

# English Language Learning Using the Tradmod Method at Porodisa Learning Center Manado

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**Abstract:** *There are many factors behind the lack of mastery of English, including lack of practice time, too many students in one class, lack of facilities to support the learning and teaching process, lack of teacher competence and less interesting teaching methods. These things result in students' lack of interest in taking English lessons, which in turn has an impact on secondary school graduates' lack of knowledge and skills in speaking English. The long-term goal of learning using the Tradmod method is to equip young people with knowledge and skills in English, especially speaking skills. The teaching model used in this research is a combination of the use of Traditional media and Modern media which is abbreviated as "TRADMOD METHOD". The analytical method used in this research is a qualitative method supported by quantitative data. The research methods and instruments used were interview guides, systematic observation and documentation. The ANOVA test was used to test the effectiveness of using the Tradmod Method in teaching English. The research stage begins with providing basic lesson material (topics) via Handouts (Traditional Method) carried out several times directly face to face and then continues with providing material via Video Call or WA (Modern Method). The combination of these two methods will complement each other, but is also an alternative option to narrow the gap between the availability of youth facilities in cities and the scarcity or absence of facilities for youth living in villages. The second stage is providing material focused on the tourism sector using Keyword Cards, where Keyword Cards are very effective in developing young people's English skills, because they are required to make sentences using only keywords. The Evaluation Stage will be carried out at each completion of one group of learning material, either traditionally (face to face using keyword cards) or with modern methods via WA and Video Call. It is hoped that the use of the Tradmod method will create an open and relaxed atmosphere in teaching English. This will really help to grow participants' self-confidence in being able to talk with each other or with researchers who are also their teachers and companions in practicing speaking with foreign tourists. , and which in turn will be a strong motivation for them to master English, especially to become tour guides or waiters for foreign guests.*

**Keywords:** *Language, Language Learning, Traditional and Modern (Tradmod).*

## I. INTRODUCTION

Language is actually a "miracle". Even though its form does not look like a temple, a skyscraper, or a super-sophisticated computer, or a space shuttle, language really exists and exists in many forms. A word or sentence is a form of language. A letter or research report is a form of language. Lectures, lectures, presentations, discussions, debates, interviews are also forms of language. Speeches, praise and even outbursts of anger in the form of curses are forms of language. Language is really real. In its presence, language has become a means of communication between humans. In this era of globalization, several languages such as English, Mandarin, Japanese, Dutch, German, French, Spanish and Arabic have become international communication tools that unite nations and increase understanding in various fields. Good command of English will be one of the assets for young people to get a job, but from the researchers' observations it turns out that very few high school graduates, even D3 and S1 graduates who are members of PLC Manado, can speak, let alone understand English texts, while on the other hand The government is working on tourism development to bring in foreign exchange for tourism development in this area, which is rich in beautiful beaches and various other natural resources.

## **Language**

According to Krida Laksana and Djoko in Chaer (2014: 32), language is a system of arbitrary or arbitrary sound symbols used by members of a community group for several purposes such as working together, communicating and expressing self-identification. In line with this, Devianty (2017: 1) says that language is a means of communication between people in the form of sound symbols produced by the human speech apparatus which contains 2 elements, namely the sound produced by the speech apparatus and the meaning contained in the sound stream or also called speech (Ritonga: 2012: 1) Meanwhile, the definition of language according to Owen in Stiawan (2006: 1) is: language can be defined a socially shared combination of those symbols and rule governed combinations of those symbols. Another definition is given by Tarigan (1989:4) who says that: Language is a set of arbitrary symbols or arbitrary symbols. Based on the definition above, it can be concluded that: Language is a combination of sound symbols of any nature that creates meaning that is understood by a society so that it becomes a means of communication between one and another. Language is used both in spoken and written form. In this section we will discuss language as a means of oral communication. Richard Jeffrey (1976:) said: "Understand speech communication is vital to everyone. The form of oral communication is the most urgent and most important need for every community of fellow language users. Other language skills such as writing and reading are also important, but the frequency of use and the level of urgency are lower compared to oral communication or speaking. In this regard, Alexander in A. Lumettu and T. L. Runtuwene (2018) stated that the majority of foreign students who study English are primarily interested in being able to speak the language. Furthermore, about speaking, Gritter in A. Lumettu and T.L Runtuwene (2019) said: "Speaking is a productive skill which requires the learner to retrieve almost instantaneous the precious sounds, word order arrangement and content vocabulary which express what he wants to say in anticipated situations. The statement above shows that speaking is a complex skill and includes linguistic aspects such as the ability to use sounds, correct grammar and adequate vocabulary. It is impossible for someone to become a good speaker of a language without mastering the aspects mentioned above. Mastering the sound system will produce good speech, mastering grammar will increase the level of accuracy in speaking, for example mastering tenses in English. An English user can make mistakes in understanding information about whether something will happen or is unlikely to happen (If I have time, I will go and If I have time, I would go). A lack of vocabulary will also make conversations falter, therefore speaking fluently cannot be separated from the availability of vocabulary in every situation. Based on the definition and description above, it can be concluded that good speaking skills must be complemented by good speech, good mastery of grammar and a large vocabulary that a person has.

## **Language Learning.**

In learning a language, the teacher has a very important role in producing effective teaching. James E. Alatis (2018) said: Good teaching happens when competent teachers with non-discouraging personalities use non-defensive teaching and learning and cherish students. From this statement it can be seen that to produce good teaching, there are several important characteristics that a teacher must have, namely: First, a teacher must be competent, this means that a teacher must have competence in the field he teaches. Apart from mastering the field of study he teaches, he must also fulfill other requirements such as educational level and additional qualifications to become a teacher. Second, a teacher must show a personality that is full of encouragement, not pressure, especially in learning English, many things can be a source of errors such as spelling, pronunciation, grammar, vocabulary, intonation can be areas of student error. If a teacher has a personality that likes to suppress, students will be reluctant to express themselves because they are afraid of making a mistake, afraid of being embarrassed, afraid of being punished. Third, a teacher must use a non-defensive teaching style, namely being willing to listen to and respect students' opinions and work even though they are not perfect, while improving and not demanding perfection without any effort and sincerity to correct the mistakes encountered. Fourth, teachers must respect and loves his students. A good teacher will act like a good parent in giving lessons. There are various problems that teachers encounter in providing teaching, such as differences in students' character, abilities and skills, but all must be able to be resolved so that teaching remains effective. Good learning is effective learning. Jack C. Richards (2015:41) quotes 12 characteristics of effective teaching as proposed by Blum as follows:

1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lesson.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When students don't understand, they are repelled.
7. Class time is used for learning.

8. There are smooth and efficient classroom routines.
9. Instructional groups are formed in the classroom to fit instructional needs.
10. Standards for classroom behavior are high.
11. Personal instructions between teachers and students are positive.
12. Incentives and rewards for students are used to promote excellence.

**Teaching Methods.**

The online Big Indonesian Dictionary defines a method as an orderly way of carrying out work to achieve what is desired, a systematic way of working to facilitate the implementation of an activity to achieve the specified goals. More specifically, a teaching method is a systematic method in concrete form in the form of steps to make the implementation of learning more effective. In line with this, Iskandarar and Sunendar (2011: 56) state that learning methods are systematic ways of working to facilitate learning to achieve desired or determined goals. Meanwhile, Etikno (2014: 33) said that literally a method is a method or procedure used to achieve certain goals. In relation to teaching methods (Wikipedia org) states "A teaching method consists of the principles and methods used by teachers to enable student learning. These strategies are determined partly by the nature of the learner. For a particular teaching to be appropriate and efficient it has to be in relation to the characteristics of the learner and the type of learning it is supposed to bring about. Furthermore ([https : //www.definitions net](https://www.definitions.net)) states that "Teaching method consists of the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization or a combination of these. From these two limitations it can be concluded that a teaching method is a set of principles and methods used by teachers in teaching to make it easier for students to learn. To achieve maximum teaching results, several supporting factors are needed, such as good teachers, an appropriate curriculum, adequate learning facilities, a conducive learning atmosphere and effective teaching methods.

**Traditional and Modern Method (TradMod)**

The Tradmod method is a teaching method that combines the use of traditional media (Trad) and modern media (Mod). The traditional media that will be used in this research is Keyword Cards, while the modern media that will be used is What’s App which is in the Telephone application. The Traditional and Modern method was created to overcome the limitations of existing facilities in villages such as; limited space that can be used for English language training and teaching, limited public transportation facilities which result in delays in participants arriving at the training location as well as frequent power outages which result in the training room being dark and the use of cellphones being very limited. The use of keyword cards and What’s App is very interesting because it can be used in training rooms or in the wild, however the use of What’s App is still very dependent on the presence of good electricity. These two media are very effective in increasing participants' interest in learning and teaching English. This traditional and Modern method can be used everywhere like other learning methods, but it is more needed to be a learning medium in rural areas that are far from cities and still have problems with electricity, and this is the case in most parts of Indonesia.



Figure 2.1. Research Roadmap.

In 2000, the researcher conducted independent research with the title "Using Games and Songs in Teaching at the Manado Assistant Inspector Hygiene School (SPPH), which has now become a Health Polytechnic majoring

in Environmental Health. The research concluded that: Students are very motivated to learn English when games and songs are used in learning. An experiment to develop "Speaking Skills" was carried out 2 years ago, namely 2013 and 2015 with several students, by means of direct conversation or by telephone, and the results were very significant in terms of quality. The students who were the objects of this experiment were able to become champions in competitions using English, internships abroad such as Singapore and Malaysia, appearing in proposal exams and final exams using English or students who take the opportunity to study for one year in the United States, as part of the collaboration between Manado State Polytechnic and Abroad. However, if we measure the quantity of students who can be reached in this way, it is still very limited, due to several obstacles such as limited time and costs required in the learning process. In 2016, there was a literature study on materials for developing student speaking skills. In 2017, completion of teaching materials for student speaking skills. and in applied product research with the title "Developing student speaking skills through the Multiplication method which was changed to national strategy research, researchers found the Multiplication Method which is very suitable for accelerating the increase in the number of students who can speak English actively in the Manado State Polytechnic Tourism Department. In this research, in the first year (2017), a core group consisting of 4 students was formed which will mentor 8-12 other students in the second year (2018), as a stage for implementing the multiplication method in groups developed from this core group. Furthermore, in 2020 the researcher observed that students' ability to use tenses was still low, therefore the researcher was interested in replacing the monotonous teaching method in class with creative learning using Keyword Cards, for this reason the researcher raised the research title: Learning Tenses Through Keyword Cards to Improve English Language Skills Tourism Semester 2 Student Tourism Department, Manado State Polytechnic. From several studies, the researcher concluded that English language learning should be provided in an interesting, integrated and balanced way, for this purpose the researcher raised the research title: Integrated English Language Learning Through Word Chain Games in the Manado State Polytechnic Tourism Department in 2022. Next The researcher tries to find out how to encourage the courage to speak in English, through mixed conversations, this research was conducted in 2023 with the title: Encouraging the Courage to Speak Through Mixed Conversations where participants are given conversation material in Indonesian and taught to communicate it in English with the help of language teaching lecturers English. And in 2024, researchers want to research how to learn to Communicate in English using Traditional and Modern Methods, namely using keyword cards as directions for conversation and modern methods using social media such as What's App, Vidio Call and Telephone.

## **II. RESEARCH METHODOLOGY**

### 2.1. Research methods.

The research method used in this research is a qualitative method, which aims to: (1) describe an activity process based on what happens in the field, as study material to find deficiencies and weaknesses so that improvements can be made; (2) analyze and interpret facts, symptoms and events that occur in the field as they exist in the context of space and time, as well as the natural environmental situation of a field of study; (3) assessment based on data and information that occurs in the field (inductive) for the purposes of further testing through a quantitative approach (Gunawan, 2015: 105-106).

### 2.2. Research sites

The choice of research location was determined purposively, namely based on certain considerations. The research location chosen was Porodisa Learning Center Manado, Manado City.

### 2.3. Data Types and Sources

#### 2.3.1. The types of data used in this research are:

1. Qualitative Data
2. Quantitative data

#### 2.3.2. Data source.

1. Primary data is data obtained directly from respondents, in this case the Porodisa English Language Learning Center students who are the subjects of this research.
2. Secondary data is data obtained from other parties / not from the first source related to teaching materials (reference books, textbooks), discussion materials/newspaper groups and magazines.

#### 2.4. Sampling technique.

Sampling used a purposive sampling technique, namely the sample was selected based on certain criteria, namely the group of PLC Manado study participants.

Lofland and Lofland in Moleong (2013: 157) say that the main data source in qualitative research is: Orders will be taken into action, words and the rest are additional like other documents. Data sources will be taken from documents, interview results, field notes and results. observation.

#### 2.5. Data collection technique.

In this research, the method used for data collection is free guided interviews, namely combining free and guided interviews, observation, namely observing each activity related to the data needed in the research and documentation in the form of collecting various written data related to this research.

#### 2.6. Research Instrument.

The research tool used in this research is interviews using an interview guide. The observation method is systematic observation, using tools to observe activities that are considered related to data collection. Questionnaires are data collection by distributing a list of questions to people who are competent for this research. Documentation method, in the form of data analysis from previous writings.

#### 2.7. Data analysis method

The analysis used in this research is qualitative descriptive analysis which provides a review or interpretation of the data and information obtained so that it becomes more interesting in its presentation. To test the effectiveness of this method, the Percentage Formula is used.

#### 2.8. Research Stages.

The following are the research stages:

- ✚ In the first stage, the researcher came as a teacher who taught English at the Porodisa Learning Center Manado and conveyed the research plan, objectives and benefits of this research for the participants who were the research objects.
- ✚ In the second stage, the researcher conducted an initial test to determine the speaking ability of each participant who was the object of this research.
- ✚ In the third stage, the researcher prepared teaching materials and teaching media in the form of keyword cards. In its implementation, it will be combined with the use of WhatsApp. This material is mixed from English language material for tourism and then made several adjustments so that it can be used according to the situation and conditions.
- ✚ The fourth stage is the implementation of a communicative English teaching program using the Tradmod Method with material oriented towards the development of Speaking Skills, carried out 3 times in 1 week (2 times using keyword cards and face to face, and 1 time using WhatsApp, namely communication via cellphone , this was done for 4 months.
- ✚ In the fifth stage, researchers began to measure the development of each participant who took part in this program. Measurements are carried out once a month by giving program participants the opportunity to practice speaking skills.
- ✚ In the sixth stage, researchers conducted an assessment of the development of each participant who took part in this program in the form of presentations and interviews once every month.
- ✚ In the seventh stage, the researcher analyzed the data obtained and discussed and reported the communicative English teaching program using the Tradmod Method in the form of a research report.

### **III. RESULTS AND DISCUSSION**

Porodisa Learning Center Manado is an English Training Center which provides General English Course, English for Special Purposes Course and Translating and Editing Services. General English is divided into 3 categories, namely : Conversation Class, Grammar Class, Conversation and grammar class and children class. English For Special Purposes (ESP) consists of Academic speaking and writing, TOEFL/IELTS preparation class, Tourism English, Translating into Indonesian and vice versa especially those of formal documents and editing English manuscripts, especially international journals, international English reports and letters. The participants of the experimental group and those of control group were 20 learners in tourism English

Classes.10 participants were in Experimental group and the other 10 were in the control group. We can see their names in the following tables :

Table 1. Names Of Experimental Group Participants.

No	Names
1.	Andrey Sumarandak (ANS)
2.	Adriel Mangangka (AMA)
3.	Agnes Watania (AW)
4.	Anggriani Majore(ARE)
5.	Gracela Tobangen(GT)
6.	Thessalonika Pricilia Pantouw(TP)
7.	Kharisma Aprilia Supit(KS)
8.	Vena Wenas(VW)
9.	Karen Lengkey(KL)
10	Marihot Joseph Gunawan(MG)

As we can see, there are 10 students who participated in this experimental group. All of them come from Tourism English class.

Table 2. Names Of Control Group Participants.

No	Names
1.	Aubrey Sumarandak (AUS)
2.	Gabriel R.C. Howan(GH)
3	Yudha Dariwu(YD)
4.	Christy Lengkey(CL)
5	Natasha Pingkan(NP)
6.	Gracia Lengkey(GL)
7.	Jane Parera(JP)
8.	Reindri Bunaen(RB)
9.	Chris Panggulu(CP)
10.	Jonathan Salomon(JS)

The control group also has 10 participants with different ages also coming from Tourism English class. For the next tables only the initials of the participants will be used instead of full names.

Table 3. Results Of The learners' General Speaking Skills

Test of Experimental and Control Groups

No	Experimental Group			Control Group		
	Name	Pre Test	Post Test	Name	Pre - Test	Post - Test
1	ANS	70	98	AUS	71	81
2	AMA	64	95	GH	63	70
3	AW	65	95	YD	66	70
4	ARE	60	90	CL	62	65
5	GT	65	85	NP	66	71
6	TP	64	90	GL	63	68
7	KS	60	85	JP	61	67
8	VW	65	90	RB	61	60
9	KL	67	95	CP	68	80
10	MG	75	98	JS	76	80

From the data above, it is known that the pretest General Speaking test score of the experimental group ranges from 60 to 75 with the average of 58.75. While that of the control group ranges from 61 to 76 with an average of 65,90 or 6.95 higher than that of experimental group. But after the treatment of the experimental group with the guessing game technique, the post test results range from 90 to 98 whose average is 82.28 while the results of the post test of control group range 71 to 81 with an average of 71,2. When compared, it is clear that there is a difference of 24.53 points between the pretest and the post test of the experimental group while that of the control group is only 5.5 points. This means that the application of the guessing game is very effective in improving the learners' General Speaking skills.

**Table 4. Results Of The learners' Presentation Skills  
Experimental and Control Group**

N0	Experimental Group			Control Group		
No	Name	Pre Test	Post Test	Name	Pre - Test	Post - Test
1	ANS	68	100	AUS	69	81
2	AMA	62	94	GH	61	77
3	AW	66	95	YD	65	67
4	ARE	61	91	CL	60	66
5	GT	60	85	NP	61	64
6	TP	65	90	GL	63	68
7	KS	60	88	JP	58	68
8	VW	67	91	RB	65	70
9	KL	66	94	CP	65	70
10	MG	77	100	JS	78	81

As we can see from table 4, the Presentation skills pretest score of the experimental group range from 60 to 70 with an average of 58.27 while those of the control group range from 60 to 78 whose average is 64.5 or 6.23 point higher than that of experimental group. However, the scores of the post test of the experimental group range from 85 to 100 while of the control group only range from 64 to 81. When compared, the average score of the experimental group is 83.8 while that of the control group is 71.2. It means that experimental group post test average score is 12.6 points higher than that of the control group.

**Table 5. Results Of The learners' Interview skills of both Groups**

N0	Experimental Group			Control Group		
No	Name	Pre Test	Post Test	Name	Pre - Test	Post - Test
1	ANS	75	99	AUS	76	81
2	AMA	65	99	GH	64	80
3	AW	67	98	YD	66	77
4	ARE	70	95	CL	71	78
5	GT	65	90	NP	65	71
6	TP	65	95	GL	63	67
7	KS	60	90	JP	61	63
8	VW	65	95	RB	64	69
9	KL	67	95	CP	65	69
10	MG	80	100	JS	80	82

Table 5 shows that the experimental group Interview Skills test scores range from 68 to 80 while those of the control group range from 61 to 80 or only 0.6 point lower than those of the experimental group. The two groups have insignificant difference in the pretest scores but they have very significant difference in the post test scores where the experimental group has an average of 95.6 while the control group has 73.7 meaning that there is a difference of 21.9 point. This indicates that the application of Tradmod method is very useful in helping the learners' develop their vocabulary.

#### IV. CONCLUSION AND SUGGESTION

##### Conclusion :

1. Efficient learning should anticipate any conditions. The combination of traditional media and modern media such as keyword cards will result in flexible execution of learning.
2. The use of tradmod will be helpful in executing varied teaching and learning especially in places where internet connection are not stable.

##### Suggestion :

1. It is suggested that Keyword cards in combination with the WhatsApp and computer applications have wider use in English learning to produce better results.
2. Tradmod Method application should be adjusted to the level of the learner's classes.

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