Teacher's Methods in Teaching Integrated Listening and Speaking at English Department

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Abstract

Teaching integrated listening and speaking has become crucial part of the curriculum. It helps leaners to communicate effectively and become more confident in learning. Therefore, it is essential for teacher to use the appropriate method when teaching these skills. The research purposes were to describe the teacher's' method in teaching integrated listening and speaking at English department and find students' perception toward it. This study used qualitative method. It employed observation, interview, and documentation as a data collecting instrument. The research subjects were one teacher and four students of fourth semester in English department at Universitas PGRI Yogyakarta. The findings showed that teacher used post-method to teach integrated listening and speaking. The method indicated more flexible and can accommodate the students' needs. The student's perception towards the teacher's method was positive due to students' feeling of growing pleasure, interesting process and suitable method to easily learn by using Post-method.

Keywords: Integrated Skills, Listening and Speaking, Teachers' Method

INTRODUCTION

In this modern age, the ability to listen and then speak is becoming increasingly valued in everyday life. Two essential skills for effective communication are listening and speaking. Learning how to listen and speak effectively is an important skill that can help us in our everyday lives. Both of these skills require practice, patience, and dedication from both the teacher and the students.

Nowadays, teaching integrated listening and speaking has become an increasingly important part of the curriculum. (Harmer, 2010) confirmed that if learners are engaged in conversation, they are bound to listen as well as speak because otherwise they cannot talk to others.. In addition, (Besse, 1981) also stated that combining listening comprehension and speaking skills on one on one talking is expected to build a certain level of communicative competence. This is because it helps students to develop their communication skills and become more confident in their ability to communicate effectively.

In the post COVID-19 era, teachers are being challenged to find new ways of teaching integrated listening and speaking. As the modern age has brought in different curriculum, teachers have to find innovative methods of teaching these skills. To achieve this, teachers need to use a variety of methods that can help them teach integrated listening and speaking in an effective way. To effectively teach listening and speaking, teachers need to provide best methods to teach in listening and speaking classes, so students can develop their communication skills and boost up their

confidence in using language in the real world. As said by Hall (2004) in (Oliver et al., 2013) Ability to teach skilfully and to measure the accuracy of teaching with actions based on the reality of the situation is one of the characteristics of a good teacher.

The teachers' method used for teaching integrated listening and speaking is a point of the investigation. Furthermore, the research formulation i.e., what is the teachers' method in teaching integrated listening and speaking, and what is the students' perception toward the teachers' method?

LITERATURE REVIEW
Teaching Methods

Teaching method refers to the systematic approach or strategy that a teacher uses to deliver knowledge and skills to their students and to facilitate learning and engage students in the classroom. It includes techniques, activities, and materials used by teachers to convey information, provide understanding, and encourage student participation. Teaching methods are general techniques used to help students achieve learning outcomes, while activities are the various ways of these methods are used. Teachers should choose which teaching method which properly and optimal to support learning results. The methods can be varying widely depending on the subject matter and the goals and objectives of the lesson or curriculum.

A language teaching method is a set of procedures that a teacher follows in the classroom. The methods used by a teacher are various based on some aspects i.e. the subject being taught, students' age and ability, learning objectives, the educator's overall teaching. Different teachers may have their own method preference. As said by (Rost, 2002) there are four methodologies developed of teaching namely Audio-Lingual Method (ALM) with its emphasis on model presentation, Communicative Language Teaching (CLT) with its emphasis on authentic conversation, Content-Based Instruction (CBI) with its emphasis on rich input, and the Natural Approach with its emphasis on involvement in comprehensible input. Besides, (Harmer, 1998) defines that there have been five teaching models which have had a strong influence on classroom practice and which teachers still refer to. They are Grammar-translation with its focus on analysing the grammar, Audio-lingualism with its focus on repetition-drill stages, PPP (Presentation, Practice and Production) with its focus on teaching simple language, Task-Based Learning with its focus on the task rather than the language, and CLT that emphasize languages learning and communication.

The rapid development of science and technology at this time requires transformation of learning to be able to equip and prepare college graduates to become a superior generation. The ministry of education and culture created *Kampus Merdeka* that has a purpose to strengthen leaners to learn various forms of information that are useful for joining the workforce. This program, students should be able to develop their soft and hard abilities as a result of this curriculum. So, they are better prepared for the needs of the times. Success in education is related to what learning methods are used.

(Pertiwi et al., 2022) said that the student-centered has to be implemented in *Kampus Merdeka* curriculum. The curriculum has a student-centered learning focus while the teacher is only the facilitator; educator is not the primary reference in conveying a teaching material. However, the leaners are expected to be active and independent to find various sources of learning. There are sorts of student-centered

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methods. Discussion Method encourages leaners to participate more active in conversations and provide alternative solutions to discussion themes. Simulation Method of learning allows students to imitate conditions in their surroundings through a scenario. Experimental Learning Method is tries to train students to explore and prove theories or concepts. Task-Based Method is a method of directed learning with teacher involvement with students. Autonomous Learning Method is used in equality education where students learn, research, and understand relevant topic-based knowledge. Problem Solving Method is a method for improving students' skills to have effective way of thinking and acting. A Case Study Method is an inductive learning method in which participants, whose main input is real-world problems.

After the pandemic that occurred in Indonesia, the government created a new curriculum, namely the *Kurikulum Merdeka*. Since the existence of the *Kurikulum Merdeka*, the learning approach used today is more modern which makes students as the learning subject. The educator facilitates students in studying. In student-centered learning, students are familiarized with high-order thinking skills. Learning methods can help students to stay focused on following and mastering the material presented. The following are the types of learning methods in the *Kurikulum Merdeka*, namely: Project-Based Learning Method which is a long-term learning activity by involving students in designing, producing, and performing a product or result to solve a real problem. Active Learning Method is aim to improve students' participation.

Another method that does not use a certain method called post-method. (Kumaravadivelu, 2006) defined method is an expert's belief derived from an understanding of theories of language, language learning, and language teaching. It is also reflected in syllabus design, textbook production, and classroom procedures. While post-method in Kumaravadivelu, teachers seem to be believed that there is no one learning theory and no single teaching method that can help them face the challenges of daily teaching. Post-method teachers must have faith their previous understanding and ability to construct a reflective teaching strategy.

(Kumaravadivelu, 2006) also explained about three pedagogic parameters that should guide any pedagogical practice, namely: particularity, practicality, and possibility. (Sundari & Rachminingsih, 2015) explain that particularity refers to the educators' understanding about the situation, and students' context, place and time of learning, to determine effective learning approaches. The link between theory and practice is referred to as practicality. Possibility refers to the individual identities of teachers and students and the need to develop methods that suit their social and cultural backgrounds. Thus, the implementation of post-method pedagogy needs to pay attention to three main components, namely learning environment, students, and teachers.

In addition, (Kumaravadivelu, 2006) said that teachers need a coherent framework that can guide them to carry out the essential features of the pedagogy in a classroom context. A framework called macro strategic. The macro strategic framework of language teaching includes macro strategies and micro strategies. Macro strategies are defined as principles derived from historical, theoretical, empirical and experiential understandings of second language learning and teaching. Therefore, macro strategy is a strategic plan, general instructions from teachers to create their own specific situation, they learn according to needs according to micro strategy or classroom strategy. So, macro strategies are implemented in the classroom through

micro strategies. Ideas about macro strategies and micro strategies can help teachers begin to develop their own theory of practice. Kumaravadivelu list ten macro strategies with brief descriptions. The macro strategies are; maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistics input, integrate language skills, promote learner autonomy, ensuring social relevance, and raise cultural consciousness.

Integrated Listening and Speaking

Integrated skills refer to a capability in using multiple languages skills simultaneously to communicate effectively. These skills will include speaking, listening, reading and writing and involve the ability to combine them in an organized way. As said by (Shalola, 2023) that integrated language teaching can be defined as a whole language or multiple skills approach, because of the method of teaching all concurrent language abilities.

Developing integrated skills aim is to enable students to use language more effectively and to develop their confidence and skills in real-life communication. As said by (Chen Su, 2007) that teachers should help students improve their English communication skills by providing learning opportunities and resources that integrate the four languages (reading, writing, speaking and listening). Moreover, Bryne cited in (Rafikjon et al., 2022) said that listening and speaking skills are normally integrated in real life. Integrated listening and speaking skills are essential for effective communication. When you are able to listen and speak well, you can better understand and be understood by others. Integrated listening and speaking skills can help build strong relationships with others. When you are able to listen actively and respond appropriately, you can avoid misunderstandings and conflicts. Integrated listening and speaking skills are particularly important in cross-cultural communication. By using good listening and speaking skills, you can engage in meaningful conversations and build trust with others.

Integrated listening and speaking skills are important for success in academic and professional settings. By improving your integrated listening and speaking skills, you can become a more effective communicator and better achieve your personal and professional goals. They are lifelong skills that are developed and refined through practice and feedback from others.

RESEARCH METHOD
Research Approach

This research used a qualitative method. Creswell (2009) suggests that qualitative research is an analysis process of understanding based on different historical backgrounds of analysis that explore human or social problems. The researcher makes a complex, general picture of words, reports on detailed views of informants, and conducts the study in natural settings. Hence, the researcher's purposes are to describe the teacher's method of teaching integrated listening and speaking skills and find out student's perception at the English department at the University PGRI of Yogyakarta.

To obtain the information the researcher needs a research instrument. According to Wilkinson & Birmingham (2003), research instrument is devices for

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obtaining information relevant to the researcher's project. (Sugiyono, 2022) stated that in qualitative research, the tool of study is the researcher itself.

Data Collection Method

The data collection methods used in qualitative research i.e., observation, interviews, and documentation. Cresswell (2012) defines that observation is the process of gathering open-ended, actual information by observing people and places at a research place.

As stated by (Creswell, 2012) a qualitative interview occurs when researchers ask one or more participants in general, open-ended questions and record their answers. Interviews are used to collect data from people about their opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meanings they make rather than to test hypotheses. Interviews can provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et al., 2010: 438). A valuable source of information in qualitative research can be documented. The document may include audio and video recordings, photographs, or other items that provide insight related to the context or participants. The researcher may use one or more of these methods in a study (Ary et al., 2010: 431)..

Data Analysis Techniques

Analysis is a scientific method that tries to explain the problem or focuses on breaking it down so that the order/structure of the data of something that is broken becomes clear so it can capture information that is more or less clear in meaning.. As said by (Sugiyono, 2022) that in qualitative research, data analysis is done during data collection and sometime after data collection. During the interviews, the researchers reviewed the interview responses. If the answers interviewed after being analysed are not satisfactory, researcher will ask the questions again up to a certain point and obtain data that is considered credible.

A descriptive narrative is the technique of data analysis (Miles & Huberman, 1992) stated that the data collection process carried out three important activities including data reduction, data display, and verification. Here is a picture of the process:
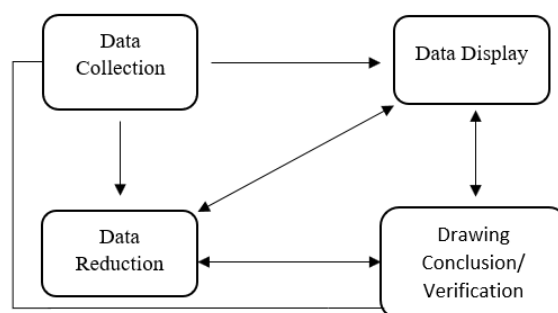

Figure 3.1 Data Analysis of Miles and Huberman

Based on the picture, it can be seen that the research process was carried out continuously and was related to each other both from before, while in the field until the completion of the research. The component is described in the following stages:

1. Data reduction.
   The first step is data reduction that is means by summarizing, choosing the basic things, focusing on important things, and looking for themes.
2. Data display.
   After the data is reduced, the next step is to display the data. By displaying the data, then the data is organized and arranged, so that it will be easier to understand what happened, then researcher can plan further step based on what has been understood.
3. Conclusion drawing/verification.
   In the final step in qualitative data analysis is drawing conclusions and verification. Credible conclusions can be found if the conclusions at an early step are supported by valid and consistent evidence.

In this study, the data collected from teacher of listening and speaking for specific purposes, it recorded in detail and systematically. Then the results of the recording summarized, and focus on the important things so that the results of data reduction provide a clear picture to make it easier to draw conclusions. After the data reduction processed, the data presented in the form of a brief description. The data that has been presented then be drawn conclusions and verification. Conclusions and verification presented in the form of narrative texts that explain the teacher's method of integrated listening and speaking, and the students' perception toward the teacher's method.

Data Validity

In this research, checking the validity of the data is done through triangulation. Researcher used triangulation with data sources to verify the collected data that is from an interview with the teacher. Cresswell (2012) said that triangulation is the process of validating evidence from different individuals, types of data, or data collection methods in descriptions and themes in qualitative research. Triangulation involves the careful reviewing of data collected through different methods to achieve a more accurate and valid evaluation of qualitative results for a specific theory (Oliver-Hoyo & Allen, 2005). Data has been collected through multiple sources including observations, interviews, and documentation.

The triangulation of data sources is certain of the truth informant through a variety of methods and sources of data gaining. In addition to interviews and observations, the researcher used participant observation, a written document, records, notes, and photos. Based on (Sugiyono, 2022) there are three triangulation process of validating evidence from different individuals or sources (e.g., a student and a principal), methods of data collection (e.g., observational field notes, interviews, and document), and times (e.g., morning, evening). In this study, researcher only used triangulation of data sources and triangulation of data collection techniques to get valid data.
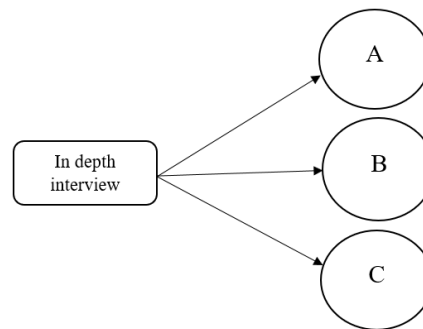
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Figure 3.2 A data collection technique on various data sources.

Triangulation of data collection method to test the credibility of a data is done by checking the data that has been obtained from the same source using different techniques. Data was obtained through interviews, observation and documentation.
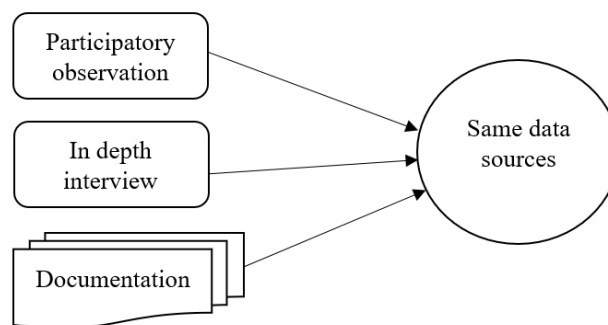
Figure 3.3 Different ways on the same source.

To analyse the data, researcher used data collecting, data reduction, data display, and conclusion drawing. This study used triangulation of data sources and triangulation of data collection techniques to get the validity of the data.

RESULTS AND DISCUSSION
Results
Research data were derived from observation, interview, and documentation. Observation was conducted to observe the class situation, teaching listening and speaking toward the teacher's method, and students' condition when conducted the data. The observation was conducted in the fourth semester English Department at Universitas PGRI Yogyakarta. Interview was conducted to 1 teacher and 4 students by using random sampling. Documentation was conducted to collect data with pictures during research.

Researcher conducted two observations during the teaching learning of listening and speaking on Monday, May 15th 2023. In the first observation, it was found some facts about teacher's method in teaching listening and speaking, and the student's perception toward the teacher's method. There were some methods in teaching listening and speaking i.e. discussion, simulation, and role-play. Teacher used video as media and gave the test directly by questioning the student's response about the video. The teacher and students look enthusiast when discuss about the video.

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The second observation shows students practiced dealing with discussion. Based on field note of second observation teacher did the assessment when the students practice or role-play about their discussion earlier. Teacher gave feedback about their practice, and also the vocabulary. In this time, some students seem bored so they chatting with another. Besides that, teacher told the students to make the problem-solving about their practice, and teacher gave feedback about it. In conclusion, teacher did some methods in teaching listening and speaking, there were discussion, simulation, and role-play. After that students did the problem-solving. Moreover, researcher also conducted interview to investigate in depth on teacher's method in teaching listening and speaking and the student's perception towards the teacher's method. To gain the data about teacher's method in teaching listening and speaking, researcher asked some questions to the educator.

The teacher implemented Post-method in teaching integrated listening and speaking. The teacher did not use a certain method, instead use post-method to teach listening and speaking. It was emphasized for students to do a lot of speaking rather than listening. This data was obtained from the interview that answer the question; "In teaching listening and speaking, what methods do you use?" The following extract shows the answer.

Extract 01

"Actually, I don't take a certain method, for example, in the sense that I don't apply either specific task-based, for example communicative language teaching, or for example not in others, so I might adopt a post-method, so I don't have to take one of them. What is clear to me is that because of listening and speaking, students have to practice a lot, especially speaking. Maybe it tends to be communicative language teaching, but I don't use that." (Teacher_01)

The teacher gave the reason why he used the post method in teaching. The following extract of interview presents the question 2, i.e. why do you this method?

Extract 02

"Because most of our students, not only at PGRI, but also at other campuses, on average they can listen, some understand if someone speaks English, but it's difficult to speak. Generally, we are more passive, but not so active. That's why I emphasize, yes, a lot of speaking practice, so that you don't become passive, you can be active too, that's the point" (Teacher_02)

In addition, the teacher stated further about his belief in using thepost method in answering this question: Are there any variations/combinations of methods that you usually use in teaching listening and speaking?

Extract 03

"So actually, as I said, maybe I'm a post-method adherent, so I don't want to be limited by existing methods, or for example there is task-based language teaching, there is such a thing as an audio-lingual

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method, or grammar-translation method, communicative approach, I don't want to be limited by that. I want to be flexible enough, maybe leaning towards communicative language teaching or communicative approach, but in some cases I give assignments as well as projects" (Teacher_03)

Furthermore, the teacher explained about how he applied the method based on taxonomy levels such as memorization, understanding, application, and analysis. He urged to use application and creation based on the question: How is the method applied?

Extract 04

"Because we already know we have learned taxonomy and there are several levels right, there are levels of memorization, understanding, there is an application, there is analysis, etc. I prefer that students are not at the first or second level, a lower level, I did not ask students to listen and then gave questions like that, I prefer at least level three which is the application and then the top is creation. So, the point is more to PBL, Project Based Learning, then I also apply at the application and creation level, they perform something and they create something." (Teacher-04)

In line, he also stated about some advantages and disadvantages of using the method to answer the question: Do you think this method has advantages and disadvantages?

Extract 05

"Of course, there are advantages and disadvantages. The advantages I don't know, what is clear is that I try to make them more active. Because I tend to be a bit towards communicative language teaching so they have to speak, then there is project-based learning too, so inevitably they have to speak. Then the disadvantages, of course, there are also, for example, after all, implementing PBL, all work, all must understand, all must have a role, and not all students are active and I also have to go around, for example every meeting there is a group, then I have to go around the groups chatting like that, yes there must be something neglected but after all, it's a risk. But at least I just approach the students one by one, one group at a time, I chat, what do you want to ask, I try to help there, at least there is something I do." (Teacher_5)

Moreover, the teacher added the information to develop students' listening and speaking skills that is hot order thinking skills at the application and creation levels. Some activities in the part of creation were done in order to make students fully participated. It is obtained from question proposed: What strategies do you use to develop students' listening and speaking skills?

Extract 6

"The strategy is with a lot of hot order thinking skills at the application level, so inevitably they have to practice, they have to perform

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something, they have to demonstrate something. Then, at the sixth level, we have a create, we have to create something, because I ask them to create something, so they have to go to the field, have to chat, for example now they choose the topic of tourism, others choose education, those who choose tourism they go to the field, they interview traders, some interview foreign tourists, interview local people too, they create content like that, so they are active, because I ask them to create something. Eventually, they want to do that. And when in class I also ask them to present, the products are presented, later you evaluate each other, and finally become active." (Teacher_6)

The teacher said that he prefers integrated listening and speaking to separated them. When someone was talking there was also someone who was listening. So, the teacher said that listening and speaking cannot be separated. As said by the teacher:

Extract 7
"For me, it's more about integration, because if you're on your own, that's what it's like. Because anyway when we talk like this, for example, I speak you listen. So, listening and speaking are inseparable." (Teacher_7)

The interview revealed some leaners could follow the lesson and feel enjoy the learning process. Some questions about it i.e. Does the method you use attract students' attention?; Do students like and are active with the method you use?

Extract 8
"......What is clear is that they are able to do the task when they learn, they can follow what I ask."
" I personally feel that they enjoy learning." (Teacher_7)

On the other hand, students' perceptions are needed to find out whether students like or dislike the method used by the teacher. The researcher found that students felt enjoyed and easy to follow the teacher when learning listening and speaking. The students explained that there are some teacher's methods in teaching listening and speaking, there are:

Extract 9
S106: "Maybe project-based learning, we make a project too, then present it together, it becomes a role-play."
S206: "Usually there is a group discussion, then there is role-play, presentations too, at that time there was teaching practice too. So, it's like student-centered, we rarely get theory."
S306: "Student-centered method usually. There are simulations, role-play, there is a project about products, any product."
S406: "Yes, role-play. Yesterday I was given a project too."
(Students_9)

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The students strongly agreed that they liked the methods used by the teacher. Students explained that the methods made students easier and understand better, not making the class boring, and also easy to remember. Using the video helps student to relearn when they miss to catch the teacher's explanation. They said:

<div align="center">Extract 10</div>

S112: "Yes, maybe because of using that method, students understand better, rather than just talking and writing on the whiteboard. Maybe using PowerPoint or video makes it easier."

S212: "Because it varies, so it's not boring. We can also explore ourselves to learn. So, we don't need to get material from the lecturer and then study it.

S312: "First, it makes it easier too. Because when he explains, we like to miss it, we can see it on video. So, we can see what was explained earlier.

S412: "Because it's easy to remember, later I'll write down the important things." (Students_10)

Discussion

The researcher obtained the data for the research questions, "What is the teacher's method in teaching listening and speaking, and what is the student's perception toward the teachers' method?". The researcher discovered one method that the teacher used when teaching integrated listening and speaking. The method used by the teacher is called post-method.

According to (Farisi, 2018) a method is a set of classroom procedures and techniques aimed at acquiring the basic concepts of a language and supported by a set of theoretical principles. In fact, there are a lot of teachers' methods used by the teacher, and teacher should develop the appropriate method for teaching English as a foreign language. Related to (Sundari & Rachminingsih, 2015) that the difficulty of classroom problems in the last decade and the weaknesses of previous English language teaching methods have led to the development of post-method pedagogy, which is basically a set of principles used to organize learning that is more equitable and hopefully more effective in developing students' behavior.

The teacher explained that in the post-method, no specific methods are used. As said by (Kumaravadivelu, 2006) that in post-method teachers seem to be convinced that there is no one learning theory and no one teaching method that can help them face the challenges of daily teaching. They use their own intuitive abilities and experiential knowledge to decide what works and what does not work. Teacher said that this method made the teacher more flexible to teaching in class, and can accommodate the students' needs. Here the teacher emphasizes that he does not use methods such as task-based language teaching, audio-lingual method, grammar-translation method, or communicative method. Related to (Kumaravadivelu, 2006) that none of those methods could actually provide teachers with the ultimate way of teaching their students. Besides post-method defined as the construction of classroom procedures and principles by the teacher himself/herself based on his/her prior experimental knowledge and/or certain strategies.

The teacher explained that the average student can listen but had difficulty in speaking. Speaking English well and fluently becomes highly vital for English education Students that will become English teacher in the future (Arjulayana & Márquez Martínez, 2022). The teacher emphasizes practicing speaking a lot so the students do not become passive people. The teacher analyses the students by questioning individually and group. Correspondingly, (Kumaravadivelu, 2006) explained that using appropriate learning strategies, learners can monitor their learning process and maximize their learning potential. The teacher identifies the students learning strategies and styles in order to know their strengths and weaknesses as language learners. In addition, (Sukarno, 2012) stated that teacher should find out about students' socio-economic, linguistic, and cultural backgrounds. Knowing who the students are is very important in teaching English because it is related to what will be taught, material that is relevant to students' needs and backgrounds, and how to teach, methods of delivering material and how to treat students.

Teacher said that one of the methods in the post method was to use project-based learning or PBL. Based on (Pertiwi et al., 2022) the project-based learning method is a long-term learning activity by involving students in designing, manufacturing, and performing a product or result to solve a real problem. The teacher uses project-based learning and then applies it at application and creation level. Teacher said that he does not want to be like past because now it is a different era. Teacher explained that the students have to perform something and they create something, rather than listening and writing for the answers, so it is continuous, not necessarily every day there are materials. (Nafiati, 2021) added that in Bloom's taxonomy, there are 6 levels called memorizing, understanding, application, analyzing, evaluating, and creating. The teacher uses the application and creation level. Currently, the development of science and technology through the era of the industrial revolution 4.0 requires students not only to reach the evaluation stage, but are encouraged so that students are able to reach the level of creating. The application level is using ideas and concepts that have been learned to solve problems in real situations or conditions. The creation level placing or connecting parts in a new whole; develop new formulations from existing formulations.

To develop the students' listening and speaking skills, the teacher used hot order thinking or HOT in level application and creation. This strategy requires students to practice, perform, and demonstrate something. Furthermore, (Aziz et al., 2020) stated that generally teachers were expected to execute the high-order thinking implementation strategies at the application level, which problem solving skills, making mental illustrations, and analogy-making. The teacher expected to conduct implementation strategies of high-order thinking which were the skills to conclude, summarize, formulate, predict and generate ideas in creation level. It was found that teacher used this HOT strategy when teacher made a group of students. Students have to create something based on the theme that teacher gave, then present or perform it. When the teacher and students evaluated each other, it made students become active. In this creation level, the PBL was conducted. The HOT itself means the ability and skill to find answers or achieve the goals through various forms of thinking process said by Budsankom in (Abkary & Purnawarman, 2020).

The teacher prefers to teach listening and speaking which is integrated because teacher liked to integrate many things. Teacher also explained that when someone is talking there is also someone who is listening. (Kumaravadivelu, 2006), said that in a Post-method there is one of macro strategies that explained language skills should be in integrated. So, the teacher said that listening and speaking cannot be separated. In addition, teacher used dynamic assessment to evaluate the student's progression. So, when students perform something, the teacher did the assessment. (Fahmi et al., 2020) explained that the use of dynamic assessment can measure the differences in testing for students who are from different language and different cultural background. Moreover, the procedure of dynamic assessment emphasized the process of learning, the interest of students, and the experiences of learners along the process of dynamic assessment.

The students gave positive response to the teacher method. They said that they enjoyed the teacher's method. Some students are enthusiastic when learning listening and speaking and about the learning method used by the teacher. They were seen listening to the teacher's explanation carefully and when asked questions by the teacher they answered them easily, although there were some took a little long time when they answered it. Based on interview two of four students said that they have difficulty when asked questions by the teacher. Another one said she had no difficulty, and the last said it depend on the questions. Based on interviews, students explained that students do not find it difficult when the teacher uses this method because the methods used by the teacher vary so that they do not get bored, learn and remember easily, and students become more understand with the lesson. Students said that the teacher's preparation for teaching listening and speaking was good and well-prepared. Based on observation and students' interview, researcher found that the methods used by the teacher were in the form of project-based learning, role-play, group discussion, simulation, teaching practice, and presentation. The teacher explained the material clearly and loudly. Media such as rolls of paper and videos were used during learning. Some tools in the form of computers, laptops, cellphones, and audio were also applied for listening and speaking learning.

CONCLUSION

Based on the previous data presentation and discussion, it can be concluded that Post-method was implemented by the teacher in teaching integrated listening and speaking for some reasons. There is no one learning theory and teaching method that can help them face the challenges of daily teaching. They use their own intuitive abilities and experiential knowledge to decide what works and what does not work. The teacher argued that the method made the teacher more flexible in teaching the class, and can accommodate the students' needs. He emphasized the students to do a lot of speaking rather than listening. The post-method was applied by way of application and creation level. Dynamic assessment is used to assess students progressively using hot order thinking skills. Teacher prefers integrating listening and speaking rather than separated them.

Students like and enjoy learning listening and speaking as well as the method used by the teacher. A few of them had difficulty learning listening and speaking, but they had no difficulty with the method used as a result of the teacher explained the material clearly and used a variety of methods. Students added that the material

became easier to understand and remember because the teacher used videos when teaching listening and speaking. The students gave positive response to the teacher method. They said that they enjoyed the teacher's method. Therefore, the students are enthusiastic when learning listening and speaking and about the learning method used by the teacher.

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