

**AN ANALYSIS OF THE MOST COMMONLY USED METHOD  
IN TEACHING ENGLISH BY JUNIOR HIGH SCHOOL  
TEACHERS AT SMPN 14 MATARAM**



**A JOURNAL**

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**THE ANALYSIS OF THE MOST COMMONLY USED METHOD IN  
TEACHING ENGLISH BY JUNIOR HIGH SCHOOL TEACHERS AT SMPN  
14 MATARAM**

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**ABSTRACT**

Teaching method is the most important thing to be considered by teachers in teaching and learning process. This research attempts to examine the most commonly used method in teaching English. Besides, it intends to look for the teachers' consideration in choosing the method. The subjects of the study are two teachers who teach English in four classes which include two classes of seven grade students and two classes of eight grade students. This research was correlation research with qualitative descriptive. The data were collected through an observation and an interview. The finding indicated that the most commonly used method in teaching English at SMPN 14 mataram is CLT (Communicative Language Teaching) method. The finding also revealed the six elements of teachers' consideration based on Ramsden (2003) of the seven elements, five elements are considerate by both of teachers in applying the method, While, will the two other elements, there are the different perceptions between one teacher and another.

***Keyword: Teaching Method, CLT.***

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the study**

English is one of the languages in the world which is used by many people in daily interaction. The teaching of English as foreign language for Indonesian students is rather differently from the teaching of Indonesian as a mother tongue. It is because students, to some extent, have had special concept of their native language that is different from the English. Therefore, to teach English, especially to Junior High School students, should have more attention from the teacher. That is, the teacher should be more creative and imaginative to develop students' ability in English teaching and learning.

One of the qualities that is expected particularly for the English teacher is he/she should know the teaching methods. Knowing and mastering the teaching methods will enable teacher to administer the teaching and learning process without any problem. In clearer terms, methods of teaching refer to construction of how teaching ought to be done to bring quality of student learning which requires the capacity and commitment of the teacher.

Today, there are various methods that should be used by the teachers in teaching English. It does not mean that the teachers should use all of the methods, but the teachers should be smart to choose the appropriate methods that can make the students easy to understand the material and can develop the quality of the students. In the case, in SMPN 14 Mataram where I did observation during my internship for 4 months, I found that most of the students especially seven grade students were enthusiastic to learn English, but they still had difficulties in learning the language. One of the factors causing the problem was the method that was applied by the teacher in teaching English was not appropriate.

Based on the background of the study above, the researcher is interested in conducting a research under the title "An Analysis of the Most Commonly Used

Method in Teaching English by Junior High School Teachers at SMPN 14 Mataram”.

## **1.2 Research Question**

To analyze the most used Method in Teaching English by Junior High School Teachers at SMPN 14 Mataram. The research questions are formulated as follows:

- 1.2.1 What are the teaching methods most commonly used by Junior High School teachers at SMPN 14 Mataram?
- 1.2.2 What are the considerations of the teachers in choosing the teaching methods for Junior High School at SMPN 14 Mataram?

## **1.3 Objectives of the study**

The objectives of the study of this research are as follows:

- 1.3.1 To find out the teaching methods most commonly used by Junior High School teachers at SMPN 14 Mataram.
- 1.3.2 To find out the considerations of the teachers in choosing the teaching methods for Junior High School at SMPN 14 Mataram.

## **1.4 Scope of the study**

The limitation of the study is made. The study is limited to Junior High School Teachers at SMPN 14 Mataram. The study focuses on analyzing the most commonly used method in Teaching English and the factors that are considered by teacher in choosing teaching method by Junior High School Teachers at SMPN 14 Mataram.

## **1.5 Significance of the study**

### **1.5.1 Practically**

- For the Teachers

The effect of the research will help the teacher more pay attention to the

most commonly method that they used and the implication of the teaching methods for the students.

- For the researcher

The effect of the research will help the researcher find out the most commonly used teaching methods and find out the information about the considerations of the teachers in choosing teaching methods for Junior High School at SMPN 14 Mataram.

- For the other researchers

The result of this research will give information and inspiration in conducting other research studies. The other researchers are expected to find out the other solutions about it.

### **1.5.2 Theoretically**

The result of the study may give information about the most used method in teaching English, the kind of the factors that are considered by the teacher and the implication for the quality of the students at SMPN 14 MATARAM.

## **1.6 Definition of key terms**

### **1.6.1 Teacher**

Teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain (Mbise 2008).

### **1.6.2 Teaching**

Teaching is an attempt to assist students in acquiring or changing some skills, knowledge, ideal, attitude, or appreciation (Clark and Starr).

### **1.6.3 Method of teaching**

Methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of the activities (Biadgelign, 2010:99).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Concept and Definition of Teaching**

Teaching is defined in different ways by different educators. These definitions range from being traditional (the teacher is the supplier of knowledge, skills and experiences) to being modern (the teacher is the facilitator of student learning). However, the teacher is the facilitator; a person who assists students to learn for themselves. In short, teaching can be adjusted in a way to suit student requirements and abilities. Some of the definitions of teaching are written hereunder. To teach is to give information; to show a person how to do something; to give lessons in a subject. Teaching is imparting knowledge or skill (Dunkin, 1988:12).

#### **2.2 English Language Teaching and Learning**

Brown (2000:6), states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, Brown (2000: 1) also states that language learning is not a set of easy steps that can be programmed in a quick kit. Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Richards and Rodgers (2001:11) say that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycho-linguistics, as well as curricula and instructional dimensions.

#### **2.3 Effective Teaching**

Braskamp and Ory (1994:40) by including both teaching and learning in their definition defined effective teaching as the “creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively”. Cabrera and La Nasa (2002:3) defined effective

teaching is one that produces demonstrable results in terms of the cognitive and affective development of the students. Effective teaching is now understood to involve a process of facilitating learning rather than being the simple transmission of knowledge from the teacher to the learner.

The roles that teachers need to take to facilitate learning are outlined below (Smith and Blake, 2005:2).

- Placing a strong emphasis on the workplace to provide a meaningful context for learning where problems are framed by the context of the workplace.
- Encouraging interactive approaches to learning activities to allow learners to apply and interact equally with the thinking and performing aspects of learning.
- Establishing learning outcomes that are clear in their intent to achieve ‘work-readiness’ for learners.
- Giving learners the opportunity to collaborate and negotiate in determining their learning and assessment processes.
- Understanding learners as ‘co-producers’ of new knowledge and skills.
- Recognizing that the prior learning and life experiences of learners are valuable foundations for constructing new knowledge and skill sets (although they can also impose limitations).
- Valuing the social interactions involved with learning in groups

#### **2.4 Definition of Methods of Teaching**

Methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of the activities (Biadgelign, 2010:99). In clearer terms, methods of teaching refer to construction of ‘how teaching ought to be done’. On top of this, teaching methods may be viewed as a series of discrete steps that the teacher uses or takes so as to achieve the predetermined instructional objectives.

#### **2.5 Historical Development of Methods of Teaching**

According to Singh (1989) cited in MoE (1999:62), the development of



methods of teaching has been traced back to ancient Greece. The most long-lived and widespread set of teaching methods are those associated with the study of language and literature. Ancient educational methods emphasized memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the basis of the known similarity between the things in other respects.

## **2.6 Considerations in Choosing Teaching Methods**

The combination of different methods of teaching, nonetheless, cannot be done by commonsense. There are a number of factors that should be considered. Since what is important, in the final analysis, according to Davies (1981:45), is the requirement of the task to be mastered. That is, instructional objectives have to be determined prior to trying to select and combine the variety of methods of teaching. Supporting this, Biadgelign (2010:109) notes that teachers have to have a clear image/conception about the distinctions of the following questions when planning to select teaching methods. Does the task/topic to be taught need the real environment? Does the task/topic to be taught need teacher's explanation? teacher's interpretation? Does the task/topic to be taught involve debatable ideas? issues? concepts? and Does the task/topic be left to students to do it for themselves?

## **2.7 Types of Teaching Methods**

For a survey of the history of second or foreign language teaching, Jill Kerper Mora (2008) discussed some kinds teaching methods in her recent published newsletter "Show-Me". Those are-

1. Grammar Translation Method
2. Direct Method
3. Audiolingual Method
4. Community language Learning
5. The Silent Way

6. Communicative Language Teaching
7. Total Physical Response (TPR)

## **2.8 Relevant Study**

There are many researchers who analyze about the method, especially about the most used method in teaching and learning, the implication of the method for the quality of the students and the analysis of language method~ effectiveness and weakness. The first study was conducted by Sadia Afrin under titled *the analysis of teaching method and approaches in ESL classroom in Dhaka: A comparative study between English and Bangla Medium Schools*. The second study conducted by research was Liu Qing-xue, SHI Jin-fang about *An analysis of Language Teaching approaches and Methods~ Effectiveness and Weakness*.

## **CHAPTER III RESEARCH METHODOLOGY**

### **3.1 Research Design**

Qualitative descriptive is used as the method of the study, where the data of the analysis is descriptive. As the focus of this research which was mentioned in the first chapter, the aim of using this method is to analyze the commonly most used method in Teaching English by Junior High School Teachers at SMPN 14 Mataram.

### **3.2 Subject of the study**

The subjects of the study are two teachers who teach English in four classes which include two classes of seven grade students and two classes of eight grade students.

### **3.3 Data Collection Method and Instrument**

#### **3.3.1 Observation**

Observation method is useful to know the most commonly used method in teaching English by junior high school teachers at SMPN 14 Mataram. By observing the way the teachers teach English in the class, it will

make it possible to find what kinds of method are most commonly used by the teacher in teaching English to the students. The observation conducted every day in two weeks (twelve times) in four classes which include two classes of seven grade students, that are, VII-1 and VII-2 and two classes of eight grade students, that are, VIII-1 and VIII-2 at SMPN 14 MATARAM.

### **3.1.1 Interview**

By using this instrument, it will be more feasible to get enough information about the teacher's reason of using particular method in teaching English and the consideration in choosing the method. The interview was used in this research. The interview is conducted face to face in order to get more detailed data. Furthermore, it is important to record the interview process. This aims to anticipate lost data.

### **3.4 Data analysis**

The researcher used qualitative data analysis through four steps as proposed by Miles and Huberman (1994:10-12), namely; data collection, data reduction, data display, conclusion drawing and verification. The first step was data collection. Data were collected from the results of the research through observation checklists, and interview transcripts. The next step was data reduction. The researcher selected, limited, and simplified data through summarizing and or paraphrasing interview transcripts. The third step was data display. The data selected were then displayed and organized. The data were in the forms of table observation checklist and interview transcripts. The last step was conclusion drawing and verification. The conclusions were obtained from the, interview transcripts of Teachers respond. To do verification, the researcher looked back at the data interview transcripts as necessary.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Findings

The data were obtained from two ways: the first is by observing the teachers teach in the class and the second is by interviewing the teachers after the end of the observation. There are four classes which include two classes of seven grade students and two classes of eight grade students. In total, there were four different classes being observed. In order to know the teachers' consideration in using the method in teaching English, interview was conducted. After conducting the observing and interviewing, the data were analyzed to find out the most commonly used method and teachers' consideration in using the method in teaching English at SMPN 14 Mataram.

##### 4.1.1 The Most Commonly Used Method in Teaching English

The first research question was aimed for finding out the most commonly used method in teaching English. To answer this question, the researcher conducted classroom observation. The observations were done during two weeks (twelve times) started from 23<sup>th</sup> to 04<sup>th</sup> of August 2018. The observation was conducted six times in class seven and six times in class eight. The result of class observation of method used by the teachers in teaching English is shown in Table 4.1 below.

**Table 4.1 Class Observation Result**

| Observation | Method |    |     |     |    |     |     |    |
|-------------|--------|----|-----|-----|----|-----|-----|----|
|             | GTM    | DM | ALM | CLL | SW | CLT | TPR | EM |
| 1           |        |    | ✓   |     |    |     |     |    |
| 2           |        |    | ✓   |     |    |     |     |    |

| Observation | Method |    |     |     |    |     |     |    |
|-------------|--------|----|-----|-----|----|-----|-----|----|
|             | GTM    | DM | ALM | CLL | SW | CLT | TPR | EM |
| 3           |        |    |     | ✓   |    |     |     |    |
| 4           |        |    |     |     |    | ✓   |     |    |
| 5           |        |    |     |     |    |     |     | ✓  |
| 6           |        |    |     |     |    | ✓   |     |    |
| 7           |        |    | ✓   |     |    |     |     |    |
| 8           |        |    |     |     |    | ✓   |     |    |
| 9           |        |    |     |     |    |     |     | ✓  |
| 10          |        |    |     |     |    | ✓   |     |    |
| 11          |        |    |     |     |    | ✓   |     |    |
| 12          |        |    |     |     |    | ✓   |     |    |

From Table 4.1, it shows that from eight methods, only four method that used by the teachers in teaching English during do the observation. They are CLT (Communicative Language Teaching), ALM (Audio Lingual Method), EM (Eclectic Method), and CLL (Community Language Learning). Another result shows that, the most commonly used method used by the teachers in teaching English is CLT (Communicative Language Teaching). CLT was frequently used by the teachers that are six periods of teaching during observation time. While, three times of the observation, ALM was used. The others methods, EM and CLL were used two and one time simultaneously.

#### 4.1.2 Teachers' Consideration in Using the Method

The second research question was aimed for identifying the teachers' consideration in using CLT (Communicative Language Teaching) method as the most commonly method that they used. This study proposed seven elements of English language teaching by Ramsden (2003:54) that might be the consideration of choosing the method. The result of interview using

Ramsden's instrument is put in Table 4.2 below.

**Table 4.2 Interview Result of Teachers' Consideration in Using CLT Method**

| No. | Variety of Elements                                           | Yes or No |
|-----|---------------------------------------------------------------|-----------|
| 1.  | The age and development level of the students                 | Yes       |
| 2.  | The subject-matter content                                    | Cons      |
| 3.  | Objective of the lesson                                       | Yes       |
| 4.  | The available people, time, space, and material resources     | Cons      |
| 5.  | The knowledge and skill of the teachers about teaching method | Yes       |
| 6.  | Students' background knowledge                                | Yes       |
| 7.  | Environment and learning goals                                | Yes       |

Table 4.2 shows that all seven of elements in English language teaching based on Ramsden (2003:54) were underlain the teachers' choosing the CLT method as the method commonly used. Those elements are the age and level of the students, subject matter-content, objective of the study, the available people, time, space, and material resources, the knowledge and skill of the teachers about teaching method, students background knowledge, and lastly environment and learning goals. Whereas, from the seven of element, there are five of elements that being considerate by both of the teachers in applying the method, While, the two other methods, there is the difference perceptions between one the teacher with another teacher.

## **4.2 Discussion**

### **4.2.1 The Most Commonly Used Method in Teaching English**

The result shows that the most commonly used method in teaching English is CLT (communicative language teaching). CLT was frequently used by the teachers

that are six periods of teaching during observation time. According to Smith and Blake (2005:2), Effective teaching is understood to involve a process of facilitating learning rather than being the simple transmission of knowledge from the teacher to the learner. From the definition of the effective teaching and those roles above, it is all included in the principle and the function of the CLT (communicative language teaching) as one of the method has a function to make the students to be able to communicate in the target language. In this CLT method, it is emphasize student-centered and more active than the teachers in the classroom. It means that CLT can be categorizes as the method that can build effective teaching.

However, there were other findings which contradict the finding obtained in this research on most commonly used method in teaching English. One of them is according to Sadia Afrin under titled *the analysis of teaching method and approaches in ESL classroom in Dhaka: A comparative study between English and Bangla Medium Schools*. In her finding, she found that there is no single method could guarantee successful results. it means that the teachers were not using any specific method in the class. Whatever method suits, they instantly follow that method and they are doing this unconsciously. It is like mixing of various methods which is called the eclectic method.

#### **4.2.2 Teachers' Consideration in Choosing the Method**

According to Ramsden (2003:54), there are seven elements that being the choice in giving teaching method. These seven element being reference in conducting an interview to the teachers. Whereas, from the seven of element, there are five of elements that being considerate by both of the teachers in applying the method, While, the two other methods, there is the difference perceptions between one the teacher with another teacher.

However, there were other findings, according to Anbessa Bekele Nora (2012) who conducted a research about *the analysis of Method of Teaching and their implication for quality of students learning at Samara University*. From the seven

elements of teachers' consideration in choosing the method according to Ramsden (2003:54), only the two elements are being considerate by the teachers in applying the method.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 CONCLUSION**

Based on the findings and discussion in the previous chapter the following conclusions are drawn.

1. Based on the observation that was done during two weeks (twelve times) started from 23<sup>th</sup> to 04<sup>th</sup> of August 2018. CLT was frequently used by the teachers that are six periods of teaching during observation time.
2. Seven of elements in English language teaching based on Ramsden (2003:54) were underlain the teachers' choosing the CLT method as the method commonly used. Whereas, from the seven of element, there are five of elements that being considerate by both of the teachers in applying the method, While, the two other methods, there is the difference perceptions between one the teacher with another teacher.

#### **5.2 SUGGESTION**

1. For the Teachers

The teacher should more pay attention the consideration that they are used in conducting to the appropriate used method. By doing that, the teachers will really understand what kinds of method that they used in every situation of the students needs.

2. For the For the other researchers



The researcher hopes that the result of this research will give information and inspiration in conducting other research studies. Besides, they will be provided with stimulus to make a new and deeper research in the same type of the research but they try to create the best new reports.

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