

THE IMPLEMENTATION OF POST-METHOD PEDAGOGY IN ENGLISH LANGUAGE TEACHING AT SMP NEGERI 18 PALEMBANG

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi implementasi Post-Method Pedagogy dalam pembelajaran Bahasa Inggris di SMP Negeri 18 Palembang serta mengidentifikasi manfaat dan tantangan yang muncul selama proses implementasinya. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Partisipan penelitian terdiri atas satu guru Bahasa Inggris dan tiga puluh siswa kelas VII SMP Negeri 18 Palembang. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan angket. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru berhasil menerapkan prinsip-prinsip Post-Method Pedagogy melalui penggunaan strategi pembelajaran yang fleksibel, kontekstual, dan berpusat pada siswa. Implementasi parameter particularity tercermin dalam penggunaan materi dan aktivitas pembelajaran yang disesuaikan dengan kebutuhan serta konteks siswa. Parameter practicality terlihat dari kemampuan guru merefleksikan dan menyesuaikan strategi pembelajaran berdasarkan pengalaman mengajar dan respons siswa. Sementara itu, parameter possibility diwujudkan melalui pemberian kesempatan kepada siswa untuk berpartisipasi aktif, mengemukakan pendapat, dan menggunakan Bahasa Inggris dalam komunikasi yang bermakna. Temuan observasi, wawancara, dan angket menunjukkan bahwa sebagian besar siswa memberikan respons positif terhadap kegiatan pembelajaran. Sebanyak 87% siswa menyatakan bahwa aktivitas pembelajaran menarik, 83% merasa lebih percaya diri berbicara dalam Bahasa Inggris, 90% percaya bahwa kerja kelompok meningkatkan pembelajaran, 85% aktif berpartisipasi selama pelajaran, dan 92% setuju bahwa guru mendorong komunikasi dan interaksi. Penelitian ini menyimpulkan bahwa Post-Method Pedagogy memberikan kontribusi positif terhadap keterlibatan siswa, kepercayaan diri, dan kompetensi komunikatif dalam pembelajaran Bahasa Inggris. Temuan ini mendukung pentingnya pendekatan pembelajaran yang kontekstual, fleksibel, dan berorientasi pada kebutuhan peserta didik dalam konteks EFL.

Kata kunci: Pedagogi Pasca-Metode, Pengajaran Bahasa Inggris, EFL, SMP Negeri 18 Palembang, Studi Kualitatif.

Abstract

This study aimed to investigate the implementation of Post-Method Pedagogy in English language teaching at SMP Negeri 18 Palembang and to identify the benefits and challenges that emerged during its implementation. The study employed a qualitative descriptive approach. The participants consisted of one English teacher and thirty seventh-grade students of SMP Negeri 18 Palembang. Data were collected through classroom observations, semi-structured interviews, and questionnaires. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. The findings revealed that the teacher successfully implemented the principles of Post-Method Pedagogy through flexible, contextualized, and learner-centered instructional practices. The parameter of particularity was reflected in the use of learning materials and activities adapted to students' needs and contextual realities. The parameter of practicality was evident in the teacher's ability to reflect upon and

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modify instructional strategies based on classroom experiences and students' responses. Meanwhile, the parameter of possibility was manifested through opportunities for students to actively participate, express their ideas, and use English for meaningful communication. The findings from observations, interviews, and questionnaires indicated that most students responded positively to the learning activities. Specifically, 87% of the students found the learning activities interesting, 83% reported increased confidence in speaking English, 90% believed that group work improved learning, 85% actively participated during lessons, and 92% agreed that the teacher encouraged communication and interaction. The study concludes that Post-Method Pedagogy contributes positively to students' engagement, confidence, and communicative competence in English language learning. These findings highlight the importance of contextualized, flexible, and learner-centered teaching practices in EFL contexts.

Keywords: Post-Method Pedagogy, English Language Teaching, EFL, SMP Negeri 18 Palembang, Qualitative Study.

1. INTRODUCTION

English has become one of the most important subjects in contemporary education due to its role as a global language for communication, academic advancement, and professional development. In Indonesia, English is taught as a foreign language (EFL) and has gained increasing importance as educational policies seek to prepare students for participation in a globally interconnected society. The growing demand for English proficiency requires teachers not only to develop students' linguistic competence but also to cultivate communicative skills, critical thinking, creativity, and learner autonomy. However, achieving these objectives remains challenging because English classrooms in Indonesia are characterized by diverse student backgrounds, varying levels of proficiency, differences in motivation, and unequal access to learning resources (Lie, 2021; Yulia, 2022).

For decades, language teaching has been dominated by various methods and approaches, including the Grammar Translation Method, Audio-Lingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). Although these methods have contributed significantly to language pedagogy, scholars have increasingly questioned the assumption that a single method can effectively address the complexities of all teaching contexts. The diversity of learners, sociocultural conditions, institutional policies, and educational objectives often makes the application of a universal teaching method impractical. Consequently, the search for the "best method" has gradually shifted toward a more context-sensitive perspective that recognizes teachers' professional judgment and local classroom realities (Kumaravadivelu, 2006; Selwyn, 2022).

This shift has led to the emergence of Post-Method Pedagogy, a framework proposed by Kumaravadivelu that challenges method-based teaching and emphasizes teachers' ability to develop contextually appropriate pedagogical practices. Rather than prescribing specific classroom procedures, Post-Method Pedagogy encourages teachers to construct instructional strategies that respond to learners' needs and sociocultural realities. The framework is built upon three interconnected parameters: particularity, practicality, and possibility. The parameter of particularity emphasizes the importance of understanding specific teaching contexts and learner characteristics. Practicality highlights teachers' capacity to generate pedagogical knowledge through reflection on their own teaching experiences. Possibility focuses on empowering learners by connecting classroom practices to broader social, cultural, and personal realities (Kumaravadivelu, 2006).

In recent years, the relevance of Post-Method Pedagogy has increased considerably. Contemporary educational environments are becoming increasingly complex due to

technological advancement, curriculum reform, globalization, and changing learner characteristics. Teachers are expected to be reflective practitioners capable of adapting instructional practices to local needs rather than merely implementing externally prescribed methods. Research has shown that teachers who adopt post-method principles tend to demonstrate greater pedagogical flexibility, responsiveness to learner diversity, and professional autonomy (Bacus, 2021; Suparman et al., 2025). Furthermore, post-method-oriented teaching has been associated with improved student engagement, communicative competence, learner autonomy, and meaningful classroom interaction in EFL settings (Reinhardt, 2022; Wang & Ryan, 2023).

The importance of teacher autonomy has become particularly evident in the Indonesian educational context. As schools implement curriculum reforms and learner-centered approaches, teachers are increasingly required to make instructional decisions that accommodate local classroom conditions. However, studies indicate that many Indonesian EFL teachers still experience tensions between institutional expectations, curriculum requirements, and their own pedagogical beliefs (Lie, 2021; Cirocki & Anam, 2021). Teacher autonomy is therefore essential for enabling educators to adapt teaching practices effectively while maintaining responsiveness to students' needs and learning goals. Research on Indonesian secondary schools has revealed that teachers often possess limited freedom in determining instructional approaches despite recognizing the importance of contextualized teaching practices.

At SMP Negeri 18 Palembang, English teachers face a variety of instructional challenges that reflect the realities of contemporary EFL classrooms. Students come from diverse socioeconomic, cultural, and educational backgrounds, resulting in significant differences in language proficiency, learning styles, motivation, and participation. Such diversity requires teachers to move beyond rigid methodological prescriptions and adopt flexible pedagogical practices that accommodate students' unique characteristics. Classroom instruction therefore becomes a dynamic process in which teachers continuously negotiate curriculum objectives, learner needs, classroom conditions, and available resources.

Despite the growing recognition of Post-Method Pedagogy in language education, empirical research examining its implementation in Indonesian junior secondary schools remains limited. Existing studies have primarily focused on teachers' perceptions of post-method principles, teacher beliefs, or theoretical discussions of post-method frameworks (Bacus, 2021; Nugraha, 2021). Relatively few studies have explored how English teachers actually enact the principles of particularity, practicality, and possibility in their everyday classroom practices, particularly in the context of Indonesian public junior high schools. Furthermore, little is known about the benefits and challenges teachers experience while implementing post-method principles in real instructional settings.

Addressing this gap is important because understanding teachers' classroom practices can provide valuable insights into how post-method principles contribute to effective language teaching and learning. Examining the implementation of Post-Method Pedagogy at SMP Negeri 18 Palembang can also offer practical implications for teacher professional development, curriculum implementation, and instructional decision-making in similar EFL contexts.

Therefore, this study aims to investigate the implementation of Post-Method Pedagogy in English language teaching at SMP Negeri 18 Palembang. Specifically, the study seeks to answer the following research questions:

1. How is Post-Method Pedagogy implemented in English language teaching at SMP Negeri 18 Palembang?

2. What benefits and challenges emerge during its implementation?

By exploring teachers' classroom practices through the lens of Post-Method Pedagogy, this study is expected to contribute to the growing body of literature on context-sensitive language teaching, teacher autonomy, and EFL pedagogy in Indonesia. The findings may also provide recommendations for teachers, school administrators, and policymakers seeking to promote more responsive, flexible, and learner-centered approaches to English language teaching.

2. METHOD

This study employed a qualitative descriptive research design to explore the implementation of Post-Method Pedagogy in English language teaching at SMP Negeri 18 Palembang. A qualitative approach was considered appropriate because the study aimed to gain an in-depth understanding of teachers' instructional practices, classroom interactions, and experiences in applying the principles of Post-Method Pedagogy within a natural educational setting. Qualitative research enables researchers to investigate participants' perspectives, behaviors, and interpretations in their real-life contexts, thereby providing rich and contextualized descriptions of educational phenomena (Creswell & Poth, 2022).

The study was conducted at SMP Negeri 18 Palembang, a public junior high school where English is taught as a compulsory subject. The participants consisted of one English teacher and thirty seventh-grade students. The English teacher was selected purposively because of her direct involvement in planning and implementing English instruction. Meanwhile, the students were included to provide complementary perspectives regarding classroom activities and learning experiences. Purposive sampling is commonly used in qualitative studies to select participants who possess relevant knowledge and experience related to the phenomenon under investigation (Creswell & Poth, 2022).

To obtain comprehensive data, the researcher employed three data collection techniques: classroom observations, semi-structured interviews, and questionnaires. First, classroom observations were conducted to examine how the teacher implemented the principles of Post-Method Pedagogy during instructional activities. The observations focused on teacher-student interactions, teaching strategies, classroom management, learner participation, and contextual adaptations of instructional practices. Observation is considered an effective method for capturing naturally occurring classroom behaviors and pedagogical practices that may not be fully revealed through interviews alone (Mackey & Gass, 2022).

Second, semi-structured interviews were conducted with the English teacher to gain deeper insights into her understanding of Post-Method Pedagogy, instructional decision-making processes, perceived benefits, and challenges encountered during implementation. Semi-structured interviews provide flexibility for researchers to explore participants' experiences while maintaining consistency across key topics of investigation (Braun & Clarke, 2021). The interview protocol was developed based on Kumaravadivelu's three parameters of Post-Method Pedagogy: particularity, practicality, and possibility.

Third, questionnaires were administered to the thirty students to gather information regarding their perceptions of classroom activities, engagement, participation, and learning experiences. The questionnaire data served as supporting evidence for the findings obtained from observations and interviews, thereby enhancing the comprehensiveness of the study. The use of multiple data sources allows researchers to obtain a broader

understanding of the investigated phenomenon and strengthens the credibility of the findings through methodological triangulation (Nowell et al., 2021).

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), which consists of three interconnected stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, focusing, simplifying, and organizing the raw data obtained from observations, interviews, and questionnaires. During this stage, the researcher coded and categorized data according to themes related to the implementation of Post-Method Pedagogy, including particularity, practicality, possibility, benefits, and challenges.

The second stage, data display, involved organizing the reduced data into matrices, descriptive narratives, and thematic categories to facilitate interpretation and identify patterns or relationships among the findings. Presenting data systematically enables researchers to develop a clearer understanding of complex qualitative information and supports the process of drawing meaningful conclusions (Miles et al., 2020).

The final stage was conclusion drawing and verification. At this stage, the researcher interpreted the findings, identified recurring themes, and developed explanations regarding how Post-Method Pedagogy was implemented in English language teaching at SMP Negeri 18 Palembang. The conclusions were continuously verified throughout the research process by comparing data from different sources and checking the consistency of emerging interpretations.

To ensure the trustworthiness of the findings, the study employed several strategies, including data triangulation, prolonged engagement, and member checking. Data triangulation was achieved by comparing findings from observations, interviews, and questionnaires. Member checking was conducted by allowing the teacher participant to review interview summaries and interpretations to ensure accuracy and credibility. These procedures are widely recommended in qualitative research to enhance credibility, dependability, confirmability, and trustworthiness (Nowell et al., 2021; Braun & Clarke, 2021).

Through these methodological procedures, the study sought to provide a comprehensive and credible account of how Post-Method Pedagogy was enacted in English language teaching and how its implementation influenced classroom practices, student participation, and learning experiences at SMP Negeri 18 Palembang.

3. RESULT AND DISCUSSION

Result

The findings of this study revealed that the implementation of Post-Method Pedagogy in English language teaching at SMP Negeri 18 Palembang was evident in various classroom practices that promoted active learning, communication, and student engagement. Classroom observations, interviews, and questionnaire data collectively demonstrated that the English teacher employed flexible and context-sensitive instructional strategies that aligned with Kumaravadivelu's (2006) principles of particularity, practicality, and possibility.

3.1 Classroom Observation Findings

Based on the classroom observations, the teacher frequently utilized interactive learning activities such as group discussions, pair work, role plays, presentations, and question-and-answer sessions. These activities encouraged students to participate actively in classroom interactions and provided opportunities to use English in meaningful

communication. Rather than relying solely on textbook-based instruction, the teacher adapted learning activities according to students' abilities, interests, and classroom situations.

During group discussions, students were encouraged to exchange ideas, solve problems collaboratively, and present their findings in English. Pair work activities enabled students to practice dialogues and language expressions in a less intimidating environment, while role plays allowed them to simulate real-life communication situations. Such activities reflected a learner-centered approach that shifted the focus from teacher-dominated instruction to student participation.

The observation data indicated that students were generally enthusiastic and actively engaged during these activities. Many students who were initially reluctant to speak English gradually became more willing to participate when working with peers. This finding suggests that collaborative learning environments can reduce language anxiety and foster communicative competence, which is one of the primary objectives of Post-Method Pedagogy.

3.2 Interview Findings

The interview data provided deeper insights into both teacher and student perspectives regarding the implementation of Post-Method Pedagogy.

The English teacher explained that she intentionally employed diverse teaching techniques because students possessed different levels of English proficiency, learning styles, and motivation. According to the teacher:

"I do not use only one teaching method in every class. Sometimes students learn better through discussion, while others prefer games, role plays, or collaborative activities. Therefore, I adjust my teaching strategies according to the students' needs and classroom conditions." (Teacher Interview)

This statement illustrates the principle of particularity, which emphasizes that teaching practices should be responsive to specific classroom contexts and learner characteristics.

The teacher also highlighted the importance of reflection and adaptation in her instructional practices:

"After each lesson, I usually evaluate which activities worked well and which did not. If students seem less engaged, I modify the activities in the next meeting. Teaching is a continuous learning process for teachers as well." (Teacher Interview)

This response reflects the principle of practicality, whereby teachers generate pedagogical knowledge through reflection on their own classroom experiences rather than merely applying predetermined methods.

Student interviews further revealed positive perceptions of the learning activities. Several students reported feeling more comfortable speaking English during collaborative tasks because they could receive support from their peers. One student stated:

“I am usually shy when speaking English in front of the whole class, but when we work in groups, I feel more confident because my friends help me if I make mistakes.” (Student Interview)

Another student commented:

“Role play activities are enjoyable because we can practice English in real situations. It feels different from only reading the textbook.” (Student Interview)

These responses suggest that collaborative and communicative activities helped create a supportive learning environment that encouraged student participation and confidence.

3.3 Questionnaire Findings

The questionnaire results further supported the observation and interview findings. Students expressed overwhelmingly positive attitudes toward the learning activities implemented by the teacher. The results showed that:

Table 1. Questionnaire Findings

Statement	Percentage
Learning activities were interesting	87%
Students felt more confident speaking English	83%
Group work improved learning	90%
Students actively participated during lessons	85%
The teacher encouraged communication and interaction	92%

The high percentages indicate that students perceived the learning environment positively and appreciated opportunities for active engagement. The strongest agreement (92%) concerned the teacher’s efforts to encourage communication, suggesting that the classroom atmosphere was supportive of language use and interaction.

Similarly, the finding that 90% of students believed group work improved learning reinforces the importance of collaborative learning as a means of developing communicative competence and social interaction skills. These findings are consistent with recent studies indicating that learner-centered and communicative instructional practices positively influence students’ motivation, engagement, and language development (Reinhardt, 2022; Sun & Wang, 2023).

3.4 Implementation of the Three Parameters of Post-Method Pedagogy

1. Particularity

The principle of particularity was clearly reflected in the teacher’s efforts to adapt instructional materials and classroom activities to students’ needs and local contexts. Rather than strictly following textbook content, the teacher incorporated familiar topics, local examples, and contextualized tasks that related to students’ daily experiences.

For example, students were encouraged to discuss topics related to school life, hobbies, local culture, and social interactions. Such contextualization made learning more meaningful and increased students’ willingness to participate. This finding supports Kumaravadivelu’s assertion that effective language teaching must be grounded in the specific sociocultural realities of learners.

2. Practicality

The principle of practicality emerged through the teacher's continuous reflection and adaptation of teaching strategies. Observation and interview data demonstrated that instructional decisions were not solely based on prescribed methods but were informed by classroom experiences and students' responses.

The teacher regularly evaluated the effectiveness of classroom activities and modified them when necessary. This process enabled her to develop practical pedagogical knowledge derived from direct teaching experience. Such findings support previous research emphasizing the role of teacher agency and reflective practice in effective language teaching (Priestley et al., 2021).

3. Possibility

The principle of possibility was evident in the opportunities provided for student expression, participation, and empowerment. Students were encouraged to share opinions, express ideas, ask questions, and engage in meaningful communication using English.

The classroom environment promoted student voice and active participation rather than passive knowledge reception. Through collaborative activities and communicative tasks, students developed greater confidence in expressing themselves and interacting with others. As one student explained:

"The teacher always asks us to share our opinions and ideas. Even if our English is not perfect, she encourages us to keep speaking." (Student Interview)

This finding reflects the emancipatory dimension of Post-Method Pedagogy, which seeks to empower learners and recognize their voices as valuable components of the learning process.

Discussion

The findings demonstrate that Post-Method Pedagogy was successfully implemented in English language teaching at SMP Negeri 18 Palembang. The teacher's instructional practices reflected all three parameters proposed by Kumaravadivelu (2006): particularity, practicality, and possibility. Rather than adhering rigidly to a single teaching method, the teacher adopted a flexible and context-sensitive approach that accommodated learners' diverse needs and classroom realities.

The results corroborate previous studies indicating that post-method-oriented teaching contributes to higher levels of student engagement, confidence, learner autonomy, and communicative competence (Reinhardt, 2022; Wang & Ryan, 2023). The positive questionnaire responses and interview data suggest that students benefited from collaborative learning opportunities and communicative activities that fostered meaningful language use.

Furthermore, the study highlights the importance of teacher agency in implementing Post-Method Pedagogy. The teacher demonstrated the ability to make informed pedagogical decisions, adapt instructional strategies, and create learning experiences that were relevant to students' contexts. Such findings align with contemporary perspectives that view teachers as active creators of pedagogical knowledge rather than passive implementers of prescribed methods (Priestley et al., 2021).

Overall, the implementation of Post-Method Pedagogy at SMP Negeri 18 Palembang contributed to the creation of an engaging, communicative, and learner-centered classroom environment. The findings provide further evidence that context-sensitive teaching practices can effectively enhance students' participation, confidence, and communicative competence in EFL settings.

4. CONCLUSION

This study investigated the implementation of Post-Method Pedagogy in English language teaching at SMP Negeri 18 Palembang, focusing on how the principles of particularity, practicality, and possibility were enacted in classroom practice as well as the benefits and challenges that emerged during implementation. The findings revealed that the English teacher successfully integrated Post-Method Pedagogy through flexible, learner-centered, and context-sensitive instructional practices. Rather than relying on a single prescribed teaching method, the teacher adapted instructional strategies to accommodate students' diverse learning needs, proficiency levels, interests, and classroom conditions.

The implementation of the parameter of particularity was reflected in the use of contextualized learning materials and activities that were closely related to students' daily experiences and local realities. The parameter of practicality was evident in the teacher's continuous reflection and adaptation of teaching strategies based on classroom experiences and student responses. Meanwhile, the parameter of possibility emerged through the creation of opportunities for students to express their ideas, participate actively in classroom interactions, and develop confidence in using English for communication.

The findings also demonstrated several positive outcomes of Post-Method Pedagogy implementation. Students showed high levels of engagement and participation during classroom activities, particularly in group discussions, pair work, role plays, and communicative tasks. The questionnaire results indicated that most students perceived the learning activities as interesting, felt more confident speaking English, and believed that collaborative learning enhanced their learning experiences. Interview data further revealed that students appreciated the supportive classroom environment, which encouraged them to communicate more actively in English.

Despite these positive outcomes, several challenges were identified. Differences in students' English proficiency, varying levels of learning motivation, limited instructional time, and classroom management issues occasionally affected the implementation of certain activities. Nevertheless, the teacher addressed these challenges by employing flexible teaching strategies and continuously modifying instructional practices to meet students' needs.

Overall, this study confirms that Post-Method Pedagogy provides an effective framework for English language teaching in diverse EFL contexts. The successful implementation of its three parameters contributed to the development of a more engaging, communicative, and learner-centered learning environment. The findings support Kumaravadivelu's view that effective language teaching should be grounded in contextual realities, teacher autonomy, and learner empowerment rather than strict adherence to predetermined methods.

Therefore, it is recommended that English teachers adopt more flexible and reflective pedagogical practices that respond to the unique characteristics of their learners and teaching contexts. Schools and educational stakeholders should also provide professional development opportunities that enhance teachers' understanding of Post-

Method Pedagogy and support the development of teacher autonomy. Future research may involve a larger number of participants, different educational levels, or multiple schools to gain a broader understanding of the implementation and impact of Post-Method Pedagogy in Indonesian EFL settings.

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