

AN ANALYSIS OF TEACHING METHODS USED BY JUNIOR HIGH SCHOOLS ENGLISH TEACHERS

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui metode mengajar guru bahasa Inggris di SMP Negeri 02 Dapurang. Penelitian ini menggunakan desain penelitian kualitatif, teknik pengumpulan data adalah observasi dan wawancara. Subjek penelitian adalah guru bahasa Inggris di SMP Negeri 02 Dapurang. Berdasarkan hasil observasi dan wawancara ditemukan bahwa metode yang digunakan oleh guru bahasa Inggris adalah: metode Audiolingual, dan metode Eklektik dalam mengajar bahasa Inggris. Karena metode-metode tersebut dianggap cocok dan mudah diterapkan serta dipahami oleh siswa yang memiliki tingkat kompetensi bahasa Inggris yang rendah, khususnya di SMP Negeri 02 Dapurang. Dalam metode Audiolingual guru mengaplikasikan latihan pengulangan atau tehnik pengulangan kata, dan untuk penerapan metode Eklektik guru menggunakan percakapan dialog, baca nyaring, terjemahan kata dan kalimat.

Kata Kunci, Analisis, Metode Mengajar

ABSTRACT

The purpose of this research is to find the teaching methods of English teachers at SMP Negeri 02 Dapurang. This research used a qualitative research design. Observation and interviews were the data collection techniques. The subject was the English teachers at SMP Negeri 02 Dapurang. Based on the results of the observation and interview, it was found that the methods used by the English teachers are the Audiolingual method and the Eclectic method in teaching English. Because these methods are considered suitable and easy to apply and understand by students who have a low level of English competence, especially at SMP Negeri 02 Dapurang. In the Audiolingual method, the teacher applied drill repetition or word repetition technique, and for the application of the Eclectic method, the teachers used dialogue conversation, reading aloud, and word and sentence translation.

Keywords: Analysis, Teaching Method

INTRODUCTION

Teaching is a process in giving and transferring knowledge or information in order to help students to solve their problem, teaching activities can happen everywhere as long as the teachers can give their knowledge and the students can understand the teaching and feel comfortable during the process. In Indonesia, English is a learned as a foreign language. Every Indonesian students should learn it, in English teaching there are three goals usually expected, namely: a) Student can improve the ability to

communicate in both oral and written language, b) Student can grow awareness and importance of English as a foreign language to become a major tool of learning, c) Student can develop an understanding of the relationship between languages and culture.

According to Richards and Rodgers (2011), method is an overall plan for the orderly presentation of language material, no part of which contradicts, and can be used to teach English. Whatever the teaching methods used, the best way to teach foreign language is by bringing the lesson as close as possible to the real life situation. The situations that bring foreign language teaching to be a live classroom are provided by gestures, handling or touching things, incident and activities, pictures, interesting stories and also games. Selecting great English is teaching method is one way to get a good learning result, and great output that have been wished by teacher. To make it become real, the teachers should use good method when they teach their student.

Richards and Rodgers in Brown (2001) also define method as an approach, design, and procedure, with the term superordinate to describe this three-step process, which is now called "method". General to specific and the relationship between theory and practice, an approach defines assumptions, beliefs, and theories about the nature of language and language learning. Design the relationship between the theory and class materials and activities, procedures are techniques and practices derived from one's approach and design.

There are some methods that can be used by teachers to teach English, the teachers should make students more actively in learning English which means that the teacher does not only improve the students to be more active in teaching English but also the teacher must be used the various methods in teaching learning English. Method is an Elicitation technique is a technique that is used by a teacher to elicit student's responds and to stimulate students to talk in the classroom, by using this technique, the teacher no longer keeps the centre position in the class because the students can active in the lesson by interaction with the teacher. Furthermore, according to Darn in Sasmita (2013) elicitation is preferable method that helps promote students involvement in the lesson, it can be explained, elicitation offers learners an environment with opportunities to participate, as a result it increases students talking time and at the same time.

Based on the background above, the researchers want to obtain valid data using a qualitative descriptive design, this is done so that researchers get accurate data about teaching method and to conclude whether teachers have credible competencies or vice versa. Referring to the description above, the researchers intend to conduct a study entitled.

METHOD

This research used the design of descriptive-qualitative, according to Ary and Donald (2002), descriptive research is studies which are designed to obtain information concerning with the current phenomena.

Data collection techniques are a systematic method or process of learning, recording and presenting facts for a specific purpose, this study uses only one type of data techniques:

1. Observation

Observation is the one of the most important source in qualitative research to get deep insight about how people experience, feel and interpret the social world (Creswell, 2012). In this study the researcher chose passive participation, meaning that the researchers would be present at the scene but not interact or participate. The researchers obtained the data by observing the teaching methods applied by the teacher in the classroom. In collected observational data, the data collection instruments used by researchers were used field notes and taking pictures to obtain any events that occurred in the field. Observations are made during the learning process by observed a teacher who provides learning materials and methods used by a teachers.

2. Interview

Esterberg in Sugiyono (2014) explained that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic. In this study, the researchers used structured interviews. The researchers would interview two English teachers. The interview method used in structured interviews. The things that were questioned by the researchers revolved around the time the learning process took place, such as how the teachers developed students' creativity with the teaching method used by teachers. This interview would be conducted to obtain verbal responses from the

teachers. So, the researchers interviewed the English teachers to get information about the teaching methods applied in the classroom.

After collected that data from the observation, and interviews, the researchers was analyzed it with qualitative data analysis. Based on Miles and Huberman (1994) which is involving three steps in analyzed the qualitative data, they were: Data reduction, data display, and conclusion/verification. (1) The first step of data analysis is data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono 2014). In conducted research, researchers get a lot of data. Therefore, researchers must select the data to be provided and valuable information in research. Therefore, the researchers first has to make a report to analyze the data. Based on the concept of data reduction, reduced the incoming data of this researchers was selected by identifying what method used by teachers in the classroom and how to the teachers applied the teaching method. (2) The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). It is the process to displaying data in the form of table and is easy to understand. Display data in the form of a sentence and narrative. In displaying the data, the researchers describe the data that has been reduced to a sentence. (3) The last process is conclusion and verification, in research, the researchers make conclusions from the data display, in short, the steps in analyzing the data are: (1) the researcher collects the data through a interview, then the researcher selects, identifies and focuses on the data by referring to the formulation of the research problem. (2) after the data is select, the researchers display the data into a good sentence. (3) after presenting the data, conclusions are drawn.

FINDINGS AND DISCUSSION

FINDINGS

Based on the result of observation, in implemented teaching methods by English teachers in teaching, there are some techniques that was used by the English teacher to implementation those methods in teaching learning process in the classroom.

1. Eclectic Method

The Eclectic method is a teaching style used in teaching a second or a foreign language. This method combines the principles of various methods of teaching a language depending on the lesson objectives and individual differences of students (Iscan 2017).

As we know this method is a method used in accordance with the learning objectives and abilities of students by combining the principles of various methods. The application of this method is that students are assisted to translate words they do not know, ask students to take turns in dialogue, read sentences according to the intonation of the sentence.

In this method the teachers teaches how to communicate by asking permission. The teacher teaches used everyday words taking examples from students' daily activities or student habits. They want their students to learn about their own learning, to take increased responsibility and learn how to learn from one another.

2. Audiolingual method

Based on the observation of the process of teaching-learning, the teachers applies his English teaching learning process by applied the Audio Lingual Method. The audiolingual classes centered on long repetition drill-stages in which the teachers hoped that the students would acquire good language habits. By rewarding correct production during these repetition phases, students could be conditioned into learning the language (Harmer, 2004).

Teacher used the drill repetition technique to implement his teaching method. In this activity, the teachers repeats utterances. The teacher guides the students to read the text from the book. The teacher gives repetitions to each utterance three times and asks the students to repeat it three times. With the principle that language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.

The teacher asks the students to repeat after the teacher reads a dialog from the book. In the Audio-lingual method. The teachers gives influence over learning, then the teacher guides the students to read the dialog. The teacher instructs the students to find the meaning of the words. The students can open the dictionary if they find the difficult

words, then the students read the dialog in pairs and practice it in front of the class. If the students get stuck on some problem related to the material in the learning process, they will ask the teacher. The teacher helped the students by explaining the material until they understood it.

DISCUSSION

This section presents a discussion of research results. There are two research questions posed in this study. The first discussion is about what method the English teacher used in teaching the students of SMP Negeri 02 Dapurang. The second discussion focused on how to implement the method. This type of research is a case study used a qualitative descriptive method. All data was collected from the instrument used, observations and interviews. Based on the results of observations and interviews, teachers used two methods in teaching English at SMP Negeri 02 Dapurang, namely the Audiolingual method and the Eclectic method.

The reason the teacher used this method is because the method is suitable for using in SMP Negeri 02 Dapurang. By using this method, the teaching process is easier to understand and for students who have a low level of mastery of English. The first method is the Audiolingual method, the teacher used the drill repetition and the teacher repeats the spoken sentence to guide students to read the text from the book, the teacher gives repetition for each reading three times and asks students to repeat it three times as well. In the eclectic method, there are several activities carried out by the teacher in the classroom. There are: The teacher reads a dialog with a loud voice and intonation, the teacher asks students to make a dialogue in groups, then students read their dialog in pairs alternately, and then the teacher translates sentences or words that they do not know.

This research is related to the previous study by Efendi with the title "An Analysis of Teaching Methods Used by English Teachers in the Eight Grade of MTsN 3 Mataram in the Academic Year 2017/2018". The researcher used a qualitative descriptive method to describe the method that was implemented by the teacher in the English teaching process. The subject of this study was an English teacher in the eighth grade at MTsN 3 Mataram, and the instruments used were observation and interviews. The technique of

analyzing data was identified by reducing, displaying, and drawing conclusions from the data.

Based on the result of the observation and interview, it was found the methods used by English teachers are: The Grammar Translation Method, the Direct Method, the Audio-Lingual Method, and the Scientific Approach in teaching English, because those methods were considered suitable and easy to understand for the students, especially in the eight grade of MTsN 3 Mataram. Both used descriptive qualitative methods and also used observation and interviews to collect the data. Based on the discussion, we can see that the method used by English teachers is the teacher used more than one method, such as the Audiolingual method and the Eclectic method. Those methods can help the students easier to understand and more enjoyable ways to learn English. Especially for the students who have a low level of English competence, the eight grade of MTsN 3 Mataram.

CONCLUSION

Based on the results and discussion of chapter 4 on the educational practices of the English teachers at SMP Negeri 02 Dapurang, we can conclude that the English teachers at SMP Negeri 02 Dapurang used two methods: The Audiolingual method and the Eclectic method. Based on the result of observation and interview, the English teacher said that the reason why she used those methods is because those methods were considered suitable for the students in SMP Negeri 02 Dapurang. By using those methods, English became easier for the students who have a low level of English.

The implementation of teaching methods used by English teachers. In the Audiolingual method, the teacher used drill repetition and the teacher repeats the spoken sentences to guide students to read the text from the book. The teachers give repetition for each read three times and asks students to repeat it three times as well. In the Eclectic method, there are several activities carried out by the teacher in the classroom. There is: The teacher read a dialog with a loud voice and intonation; the teacher asks students to make a dialogue in pairs alternately; and then the teacher translates sentences or words that they do not know.

ACKNOWLEDGMENT

The researchers give all our praises to the almighty God, Allah SWT, for all blessing, mercy, health, and opportunity given to us, so that we is complited this research. We would like to convey special thanks to families, who have given love, care, support, help, and prayers during writing this final project. Without them all, it is impossible for the researchers to finish this study. We would like to express our gratitude and appreciation that are delivered to Head of the Language and Art Education Department, Dr. Hj. Sriati Usman, M.Hum, Coordinator of English Education Study Program, Dr, Rofiqoh, M.Ed, all lectures in the Tadulako University, especially the lectures of the English Education Study Program for experience, suggestion, and motivation to the researchers until they was finish this skripsi.

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