate success in incorporating teaching approaches into learning activities in their real classroom environments, and they seldom review their teaching to theorize what they do and practice what they previously hypothesized. Actually, they should be conscious of their teaching reflection in order to enhance the quality of their classroom instruction. They can create their own teaching techniques based on their reflection, allowing them to function as observers, assessors, and so on (Fiani & Syafrizal, 2018).

According to Kumaravadivelu (2006), while these methods may be thought to have distinguishing characteristics which leads to improved language teaching, many of them are known to share theoretical and practical similarities. Each method's creator and supporters claimed that it was superior to the previous ones. However, none of them were proven to be of the highest quality and were convincingly recommended as the best method for ELT. As a result, each of these methods has been criticized as being unproductive and misguided (Stern, 1983), being merely a label without substance and thus ineffective (Allwright, 1991), and even no longer being a method (Allwright, 1991; Brown, 2002). Kumaravadivelu (2006) has also explained that the method's concept lacks theoretical validity and practical utility (Boran & Gurkan, 2019).

Because we are in a COVID-19 pandemic situation where English language teaching processes are being carried out in various and distant locations, whether for teachers or students, the need for a flexible method becomes critical. Then, when traditional teaching methods were found to be ineffective by teachers in the classroom, Kumaravadivelu revealed a new term, post-method pedagogy. This new term is critical for teacher development because it emphasizes teachers' potential by underlining their teaching experiences (Prabhu, 1990). The origins of this new idea can be traced back to widespread dissatisfaction among experts using the conventional teaching and learning standard.

Based on the preceding explanation, the goal of this study is to collect information from teachers' perspectives on the post-method era in the pandemic situation, particularly in Indonesia today. In this vein, post-method pedagogy opens up new avenues for overcoming the limitations of traditional method-based pedagogy (Kumaravadivelu, 2006). This study also served a global image and view. Other countries, on the other hand, were able to continue teaching and learning during the COVID-19 pandemic, the readiness of technology influenced nearly exclusively the success of online learning.

Review of Related Theories

The Concept of Post-Method

Kumaravadivelu proposed postmethod pedagogy for the first time in 1994. Its primary impetus is the re-arrange of the concept and the affiliation of the teaching method (Kumaravadivelu, 2003). The present instructional approaches and methodologies have received numerous complaints that they fail to deliver on what they appear to have stated. According to Kumaravadivelu (2003), "methods tend to wildly drift from one theoretical extreme to the other because they are not anchored in any specific learning and teaching context and are caught up in the whirlwind of fashion". Because of widespread dissatisfaction with the shortage of teaching methods, postmethod pedagogy has emerged as a model of pedagogy of critical language (Ghaemi & Salehi, 2014). Fiani & Syafrizal (2018) said that as a result, it is clear that

Method and Post-Method are diametrically opposed; other methods cannot aim to overcome the limitations of the concept of method, whereas post-method thrives as a result of the limitations of the other methods.

The transition from methodology based on post-method instructional practice necessitates the participation of teacher and students as crucial players in knowledge building. Teachers are no longer restricted to selecting strategies from a variety of approaches. In fact, they should engage students to start on a journey in which their contexts, identities, affective and cognitive variables, and critical ELT practices collide also. Instead of dictating which path to take, teachers should recognize about their students and aware about their goals. This will assist both teachers and students in making the best decision. And if it turns out to be the wrong path, they can always go back and take another. Teaching a language is an invitation for both teachers and students to embark on a journey to an unknown, fascinating land where the possibilities are limitless. For the journey to be rewarding for both teachers and learners in the post-method era, teachers must recognize several methodologies and critical aspects that described above (Galante, 2014).

Parameters in Postmethod Era

Kumaradivelu defines three postmethod pedagogical parameters: particularity, practicability, and possibility. For the first parameter, situations dictate how sociocultural and political concerns are taught, and it is application to a particular group of teachers that teaching particular group of learners who follow a particular set of goals within a particular context. As Prabhu (1990) points out that here is interaction between the instructional situation and the methods used. Then, the second parameter is practicability, suggest the application of a method in real-world situations; otherwise, we cannot apply the theory, and when we put it into practice, it should be relevant. According to Kumaradivelu, teacher who strives to construct a theory from their practical experiences will get profound insights into the issues and difficulties related with language education. In which the reason some teachers surprising and have an unexplained feeling that is aligned with their teaching goal, and in which we refer to as the teacher's sense of believability. So, the degree to which a method is applicable is referred to as its practicality.

The third component is pedagogy of possibility, which takes into account the critical dimension of language training. It is focused with social, political, historical, and economic situations that classroom activities may have an impact on the lives of both students and instructors. This characteristic underlines the importance of developing ideas and social practices based on experiences that individuals have had throughout their lives. The possibility is the link between language teaching strategies used by instructors and when, where, and to whom they teach. These three dimensions have substantial and practical ramifications for language instructors, and they help prepare them to face challenges along the road. According to Kumaradievlu (2006), the new era is the post-method era, where a particular group of teachers teaching a particular group of learners while adhering to a particular objectives within a particular institutional context take place in a particular socio-cultural environment.

The Learners' Role in Post-Method Era

In post-method, a learner is a self-sufficient learner who has two interconnected sides of autonomy: academic autonomy and social autonomy. When a student is willing to take responsibility of her own learning in order to gain autonomy, the teacher gives a set of cognitive, metacognitive, and emotional approaches to facilitate effective learning. Post-method creates an environment in which by delivering or having administered their own language teaching history, learners can determine their own learning processes and styles. It allows students to create techniques related to the analytical learning style. It enables students to evaluate their continuous learning results. And it enhance the receipt or creation of

additional languages. Social autonomy, as opposed to academic autonomy, refers to a capacity and desire of a student to work successfully as a cooperative member of a classroom group. So, it serves the teacher to acquire enough input on issue areas in order to remedy the problem. It has the advantage of allowing communication with skilled speakers. They are able to examine and grasp how socially organized language norms and language usage operate. And It can help students by allowing them to explore endless options.

The Teachers' Role in Post-Method Era

In this situation, the teacher is also independent since it allows them to build and adapt their own theory of practice to the possibilities of sociopolitical settings. Teacher autonomy is shaped by professional and personal knowledge that develops via formal and informal channels of educational experience. In L2 teaching process, the majority of teachers is to acquiring alligible knowledge. Although seeing vigorous teaching contacts with specific parts of particularity and practicality is highly satisfying, teacher must also urge themselves to possibilities. They are designed to convey a preselected and sequenced body of knowledge; teacher autonomy is not targeted at a ready-made bundle of knowledge and simple knowledge replication. It helps teachers establish self-awareness and self-development; yet, they must negotiate which institutional initiatives expedite learning. A post-method teacher education must value teachers' perspectives and voices. The teacher in the post-method age must first identify a puzzle, then reflect on and monitor the difficulty. They may then take concrete activities and share her investigation with others, since the major emphasis of exploratory practice is local practice. They can undertake action research to tackle classroom difficulties. And teachers can help students understand a variety of situations. So, the determiners of post-method pedagogy is the teacher which is in the post-method era (as Kumaradivelu, 2006 cited in Barjazteh & Toofal). In reality, teachers add, adapt, and change tactics and approaches based on their actual classroom experiences.

Post-Method Strategic Framework for L2 Teaching

The macrostrategies are described as guide principles by Kumaravadivelu (2003). They are based on historical, theoretical, empirical, and experiential knowledge of second/foreign language learning and teaching. A macrostrategy is a broad guideline that can lead teachers to develop their own location-specific or classroom procedures.

Ten macrostrategies are included in the strategic framework, which are:

1. Maximize learning opportunities, this strategy makes teaching easier while process of producing and implementing learning opportunities. The teacher is assumed as both a developer of learning opportunities for his pupils and a consumer of learning possibilities provided by students.
2. Minimize perceptual mismatches, this technique focuses on possible perceptual mismatches between the intents and interpretations of the student, teacher, and teacher educator.
3. Facilitate negotiate interaction, this technique comprises real student-to-student and student-to-teacher contact in the classroom, in which students are encouraged to offer ideas and begin dialogues rather than just react or reply.
4. Promote learner autonomy, this technique encourages students to learn how to learn by giving them the skills they need to self-direct and self-monitor their own learning.
5. Stimulate language awareness, this method encompasses any attempt to focus learners' attention to the formal and functional aspects of their L2 in order to raise the degree of explicitness necessary to support L2 learning.

6. Activate intuitive heuristics, this technique has the ability to give students with rich textual evidence to help them deduce and internalize the fundamental norms that regulate grammatical usage and communicative use.
7. Contextualize linguistics input, this strategy is concerned with how linguistic, extra-linguistic, situational, and extra-situational circumstances influence language usage.
8. Integrate language skills, this strategy delivers the need to combine language abilities such as listening, speaking, reading, and writing, which have historically been divided and sequenced.
9. Ensure social relevance, this technique highlights the significance of the teacher's awareness of the sociological, political, economic, and educational environment in which second/foreign language learning and teaching take place.
10. Raise cultural consciousness, this strategy emphasizes treating students as cultural informants in order to motivate them to participate in a classroom participation process that prioritizes their power/knowledge.

Also, Kumaravadivelu (2006) delivered terms of detailed microstrategies that follow each macrostrategy, he discusses (1) opportunities outside the classroom, (2) learner training and learner perception, (3) intensive teacher-learner communication, (4) learner autonomy and learning preferences, (5 and 6) language use and language awareness, (7) contextualizing linguistics input, (8) utilizing all types of raw materials, and (9 and 10) ensuring social and cultural relevance. In fact, Kumaravadivelu has offered a detailed view of how to build viable microstrategies in a particular setting while following each macrostrategy's recommendations.

Virtual or Online Learning

A learning method in which the teacher and students do not interact face to face is known as online or virtual learning (Allen & Seaman, 2007). Online learning necessitates the use of an internet connection. The teacher and pupils learn together, although in various locations, at the same time. Whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and other applications and platforms can be used. And a PC or an Android smartphone that is linked to the internet network is the primary device necessary to facilitate this online learning.

Online learning is a sort of distant education that incorporates electronic and internet-based technology, or ICT, into the learning process. A program that arranges online learning classes in order to reach a large number of students is known as online learning. The usage of internet-based technological features for online learning is mainly dependent on information technology availability. Dabbagh and Bannan-Ritland (2005) released that the following characteristics of online learning:

- Constructivism
- Social Interaction
- Inclusive community of learners
- Computer-based learning
- Digital classroom
- Interactivity
- Independence
- Accessibility
- Enrichment

Some studies have founded that the Covid-19 pandemic has a significant effect for education. (Rahardjo & Pertiwi, 2020). In education, the government had released a learning policy, called study from home, by the Ministry of Education and Culture in all nations. The policy is about learning process that permits the teaching and learning process to continue even when teachers and students are not in

direct contact at school. Teachers can still carry classroom materials, and students can keep gain lessons without leaving their homes. A distance learning system is used to enable home learning.

In the previous years, according to Chun, Kern, and Smith (2016), distance learning is a type of education in which students are separated from their teachers and the learning process makes use of a range of resources via information and communication technologies (ICT). The distance learning system is used in the implementation via an online learning approach. This learning method may be useful in the event of a Covid-19 pandemic, allowing the teaching and learning process to continue.

So, the point is no matter how sophisticated the technology, the teacher's role cannot be replaced. The use of technology in education is solely to aid the teacher in transferring knowledge, not in the development of the students' characters. According to experts such as Cviko, McKenney, and Voogt (2014); Oomen-Early and Early (2015); and Turnage and Goodboy (2016), technology cannot replace the position of the teacher (as cited in Efriana, 2021).

To summarize, post-method pedagogy motivate local teacher to improve their teaching practices by thinking their responsibility as a teacher and following what they have theorized. A post-method pedagogy is a teaching method that will be implemented by local teachers based on their real-world circumstances and the learners' situation. In this regard, due to the pandemic condition, local instructors design or reinvent their teaching based on their experiences obtained through reflection during virtual learning.

Methods

The research design for this study was a qualitative case study. According to Ary (2002), a case study is an in-depth analysis of a solitary unit, like an individual, a group, an organization, a program, and so on. The goal of this study plan is to obtain a complete description of the entity and to grasp it. Furthermore, a case study may yield data from which theory can be generalized. As a result, the goal of qualitative case study is to gain descriptive interpretation without resorting to statistical analysis. The case study in this study purposed to provide a specific elaboration of teachers' perspectives on the post-method Era during virtual learning on the Covid-19 Pandemic.

Additionally, the sampling technique used was purposive sampling, where the participants consisted of 20 EFL teachers from various institutions on Sumatera island. Then this study used a questionnaire to gain the data that was spread through Google forms. The questionnaire was adapted from Kumaravadivelu's post-method macrostrategies. After collecting all the data, the researcher then analyzed the data.

Result

Teachers' Perspective on Kumaravadivelu's postmethod pedagogy

This study obtained information from a questionnaire consisting of fifteen statements. The findings were presented in four parts in this section (teaching interaction, teaching technique, teaching objective, and teaching content during virtual learning). The exploration of data results explain below:

1. Result of Teaching Interaction Data

The end result is a series of four questions, beginning with the first number and ending with the fourth. For the first statement, it was discovered that 15 instructors (46.2%) stated that they always maximize learning possibilities in their class, while 4 teachers (23.1%) stated that they usually and

occasionally do so. And only one teacher (7.7%) claimed rarely. Following that, 17 teachers (76.9%) replied that they always offer students a voice in their classrooms. Only two teachers (15.4%) argued on a regular basis. Then, one teacher (7.7%) stated that he or she did it occasionally. Aside from that, 17 teacher (53.8%) stated that they never truly listen when their students talk and expand on what they say seldom (30.8%), 2 teachers (7.7%) stated, and 1 teacher stated that they typically do (5%). In response to the last answer, 17 teacher (46.2%) indicated that they generally provide their students the option to expand on anything expressed by a teacher or another learner and turn it into a new issue. Two teachers (38.5%) responded at times, while two other teachers argued at times. Then, one teacher (15.4%) said always.

2. Result of Teaching Objective Data

The teaching objective focuses on three questions ranging from five to seven. According to the data, 18 instructors (38.5%) stated that they usually and occasionally foster student autonomy in their classrooms. Then, two teachers (23.1%) stated that they always. In response to the second statement, 17 teachers (61.5 percent) replied always, 2 teachers (23.1%) confessed that they usually used methods of teaching that allows their students to learn by discovering things for themselves and learning from their own experiences, while only 1 teacher (15.4%) stated that they occasionally use methods of teaching that allows their students to learn by discovering things for themselves and learning from their own experiences. Usually was stated by 17 teachers (61.5%) for the following statement. Then, two teachers (23.1%) replied that they always as well as another. Furthermore, one teacher (15.4%) claims that they occasionally improve input through awareness-raising initiatives.

3. Result of Teaching Technique Data

After that, for the first statements in teaching technique, 18 teachers (38.5%) admitted that they always and usually help their learners to aware the gap between learners own knowledge and correct use of language and two teachers (23,1%) claimed sometimes. Also in the second statement, 18 teachers (38.5%) claimed that they always and usually introduce language in context, not in isolation. Two teachers (22.2%) claimed mentioned sometimes. For the third, 15 teachers (61.5%) stated that they always integrate a variety of skills (reading, writing, listening, and speaking) in their classes. Four teachers (30.8%) mentioned usually and one teacher (7.7%) claimed rarely. Finally, 12 teachers (38.5%) claim that they always promote general language awareness as well as critical language awareness in their learners. 8 teachers (30.8%) mentioned usually sometimes.

4. Result of The Teaching Content Data

While for teaching content, there are four questions which are number twelve until number fifteen. The findings showed that: the first statement involved 10 teachers (33.3%) confessed that they sometimes do not include target, own culture and international culture in their classroom materials. Six other teachers (22.2%) mentioned usually and rarely. four teachers (11.1%) claimed sometimes and never. Then, 16 teachers (55.6%) claimed that they sometimes do not permit some L1 in their classes. Two teachers (22.2%) mentioned never. And 2 teachers (11,1%) confessed always and rarely; The third, 14 teachers (66.7%) mentioned never do not help their students to recognize other varieties of English. 4 teachers (22.2%) claimed rarely. Then, 2 teachers (11.1%) stated usually. Finally, 10 teachers, (44.4)%, confessed that they occasionally raise their students' worldwide culture consciousness, rather than merely an appreciation of English culture. Six teachers (33.3%) mentioned usually and two teachers (22.2%) said always.

Discussion

The findings revealed that teachers have previously maximized learning possibilities, enabled negotiated contact, and eliminated perceptual mismatches in terms of teaching interaction. Based on the result, teacher always maximizes learning opportunities during the meeting. Maximizing learning chances, according to Kumaravadivelu (2006), entails viewing teaching as a process of creating and using learning possibilities. In line with the previous study (Sasson, 2010) showed that teachers must understand how language learning practices function with their ESL students in order to maximize classroom instruction and foster ESL students' learning. When an ESL student is motivated, he or she will select the appropriate ways to improve his or her learning. Of course, this is dependent on the language learning setting of a specific ESL lesson. Furthermore, the professors seemed to enhance negotiated contact. As a result, it was demonstrated that teachers gave their students a voice in their classes and truly listened when their students spoke, building on what they said. It is concerned with meaningful learner-learner and learner-teacher interaction during virtual classes in which learners have the freedom and flexibility to initiate and navigate conversation rather than simply react and respond to it (Kumaravadivelu, 2006). This following study revealed related variable results which are Learners should feel free to add to the topic of discussion and to rejoin the dialogue by asking questions in the primary stage (Can, 2012). So, it implies that the students are actively engaged in interaction. Also in line with Ghaemi & Salehi (2014) about minimize perceptual mismatches, they revealed that recognizing misalignments between the teacher's aim and the learner's understanding is a key element in learning optimization. Students may occasionally learn information that differs from what the teacher has intended or highlighted.

The second data point, which focuses on the teaching objective, shows that teachers who supported learner autonomy in their classrooms utilized methods of teaching that allowed their pupils to study by finding things for themselves and learning from their own experiences. It entails teaching learners how to learn, adapting with the metacognitive, cognitive, social, and affective strategies required to self-direct their own learning process, making the strategies obvious and orderly, so that those strategies can be used to evolved the language-learning abilities of other students, and so on (Kumaravadivelu, 2006). In line with Ghaemi & Salehi (2014), the said that in the Post Method technique, for example, while teaching vocabulary, the instructor provides the students a text that includes some new vocabulary and instructs them to discover and remember the new terms. Then, in the next session the teacher asks them to explain what new words they have found and learned and how they feel they can learn better. Despite the fact that just two professors said that they do it occasionally, it is reinforced as the second response that most lecturers normally utilize methods of teaching that allows their students to learn by finding things for themselves and learning from their own experiences.

Al-Kadi (2020) demonstrated that the instructor simply focused their lesson on a variety of approaches, such as conversational language teaching, audio-lingual methods, and grammar-translation methods. These are the prevalent teaching perspectives in the nation, and there is no systematic assessment of the suitability and applicability of these techniques to local requirements. The third statement revealed that some teachers occasionally improve input by engaging in consciousness-raising activities known as developing linguistic awareness. The foundation of language awareness is built on tactics that stress understanding, general principles, and practical experiences (kumaravadivelu, 2006). As Vygotsky (cited in Akerblom et al. 2011), the international endeavor of raising consciousness is known as awareness. Carter (2003) describes language awareness as "consciousness and sensitivity to the forms and functioning of the language among language learners".

Third, the results demonstrated that teachers had previously used intuitive heuristics, contextualized linguistic input, and incorporated language skills in their teaching style. Teachers always and frequently help or engage their pupils to identify the gap between their own understanding and right language usage, although some claimed that they do it on occasion. It advised them to employ intuitive heuristics such as modifying input in terms of form and meaning. According to Kumaravadivelu, which is "one way of activating learners' heuristics is to provide enough textual data so that the learners can infer certain underlying rules of forms and functions" (2006). In educational contexts, heuristics is concerned with the learner's process of self-discovery (2003:176). As Ghaemi & Salehi (2014) studied, the instructor should take action in post-method to improve student self-discovery of the language's grammar and syntax. For example, the instructor utilizes verbs in several statements and asks students to assess the form and function of the same verb in each sentence. Then he/she instructs students to bring sample sentences from their daily conversations and analyze the verb forms and functions in their own phrases.

Furthermore, instructors have previously contextualized linguistic input, as indicated by the fact that they always and typically provided language in context, rather than in isolation, as other teachers occasionally noted. As Kumaravadivelu (2006) observed, contextualizing linguistic information allows learners to gain benefits from the interacting impacts of systemic as well as discursive components of language. One of them claimed that she attempted to discover parallels in the linguistic input in L1 and link them to the context so that their pupils could grasp them. The result is at odds with Scholl (2015) and Huda (2013) in that the amount of experiences causes major disparities in teaching techniques. This is most likely due to the fact that both groups of instructors in question labor in the same milieu where post method norms are scarce. Similarly, instructors were taught in the same manner of pedagogy and slavishly adhere to it.

And the data indicated that although some professors consistently include a range of skills (hearing, reading, speaking, and writing) in their virtual lessons, others only do so infrequently and seldom. They've all done it before, albeit not all of them always incorporate the talents. The majority of them, for example, claimed that while teaching reading abilities, they motivate their children to improve other language skills as well (listening, speaking, and writing). They also believed that language skills may not be taught individually since they are constantly combined. It asserts that the nature of L2 acquisition comprises not only the integration of linguistic components of language, but also the integration of language skills, as stated by kumaravadivelu (2006), "language skills are basically connected and mutually reinforcing." In line with the study by Ghaemi & Salehi (2014), one of the most important of these strands, in practice, comprises of four key skills: listening, reading, speaking, and writing. This strand also contains connected or related abilities such as vocabulary, spelling, pronunciation, grammar, meaning, and use knowledge. If this weaving together does not take place, the strand is simply made up of isolated, segregated skills—parallel threads that do not touch, support, or interact with one another.

Finally, the findings demonstrated that instructors were aware of the need of creating cultural consciousness and guaranteeing social relevance when it came to teaching material. Some of them do not always integrate the target culture in their instructional materials, as well as their own culture and foreign culture. They attempted to increase students' awareness of local or national cultures such as Sundanese, Javanese, and so on. "The learner is not becoming an imitation native speaker, but a person who can stand between the two languages, using both when appropriate," writes Cook (1992). Furthermore, some of them permit some L1 in their classes. Most teachers, it was determined, examine their students' competence or level in order to help their pupils comprehend more and compare with their culture and social significance. However, one teacher indicated that she rarely does not allow some L1 in her classroom, and just one teacher confessed that she always does not allow L1 in virtual classroom. As a consequence, they sought to mix L1 (Indonesian or local language) with L2 (English) to assist their pupils

learn the target language more readily. In line with Can (2012), one crucial aspect in the post approach is optimizing the learner's cultural awareness of the TL culture by comparing SL and TL cultures when teaching language. The discussion topic below is a wonderful example of one that allows students to compare the significance placed on pets in English and Turkish cultures.

Several teachers mentioned never fail to assist their pupils in recognizing various types of English and raising their students' global culture consciousness in order to promote cultural consciousness. It simplifies more than simply comprehension of English culture. Culture has always been an essential aspect of second/foreign language education. As Vygotsky (cited in Turuk, 2008) said that, despite the importance of biological elements in the genesis of primary processes, sociocultural variables are critical in the development of elementary natural processes. Despite the fact that English is considered a foreign language in Indonesia, it is critical for Indonesian students to learn it. According to Stern's review (in Kumaravadivelu, 2006), "culture teaching has included a cognitive component in terms of the target culture's relationship to world civilization, knowledge about differences in way of life, and an understanding of values and attitudes in the second/foreign language community." Most of teachers confessed in the final statement that they generally and occasionally increase students' global cultural consciousness, not only a knowledge of English culture, while the rest stated that they did it occasionally. And during the teaching and learning processes, most EFL teachers communicate and enlighten their students about diverse cultures across the world.

Related to the post-method pedagogical framework, it can be concluded that learning interaction, learning technique, learning objective, and learning content are all classified into four categories. Then, in the teaching and learning processes, most teachers have already maximized learning opportunities, facilitated negotiated interaction, and reduced perceptual mismatches. In the second component, almost all of teachers have already engaged intuitive heuristics, contextualized linguistic information, and integrated language abilities. And, in the third part is the learning aim, which most teachers have already encouraged in their classrooms by employing methods of instruction that permit their pupils to learn by finding things for themselves and learning from their own experiences. Last but not least, most teachers are well recognize with the need of instilling cultural awareness and guaranteeing social relevance in their students.

Conclusion

This study was to investigate EFL instructors' perceptions on Kumaravadivelu's post-method pedagogy (2003; 2006). The data indicated that, despite being uninformed of the concepts of this pedagogy, the majority of instructors had already used the post-method pedagogy framework. The data demonstrated that the majority of instructors had already used the post-method pedagogy framework, while being unaware of the concepts of this pedagogy. As a result, it is possible to conclude that the majority of EFL teachers have used teaching reflection as an important aspect of post-method pedagogy, despite their belief that it is not necessary to re-conceptualize the best teaching practices based on the development of "classroom-oriented" theories of practice (Kumaravadivelu, 1994: 29). In addition, it was discovered that EFL teachers speculated what they did and practiced what they hypothesized in their classes. By exploring the real situation in the Indonesian environment, this pedagogy is going better and wider in evaluating research results for future researchers. Hence Kumaravadivelu's technique may be reviewed to see if it is fit for use in higher education in the Indonesian environment.

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