

ABSTRACT

Mansur, Mohammad. 2016. The Methods Used in Teaching English at Seventh Grade Students of SMPN 2 Balong in Academic Year 2015/2016. **Thesis**, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Key words: The Method and Teaching English.

English is one of the international languages that are often used to communicate. Many people in the world use English to interact with others. In the educational institutions of Indonesia, English became the language lesson. The methods for teaching greatly affect the students' understanding in a process of learning.

Statements of the problem in this study are (1) What are the methods used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016? (2) What is the most dominant method used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016? (3) How does the implementation of the most dominant method in English teaching process at seventh grade students of SMPN 2 Balong in Academic year 2015/2016?

This study took the seventh grade students of SMPN 2 Balong in academic year 2015/2016 as the subject of the study. This study was qualitative. The data was collected by applying observation during implementation of the methods in the class, interview by verbal communication with the English teacher and students in Junior High School SMPN 2 Balong. The data analysis used reduction data, display data and conclusion.

The methods used in teaching English of seventh grade students at SMPN 2 Balong are Grammar Translation method, direct method, audiolingual method, and total physical response method. The most dominant method used is the direct method. The implementation of the most dominant method in teaching English of seventh grade students: The teachers begin oral presentation of the material, by saying one word to describe the object or image. The students mimicked many times until the correct pronunciation and understand its meaning. Teachers do questions and answers related to the words that have been presented. Various models of interaction is done, starting with the classic, then the group discussion and finally the individual, between teachers and students. When the teacher believes that the student has mastered the material presented, both in pronunciation and understanding of meaning, students are required to open a textbook. Teacher gives an example of the correct reading, the students were asked to read alternately. The students verbally answer the questions in an exercise book. The teachers give reading text in the form of a funny story, a story of wisdom, and readings containing beautiful phrases. After that, the students were asked to retell in form of writing text.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a central role in the development of intellectual, social, and emotional students and become a key determinant to success in studying all fields of study. Language is a means of communication. One of the languages which are used widely in the world is English. Many people say that English is one of the international languages. In facing modern area and free trade, we are demanded to be able to speak and to communicate in English. It means that English plays an important role in international communication.

Language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.¹

English is a language that should be mastered by all people. It is knowledge that has applied in Indonesia so long ago before. All countries in the world also know about this language. English is not an official language in most countries, it is currently the language often taught as a second language around in the world it can be used anywhere. For example, two people who come from

¹ Jack C. Richards and Willy A R., Methodology in Language Teaching an Anthology of Current Practice, (United Kingdom: Cambridge University Press. 2002), 204.

different country and have different language can make good and understood conversation use English language. As an international language, it dominates all language in the world. So we have to learn and develop our ability of English language ever and over.

English language is a Foreign Language for Indonesian students. It is an important subject taught at every level of education to provide the students with English as a whole, the teacher has to present the English skill identified as listening, reading, speaking, and writing. L.G. Alexander says that “The students must be trained adequately in all four basic skills: listening, speaking, reading, and writing”.² So, the skill in English must be presented to achieve the whole understanding of English.

Teaching means the work of teacher, the particular person or group, especially about politics, religion or society, which are taught to other person. The word teaching is derived from the word teach which mean giving lesson to students in a school, college, community, university, etc: to help someone to learn something by giving information about it.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your

² L. G. Alexander, *Practice and Progress* (London : Longman Group, L.td, 1970), vii.

philosophy of education, your teaching style, your approach, methods, and classroom techniques.³

The main goal of the teaching English is to make the students master it soon. But in the fact, they failed and even found many handicaps in learning processes, even though they have studied English for a long time. Most of students in Indonesia have little skill in mastering English.

Method is a particular trick, strategy or contrivance used to accomplish an immediate objective.⁴The teacher must have the way how to be good English teacher. The teachers need a good method to teaching English in the classroom. Many types of the method, but every class has the different methods can be applied to create effective classroom. The best teaching method is a method that can increase students learning activity.

SMPN 2 Balong Ponorogo is one junior high school located in a village far from the bustle of the city. But the achievements of the students is very proud, either learning achievement or extracurricular achievements. The students often follow the event at the district and provincial level. Not for getting the achievements in the English language, students often participate in the competition and get satisfactory results.⁵

³Douglas Brown, *Principle of Language Learning and Teaching* (New York: Longman, 2000), 7.

⁴M.F. Patel, Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers and Distributors), 2008), 73.

⁵Look at interview transcript 01/W/17-III/2016

At the SMPN 2 Balong Ponorogo, the teachers always try to use the variation methods of teaching good and fun, so that students more easily understand English and did not feel bored in learning English. To determine the level of understanding of students, teachers always evaluate at the end of each lesson. Teachers always ask the students about what he had learned that day. Therefore, the teachers can see which lessons have not been understood by the students. Teachers also often give assignments to students, so the students are interested in learning at home.

Mrs. Dyah said, “By using fun teaching methods, the students were interested in learning English. That's had a positive impact on the students, the students in learning English is more active and diligent in the classroom. Almost all of the students when the exam the grades of English language have reached the target in the assessment.”⁶

Based on the phenomena above, the writer would conduct a research on: “The methods used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016.”

⁶ Look interview transcript 02/W/17-III/2016

B. Research Focus

This study just focuses in the methods used in teaching English at seventh grade students of SMPN 2 Balong in academic year 2015/2016.

C. Statement of the Problems

1. What are the methods used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016?
2. What is the most dominant method used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016?
3. How does the implementation of the most dominant method in English teaching process at seventh grade students of SMPN 2 Balong in Academic year 2015/2016?

D. Objectives of the Study

The objectives of this study are as follows:

1. To describe the kinds of methods used in teaching English at seventh grade students of SMPN 2 Balong Ponorogo in Academic year 2015/2016.
2. To describe the most dominant method used in teaching English at seventh grade students of SMPN 2 Balong Ponorogo in Academic year 2015/2016.

3. To describe the implementation of the most dominant method in English teaching process at seventh grade students of SMPN 2 Balong Ponorogo in Academic year 2015/2016.

E. Significance of the Study

The result of this study is expected to have its benefits to:

1. Benefit of the theory

The research can give contribution of developing knowledge in teaching English language. It can help the teacher in teaching English language.

2. Benefit of the practice

- a. English teacher

Hopefully this research can help the teacher in improving students motivate, developing the method in teaching English.

- b. The students

Hopefully this research will make the students be able to increase the English ability and be interested to follow the teaching process.

c. The researcher

The researcher gets new knowledge about the methods for teaching English.

d. The institution

The result of the research can be used as a reference for other teacher in teaching process and develop a new method.

F. Research Methodology

1. Research Design

This study applies a qualitative research. Qualitative research is a broad approach to the study of social phenomena.⁷

According to Agrosino, qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and culture setting in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical/experimental settings. Qualitative research

⁷ Catherine Marshall, *Designing Qualitative Research* (California: Sage Publication, 2006), 2.

seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.⁸

There are five kinds of qualitative research, grounded theory, biography, phenomenology, ethnography and case study. This research is case study research. It means that this research phenomena or case happened in some place and time.

A case study is empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and which multiple sources of evidence are used.⁹

2. Researcher's Role

In qualitative research, there are three types of researcher's role. They are complete observer, observer as participant and complete participant.¹⁰ It means that researcher becomes an observer as participant.

⁸ Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: State University of Malang Press, 2014), 76.

⁹ David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 76.

¹⁰ Norman.KDenzim, *Handbook of Qualitative Research* (California: Sage Publication, 1994), 248.

Qualitative researchers have to very closed to the subjects' life and or the subjects' community so that they can see the information objectively but are also reminded not to be too closed to the life of the subjects so that they are not carried away and do not become biased.¹¹

So, in this research the researcher as a key instrument, the full participant, recording of what happens in the setting by writing field notes and interview notes by collecting other kind of documentary evidence.

3. Research Location

This research takes place at seventh grade students in SMPN 2 Balong, Ngumpul-Karangpatihan Street, Sumberejo village, Balong sub district, Ponorogo town, Jawa Timur province.

4. Data Source

Data source in the research is the subject where the data obtained, it means that data source in a research is subject where the data can be gotten.

The data source is the information that said by the people who are subject of research such as based on observation, interview, and document.

The sources of data are informant as headmaster, teacher, students, etc.

¹¹Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Malang: State University of Malang Press, 2014), 82.

5. Technique of Data Collection

This research applies interview and observation as the techniques for collecting data. In this study, the writer uses the technique and the instrument of collecting data as follows:

a. Interview

In the interview the writer uses list of questions. The questions can be done in details so the collected information will be reliable and sufficient. The flexibility will enable the informants such as: the school manager's head master, the English teachers and the students to give the real information especially about feeling attitude, and their opinion about the methods used in teaching English at seventh grade students of SMPN 2 Balong Ponorogo.

b. Observation

In this research, observation is conducted in the teaching English process. Observation is applied to figure out the methods used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016.

6. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript and other materials that accumulate to increase understanding of them and able to present what have discovered to others.¹²

The stages of interactive analysis applied in this research are presented in the following:

a. Reduction Data

Reduction data is a stage of summarizing, classifying, and focusing, on essentials things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through data reduction, the researcher may focus on the data that will be analyzed.

b. Display Data

Display data is a stage of organization data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher makes the assessment information based on the student need.

¹² Robert C Bogdan, *Qualitative Research for Education* (USA: Library of Congress Cataloging in Publication Data, 1992), 153.

c. Conclusion

In this stage, the researcher makes a conclusion. The conclusion can be in a form of thick description. The conclusion is the answer of the research problems that have been formulated.

7. Verifications of data validity

To get the valid and credible data, researcher use triangulation technique. According William Wiersema, “Triangulation is qualitative cross-validation it assesses the sufficiency of the data according to the convergence of multiple data sources of multiple data collection procedures”.¹³

The researcher uses triangulation technique with uses the using of resource. It means that the researcher compares and checks the belief degree of information that is gotten through time and different instrument.

It can be gotten compare the result of research with the result of interview or compare the result of interview from one informant with the other informant or compare the result of interview with document.

¹³Sugiyono, Memahami Penelitian Kualitatif, (Bandung: CV Alfa Beta, 2005), 125.

8. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application, and reporting.

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b. Application

- 1). Observing the methods used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016.
- 2). Analyzing data.
- 3). Making conclusion and suggestion.

c. Reporting

In this activity researcher writes a research report in form of thesis writing about the methods used in teaching English at seventh grade students of SMPN2 Balong Ponorogo in Academic year 2015/2016.

9. Organization of the Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

CHAPTER I : INTRODUCTION

This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of study, research focus, identification of the problems, statement of the problems, objectives of the study, significance of the study and organization of the thesis.

CHAPTER II : THEORETICAL BACKGROUND

This chapter contains of theoretical analysis as the basic of the study. This chapter explains about method and teaching English.

CHAPTER III : FINDING

Presents the findings of research field, which include the general description of SMPN 2 Balong Ponorogo, data description that consist of the methods used in teaching

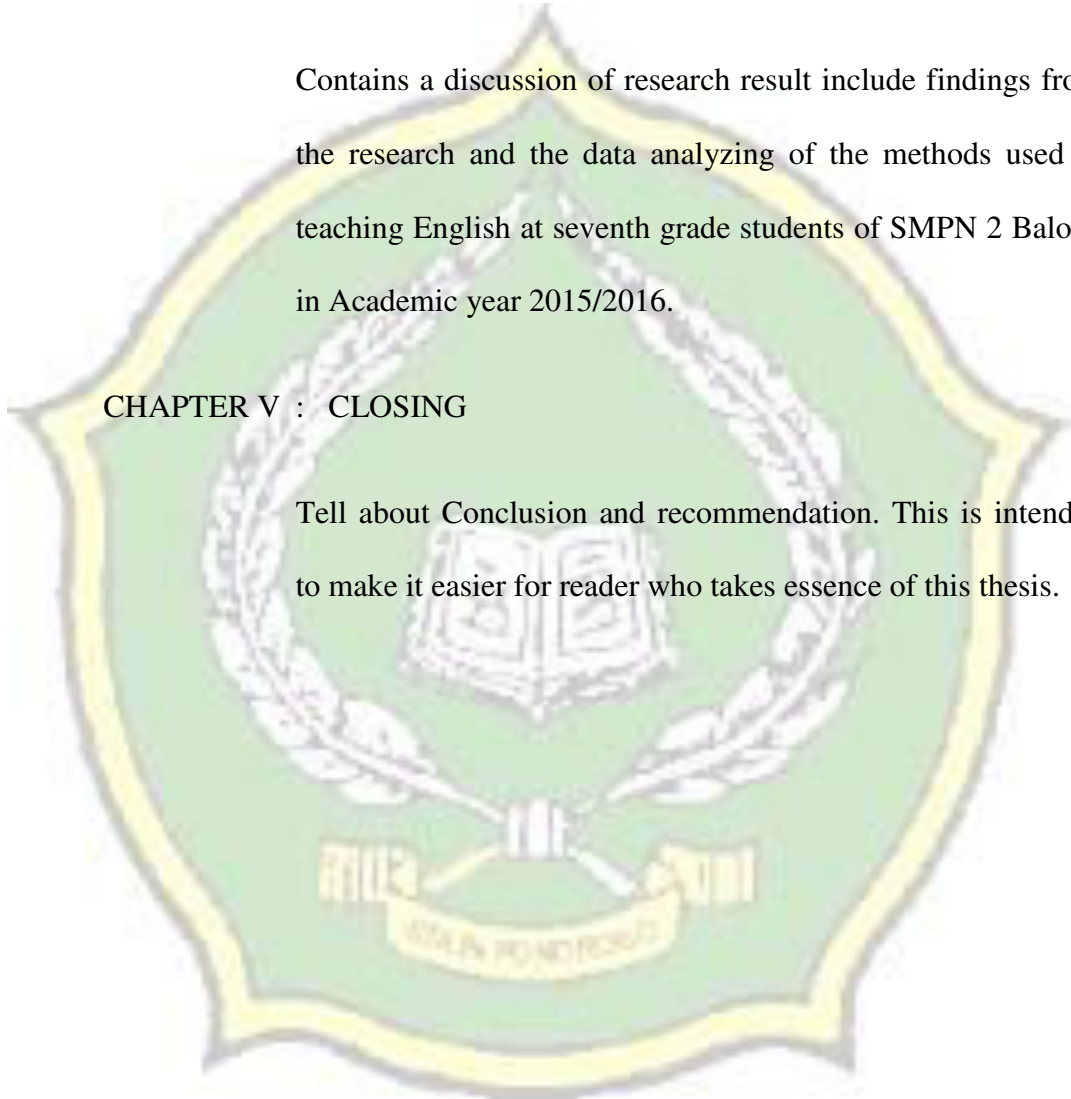
English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016.

CHAPTER IV : DISCUSSION

Contains a discussion of research result include findings from the research and the data analyzing of the methods used in teaching English at seventh grade students of SMPN 2 Balong in Academic year 2015/2016.

CHAPTER V : CLOSING

Tell about Conclusion and recommendation. This is intended to make it easier for reader who takes essence of this thesis.



CHAPTER II

THEORETICAL BACKGROUND

Research is a process of developing and enriching the preceded knowledge. The process may not be separated from the compiled principles and concepts. Therefore, the literature review takes place when the research is being conducted.

Based on the statements, this research presents the related literature as following:

A. Teaching English

1. The Definitions of Teaching English

Teaching is very important in educational system. It plays important role in which an interaction between a teacher and students occurs. They are many definition of teaching denied from many different points of view.

According to Brown, teaching is guiding and vacillating learning, enable the learner to learn, setting the condition for learning. in another hand, it can defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁴

¹⁴Douglas Brown, Principle of Language Learning and Teaching (New York: Longman, 2000), 7.

As a working definition on Alvin's book teaching is an activity that tries to help someone to acquire, change, or develop skill, attitudes, ideals, appreciation and knowledge.¹⁵

English teaching is teaching process how teacher are expected to be expert observes in order to point out and make use of their learners various learning and cognitive style, guiding them to suitable English language activities.¹⁶

From some definition above, the researcher concludes that teaching process to help someone getting knowledge and learning to do something. It cannot be separated from educative activities and must be viewed as a process of systemizing, conditions, task material and opportunities in order to help students acquire and construct new knowledge.

2. The Objectives of Teaching English

There are two objectives of teaching English that have to be achieved by teachers. They are:

¹⁵Alvin M. Howard, *Teaching in Middle School*, (Scranton Pennsylvania: University of NewMexico International Textbook Company, 1986), 18.

¹⁶FraidaDubin, *Course Design Developing Program and Materials for Language Learning* (United Kingdom: Cambridge University Press, 1990), 48.

a. General objectives

The general objectives of teaching English are global and long term goals. It is to achieve at the end of the course of the year. Those include:

- 1) To enable the students to understand the spoken language
- 2) To enable the students to speak English correct language
- 3) To enable the students to write the language properly
- 4) To enable the students to read the language with easy ¹⁷

b. Specific objectives

The specific objectives of teaching English are short term goals. It is what to achieve at the end of the unit. The specific objectives of teaching English are based on the above sub skills or general objectives.

- 1) To enable the students to understand spoken language.
- 2) To enable students to speak simple English correct language
- 3) To enable the students to write the language properly
- 4) To enable the students to read the language with ease. ¹⁸

3. Four Skills in English Teaching

¹⁷ M. F. Patel & Praveen M. Jain, English Language Teaching; Methods, Tools & Techniques, (Jaipur: Sunrise Publishers & Distributors, 2008), 53.

¹⁸ Ibid., 53-54.

Teaching English focuses on the aspects of English during teaching and learning process. In teaching English, the teacher should teach the students about English skills, because English consists of many skills that must be mastered by all of English learners. And the teacher has to make the students common with English skills. These skills will help the students mastering English.

Those skills are the key of mastering English. They are reading, writing, speaking, and listening. Those all of skills are related each other. Listening is an active, purposeful process of making sense of what we hear.¹⁹ It's mean that in listening activity we try to know what is the speaker's message. Here, the listeners make the sense of the speech. They can catch the speaker's message through listening. While in speaking, we make the utterances to convey meaning. Speaking is the productive aural/oral skill.²⁰ Here, the speakers produce the speech in communication.

In listening we try to catch what the speaker's mean, but in reading we catch the message of what we read through book or other texts or media. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.²¹ Here, we can find the

¹⁹David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2002), 24.

²⁰ *Ibid.*, 48.

²¹ *Ibid.*, 68.

information of the book or others, while writing is both a process and a product.²² It's mean that writing is activity to produce something or text. It needs steps from the first step until the last step of writing.

Then, it is important for the English teacher to teach and to explain with appropriate methods in every English skill, because methods will influence to students' understanding and interest.

In conclusion, English teaching consist of four skills that must be mastered by students. In every skill of English have some goals that have to be achieved by teacher at the end of unit and at the end of the course.

4. The Evaluation in Teaching English

Evaluating a teaching performance has some important purposes both for teachers and departments or schools. The evaluation includes collecting feedback for teaching improvement, developing a portfolio for school accreditation and job application, and gathering data as part of personnel decisions such as reappointment or promotion. There are some methods of evaluation: Student's feedback, peer review, self evaluation, and portfolio.²³

a. Student's Feedback

²² Ibid., 88.

²³ Susanto Leo, A Challenging Book to Practice Teaching in English, (Yogyakarta: CV. Andi Offset, 2013), 221.

Student's Feedback can be gained either in the mid-term of the course or at the end of course. Questionnaire which includes rating forms and written comments is distributed to students. Rating forms should include open-ended questions so that students can write own comments.

b. Peer Review

Peer review is usually in the form of reports from those who have visited the class doing observation. However, some teachers are not happy with peer observation at the beginning. It is because they are not ready or shy to be observed, do not like to get feedback from their peers, or they think that their peers are considered not to have competence in reviewing or giving feedback.

c. Self Evaluation / Reflective Teaching

It's good for us to evaluate ourselves by contemplating what we have done in the classroom to consider a possible course of action or future teaching performance before being assessed by others. Contemplation of a teaching performance should refer to how our lesson plan for a specific session works. It is important to note which part of teaching and learning activities are too difficult, too easy, not challenging,

boring or confusing, in order to modify and improve our future performance.

d. Teaching Portfolio

Portfolio is a particular job or of responsibility of a member of an institution. Teaching portfolio is documentation of a teacher's responsibility or activities in teaching and is one of the methods which teachers can use to document and reflect upon the effort they have made in teaching.

B. The Method

1. The Definitions of Method

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.²⁴

²⁴H. Douglas Brown, *Teaching by Principle* (San Francisco California, 2000), 16.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.²⁵

Method is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning.²⁶

2. Types of Method:

a. The Grammar-Translation Method

The Grammar-Translation Method is the oldest method in teaching English. This method is also known as the classical method. The Grammar Translation Method dominated in European and foreign language teaching from the 1840s to the 1940s, its modified form continues to be widely used in some parts of the world today.²⁷

There are two main goals to grammar–translation classes. One is to develop students’ reading ability to a level where they can read

²⁵ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United Kingdom: Cambridge University Press. 2002), 19.

²⁶ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Great Britain, 2010), 363.

²⁷ *Ibid.*, 6.

literature in the target language. The other is to develop students' general mental discipline.

1) Characteristics

The characteristics of this method are:

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native-language equivalents for target-language vocabulary words.²⁸

2) The Advantages and Disadvantages

The advantages:

- a) When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.
- b) The Grammar-Translation Method develops the art of translation.
- c) In this method the child associates foreign words with translated words so strong memory bond is created.

²⁸Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (Oxford University Press, 2000), 17-18.

- d) The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.
- e) The words and phrase are easily learnt and explained if translation method is used.
- f) The working knowledge of mother tongue helps them to learn grammar of a foreign language.
- g) The principle of "to proceed from known to unknown" is followed.
- h) Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.
- i) English grammar can be easily taught by comparing with the grammar of mother tongue.
- j) This method is very useful and effective.
- k) This method is very useful in over crowded classes.²⁹

The disadvantages:

- a) The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.
- b) It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.

²⁹ Ibid.

- c) There are words, idioms, phrases in English for which words cannot be translated into mother tongue.
- d) Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.
- e) Student gets no opportunities to participate in the discussion of the unit.
- f) Some of linguistic items cannot be translated into mother tongue like article a, an, the.
- g) Translation into mother tongue affects the originality of the words.
- h) It prevents students to think directly in English. Students first think in mother tongue and then in English.
- i) Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.
- j) The Grammar-Translation Method favors to teach English by rules and not by use.
- k) Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

b. The Direct Method

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the direct method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called direct method.

The Direct Method was quite successful in private language schools, such as those of the Berlitz chain, where paying clients had high motivation and the use of native-speaking teachers was the norm. But despite pressure from proponents of the method, it was difficult to implement in public secondary school education. "It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom."³⁰

1. Characteristics

- a) There is no interference of mother tongue.
- b) In this method, there is direct bond of target language. Child thinks into target language and express into target language.

³⁰ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United Kingdom: Cambridge University Press. 2002), 12.

- c) Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs an action related to the sentence which shows meaning of the sentence.
- d) Direct Method is full of activities. The teacher shows object or performs the action to clear his concept.
- e) Direct Method is interesting and natural for learners.
- f) Teacher shows the meaning of the sentence with help of gestures, postures and action. It enable student to establish direct bond between words and expression.
- g) The teaching learning process is carried out in English environment.³¹

2. The Advantages and Disadvantages

The advantages:

- a) This method is called natural method. The English is taught as the child learns his mother tongue.
- b) The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.

³¹ M. F. Patel & Praveen M. Jain, English Language Teaching; Methods, Tools & Techniques, (Jaipur: Sunrise Publishers & Distributors, 2008), 80.

- c) This method is based on the principle of "Learning by Doing".
Thus this method is scientific and very effective.
- d) New teaching points were introduced orally.
- e) Both comprehension and speech were taught
- f) It observes scientific path of language acquisition: LSRW.
- g) To learn any language means speak that language with fluently.
Thus this method creates this ability in students.
- h) This method helps learners to enjoy the language. So the learners start using the language without fear.
- i) Correct use of grammar and pronunciation were emphasized.
- j) Grammar was taught inductively.

The disadvantages:

- a) For every sentence or subject matter, the teacher cannot perform an action and show any object. It means that every subject matter cannot be explained by an action or showing any object.
- b) This method is not useful in over crowded classes.
- c) This method does not help in important aspect of language learning like reading and writing.

- d) To use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher.
- e) This method requires many audio visual aids, which are very expensive so our schools cannot afford such equipments.

According to Diana Larsen, there are some techniques in Direct Method, as: Question and answer exercise, Getting students to self-correct, Conversation practice, Map drawing, Paragraph writing, etc.³²

c. **The Audio-lingual Method**

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain trait of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.³³

³² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford University Press, 2000), 30-32.

³³ https://en.wikipedia.org/wiki/Audio-lingual_method

1. Aims

- a) Oral skills are used systematically to emphasize communication.

The foreign language is taught for communication, with a view to achieve development of communication skills.

- b) Practice is how the learning of the language takes place. Every language skill is the total of the sets of habits that the learner is expected to acquire. Practice is central to all the contemporary foreign language teaching methods. With audio-lingual method, it is emphasized even more.

- c) Oral learning is emphasized. Stress is put on oral skills at the early year of the foreign language course and is continued during the later years. Oral skills remain central even when, later, reading and writing are introduced. Learners are asked to speak only what they have had a chance to listen to sufficiently. They read only the material used as part of their practice. They have to write only that which they have read. Strict order of material, in terms of the four skills, is followed.

2. Advantages and Disadvantages

Advantages

- a) Listening and speaking skills are emphasized and, especially the former, rigorously developed.
- b) The use of visual aids is effective in vocabulary teaching.
- c) The method is just as functional and easy to execute for larger groups.
- d) Correct pronunciation and structure are emphasized and acquired.
- e) It is a teacher-dominated method.
- f) It is a mechanical method since it demands pattern practice, drilling, and memorization.
- g) The learner is in a passive role; the learner has little control over their learning.
- h) It is grounded on a solid theory of language learning.

Disadvantages

- a) The behaviorist approach to learning is now discredited. Many scholars have proved its weakness.
- b) It does not pay sufficient attention to communicative competence.
- c) Only language form is considered while meaning is neglected.
- d) Equal importance is not given to all four skills.
- e) It is a teacher-dominated method.

- f) It is a mechanical method since it demands pattern practice, drilling, and memorization over functional learning and organic usage.
- g) The learner is in a passive role; the learner has little control over their learning.

d. Suggestopedia

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages.

The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “desuggestive learning” and now is often called “desuggestopedia.” Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”. A common misconception is to link "suggestion" to "hypnosis". However, Lozano intended it in the sense of offering or proposing, emphasizing student choice.³⁴

Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident",

³⁴ <https://en.wikipedia.org/wiki/Suggestopedia>

and various techniques, including art and music, are used by the trained teachers. The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration.

e. The Silent Way

The Silent Way is a language-teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. Gattegno introduced the method in 1963, in his book *Teaching Foreign Languages in Schools: The Silent Way*. Gattegno was critical of mainstream language education at the time, and he based the method on his general theories of education rather than on existing language pedagogy. It is usually regarded as an "alternative" language-teaching method; Cook groups it under "other styles", Richards groups it under "alternative approaches and methods" and Jin & Cortazzi group it under "Humanistic or Alternative Approaches".³⁵

The principles of Silent Way:

1. Teachers should concentrate on how students learn, not on how to teach
2. Imitation and drill are not the primary means by which students learn
3. Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions

³⁵ https://en.wikipedia.org/wiki/Silent_Way

4. In learning, learners draw on everything that they already know, especially their native language
5. The teacher must not interfere with the learning process

These principles situate the Silent Way in the tradition of discovery learning that sees learning as a creative problem-solving activity.

f. The Bilingual Method

This method is improved version of audio visual aid. Dr. C.J. Dodson of University College of Wases has developed this method during 1967 to 1972. This method is known as bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method. There is drilling of the pattern to enable learners to master basic required sentence pattern which is effective practice of this method.

In the Bilingual Method, two languages, that is the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings go difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language. Thus

the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.³⁶

1) The Characteristics of Bilingual Method:

- a) Due to use of judicious use of mother tongue, the learner can easily grasp the situation of learning English. He can learn target language easily through this method.
- b) The learner can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for learner.
- c) It saves time and money because of use of mother tongue. For secondary environment we need extra ordinary talented teacher and larger investment of fund.
- d) In primary environment student can assimilate message very quickly and easily. It makes teaching very interesting and effective.³⁷

³⁶M. F. Patel & Praveen M. Jain, English Language Teaching; Methods, Tools & Techniques, (Jaipur: Sunrise Publishers & Distributors, 2008), 82.

³⁷ Ibid., 83.

2) The Advantages and Disadvantages

Advantage:

- a) Bilingual Method saves time and learning to make effective use of learners' mother tongue to understand content quickly.
- b) The teacher can provide them enough drilling or pattern practice due to time saved.
- c) Bilingual method helps learner to developing both fluency and accuracy in the target the language.
- d) An average teacher can use this method easily and effectively.
- e) In this method there is no need of audio visual aids other technology so this method is very useful for every teacher. This method is boon for all those institutions where limited facilities are available.³⁸

Disadvantage:

- a) Extreme use of mother tongue makes student inactive to learn foreign language. He becomes master of mother tongue but not Second language.
- b) Teacher should be master in use of mother tongue while teaching second language.

³⁸Ibid.

- c) The teacher should have the knowledge of use of both methods while teaching English.
- d) If teacher is not innovative in her teaching learning practice, she follows the rules of grammar translation method. This method can easily degenerate into the translation method.
- e) It is used only in the earlier stages of learning the language.
- f) Students become weak in the target language because he will try to learn every language through mother tongue.
- g) It requires a curriculum developed specially for this method otherwise it is difficult to teach target language in classroom.
- h) Bilingual method is used for rural and urban schools.³⁹

g. Total Physical Response

Total physical response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.⁴⁰

Total physical response lessons typically use a wide variety of realia, posters, and props. Teaching materials are not compulsory, and for the very first lessons they may not be used. As students progress in

³⁹ Ibid., 84.

⁴⁰ https://en.wikipedia.org/wiki/Total_physical_response

ability the teacher may begin to use objects found in the classroom such as furniture or books, and later may use word charts, pictures, and realia.

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned.⁴¹

h. The Reading Method

The Reading Method is not hopeful to average students because it aims at the active command over the language. This method ignores reading and writing aspect of language learning.

1) Characteristics of this Method :

- a) He emphasized on reading ability. He says person who posses good reading ability can learn speak and write easily. It is shortest road to learn speak and write.

⁴¹ Jack C. Richards, ; Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (2nd ed.), (Cambridge, New York: Cambridge University Pres, 2001),76.

- b) Silent Reading: The reading is also very complex skill but the Indian learner needs silent reading not oral reading as they do to get knowledge.
- c) Reading material: The material that enable learner to read was developed and they were called Readers.
- d) This method is not helpful to average students because it aims at the active command over the language.
- e) This method ignores reading and writing aspect of language learning.⁴²

2) The Advantages and Disadvantages

Advantage:

- a) This method develops the reading ability in learner. It makes learner a good reader.
- b) Reading becomes very easy and free from phonetic difficulties.
- c) It trains the eye of reader to recognize the graphics and other graphic object. It enables reader to read easily.
- d) It is very effective in developing written comprehension means reading.
- e) Reading increases the interest and confidence of learner in reading literature written in target language.

⁴² M. F. Patel & Praveen M. Jain, English Language Teaching; Methods, Tools & Techniques, (Jaipur: Sunrise Publishers & Distributors, 2008), 85.

- f) New words and their meanings are easily understood by learner. It means controlled vocabulary is developed.⁴³

Disadvantage:

- a) This method is not scientific. Language is integrated skill. Every skill is useful in developing of language. This method emphasizes only on reading which is unscientific.
- b) Much reading cannot be helpful in mastering of language. According to waste the ability to speak is more difficult than reading is more doubtful.
- c) This method talks about only one skill that is reading which is not proper. Every skill has its contribution in developing of the language.
- d) Only reading cannot create interest in students. He also wants to speak and listen and writing.
- e) Grammar, composition and idioms are of secondary importance in this method.
- f) Emphasis on reading and particularly, silent reading is educationally unsound. It makes teaching procedure passive and dull. Students require overt activity in the form of drill, question

⁴³ Ibid.

and conversation. In the absence of such activities they will not be able to feel and use the language.⁴⁴

i. The Situation Method

This approach is also known as situational language teaching. British applied situational approach developed by linguists. It dated from 1930s to the 1960s and which had an impact on language courses. Many teachers are still using this approach.

The teaching methods used by followers of this method are similar to the question-answer techniques of the Direct Method, though applying a more systematic approach to the selection of vocabulary and grammar. It shares with the audio-lingual method great emphasis on accuracy and avoidance of repeated errors, and also values drilling, though in a context of situation. More attention is given to procedures that move from controlled to freer practice of structures than with the audio-lingual method.⁴⁵

Situational Language Teaching adopts an inductive approach to the teaching of grammar. The meaning of words or structures is not to be given through explanation in either the native tongue or the target

⁴⁴ Ibid., 86.

⁴⁵ http://teflpedia.com/Situational_language_teaching

language but is to be induced from the way the form is used in a situation.⁴⁶

1) Procedure

Classroom procedures in Situational Language Teaching vary according to the level of the class, but procedures at any level aim to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing.⁴⁷

2) Principles

- a) Language learning is just a habit formation.
- b) The mistakes should always be avoided because they create bad habit among learner.
- c) The language skill can be learnt more effectively if they are presented orally first and after in written form.
- d) Similarity is better foundation for language learning than analysis.
- e) The meaning of the words can be learnt only in a linguistic and cultural context.

⁴⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United Kingdom: Cambridge University Press. 2002), 36.

⁴⁷Ibid, 39.

3) The Advantages and Disadvantages

Advantage:

- a) This approach is very useful in teaching of foreign language. Through structural items and creating situation, the subject matter can be explained easily.
- b) With the help of situation the students can understand effectively and can master the structure effectively and have durable impression in their mind.
- c) It helps to introduce the vocabulary including abstract vocabulary by using real as well as planned situation.
- d) It makes teaching very effective and interesting and alive instead of a burdensome process.⁴⁸

Disadvantage:

- a) It is useful I lower class only. Higher class students are not benefited by this method. Only few selected items can be taught through this method not all language items.
- b) Such as a prose, poetry, rapid readers, and composition items cannot be taught through this approach.⁴⁹

⁴⁸ Ibid., 40.

⁴⁹ Ibid.

C. Cooperative Learning

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.⁵⁰

D. Previous Study

There is previous research that is found by the researcher. It is researched by Elys Mahiroh from Islamic Education Department of STAIN Ponorogo. The title of the research is *The Students' and Teachers' Perception on English Teaching Method at SMK PGRI 2 Ponorogo*. The research focuses on the students' and teachers' perception on English teaching method.

⁵⁰ https://en.wikipedia.org/wiki/Cooperative_learning

The statements of the problem of the research are:

1. How is the students' perception about English teaching method at SMK PGRI 2 Ponorogo?
2. How is the teachers' perception about English teaching method at SMK PGRI 2 Ponorogo?

The results of the research are found that the students of SMK PGRI 2 Ponorogo are aware and understand that the lecturing and question-answer method can makes the learning process of English lesson become more organized and can focus on increasing speaking, reading, writing, and listening ability for the student. The teachers perception that lecturing and question-answer method are used in teaching English lesson to determine the extent of achievement of students' skill.

The researcher also takes the thesis of Muti'ah from STAIN Ponorogo. The title of the research is The Direct Method in teaching reading. Qualitative research at SMPN 2 Wungu Madiun.

The conclusions from that thesis are: There are three activities in the implementation of Direct Method in teaching reading: Planning, Presenting, Evaluating. That direct method can be successful and effective. Because always using English language in teaching English language make the students very enthusiastic. Giving more attention to the teacher explanation and interact to do worksheet.

CHAPTER III

DATA DESCRIPTION

This chapter is contained of data description and research findings that have been collected. In this chapter, the conducting of data collection is done through interview, observation and documentation. The interview and observation are conducted to know the methods used in teaching English to students in seventh grade at SMPN 2 Balong. The documentation is conducted to search the data profile about research location dealing with SMPN 2 Balong. All of the conducting of data collection above is explained as follows.

A. General Data

1. Background of School

SMPN 2 Balong Ponorogo is located in Ngumpul-KarangPatihan Street, Sumberejo village, Balong sub district, Ponorogo town. This school was founded to meet the demanding needs of the importance of quality of education as well as the challenges of changing times or changing so rapidly. The rapid advances in information technology today we are able to realize that we are very much behind other countries in the field of education.

Developments in line with the demands and needs of the students will use the life skills to prepare for a future full of challenges, the first secondary school founded under the name SMPN 2 Balong, because this school is the second SMP in Balong district established by government. Based on the

vision and mission of the SMPN 2 Balong as the education institution, its inception has been to prepare everything that leads the creation of excellent condition for learning, fun, democratic, and professional.

2. Vision and Mission

Vision: Smart, skilled, cultured environment, based science and technology is based on faith and piety.

Mission:

- a. Develop KTSP diversified oriented to the improvement of services for students according to the potential, progress, the needs and interests of students, as well as environmental demands.
- b. Optimizing the learning process with a non-conventional approach, CLT, Paikem and cooperative learning.
- c. Increase GSA (Gain Score Achievement) National Exam.
- d. Optimizing self development activities of educators and education personnel.
- e. Increased quality and quantity of facilities and infrastructure as needed.
- f. Applying MBS and MPBS optimally.
- g. To collaborate with the school committee to raise school funding.
- h. Optimizing the implementation of authentic assessment sustainably.
- i. Optimizing practice religious teachings.
- j. Improving academic and non academic achievement.

- k. Creating a school environment that is clean, beautiful, cool, comfortable, and safe.

B. Specific Data

1. The data about the kinds of methods used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016

This research uses the interview and observation in collecting data and searching information about the kind of methods used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016. This research is focused to describe the observation about the kinds of methods used in teaching English at the seventh grade students of SMPN 2 Balong.

During the observation in SMPN 2 Balong, the writer finds that there are some methods used in teaching English. The variety methods are commonly used in SMPN 2 Balong to present the English lesson especially for the first grade students. These methods are applied in order to meet the goal of teaching English.

Mrs. Dyah said:

“I am applying some methods to teaching English language in seventh grade. There are; Grammar Translation method, Direct method, Audio-lingual method, Total Physical Response method and Cooperative Learning method.”⁵¹

⁵¹ Look at interview transcript number 02/W/17-III/2016

All of the methods used in teaching English in SMPN 2 Balong above is explained as follows:

a. Grammar Translation Method

In the beginning of the new academic year of junior high school, many students not like the English language. It affects to the value of learning English language. Some students feel English is the language that is scary for them, because they are difficult to understand. As said by one of the students in seventh grade, namely Debi Yoga Saputra:

“English class is a lesson I did not enjoy while in elementary school, because English is difficult to understand. But as I entered junior high school, I started to love the English language. Perhaps the way teacher to explain lessons in English is fun, so it makes me start to like with this lesson.”⁵²

Teacher use this method at the time in the beginning first semester of the new academic year. In the early entry junior high school students do not know much vocabulary. So to understand the text reading students are still very difficult. Grammar translation method using the teacher can help students' understanding.

⁵² Look at interview transcript number 6/W/16-IV/2016

As Mrs. Dyah said:

"By the time the child first entered junior high school, children are very minimal mastery of vocabulary, so the kids difficulty understanding English lessons. With the implementation of this grammar translation method greatly helped children to understand the lesson. "⁵³

In applying these methods the students are asked to read a text and find the vocabulary that has not been understood. After that they immediately look for the meaning of the vocabulary in the dictionary. If they cannot find in dictionary or cannot understand the vocabulary, then they ask to teachers.

Teachers greatly benefits by applying this method. Due to the condition of the students were lacking in terms of vocabulary, this method may speed up the learning process. Students find it easy to understand the lessons described by the teacher. However, weaknesses in applying this method are also felt by the teacher. The students are not familiar with the English environment.

As Mrs. Dyah said, "By using this method can speed up the learning process, because I always use mother tongue if students are

⁵³ Look at interview transcript number 03/W/17-III/2016

difficult to understand my explanation. But I also feel so students are not familiar with the English environments."⁵⁴

b. Direct Method

In the second semester the teacher use the direct method, because using these methods can help students accelerate / familiar with English environments. Although it was initially difficult for students, but will eventually attract students to use English.

As Mrs. Dyah said:

Initially I was having trouble using this direct method, because students are still accustomed to using their mother tongue. However, with the passage of time and also with the aid of props or body gesture, the student is able to understand what I teach. The students become familiar with the English language.⁵⁵

This method requires the teacher to speak fluently in English language, because these methods rely on proficiency of teachers in presenting the material. Teachers should not use their mother tongue to explain it.

⁵⁴ Look at interview transcript number 03/W/17-III/2016

⁵⁵ Look at interview transcript number 03/W/17-III/2016

c. Audio-lingual method

In using this method teacher often apply questions-answer techniques. This question-answer technique used by the teacher to determine the student ability. Teachers also often apply repetition technique. in this technique the teacher said the words or sentences and the students are asked to repeat the words or sentences that has been spoken by the teacher.

Mrs. Dyah said “Question-answer technique often applied to determine the level of students' understanding of the lesson. By asking directly I can know which subjects they have not understood”⁵⁶

d. Total Physical Response

Usually, if the teacher teaches the students with an environmental theme material class, the teacher teach by applying the total physical response method. This method is ideal if teacher want to increase the ability of students' vocabulary. By applying this method, the teacher teaches vocabulary by practicing directly, not through the process of memorization. So the vocabulary was found by the students will be embedded in the minds of the students.

⁵⁶ Look at interview transcript number 03/W/17-III/2016

As Mrs. Dyah said:

This method is very helpful students in increasing mastery of vocabulary. Indirectly by applying this method, students' vocabulary will be increase. Without the memorizing, the students will understand the meaning of the vocabulary, because by practicing directly the vocabulary will be more easily stored in the memory of the students.⁵⁷

In applying this method the teacher only reveals sentence and the students in order to respond to something physically, and the goal is to make the students remember the vocabulary. As the name, Total Physical Response or respond physically.

e. Cooperative Learning

The duty of a teacher is not only to teach about the lesson, but also to educate the students on social skills with the others. The learning does not just come from a teacher, but it becomes from the environments or from the peers. As Mrs. Dyah said:

By implementing cooperative learning, students will learn socializing with friends. So the communication will they get up to exchange opinions about the subject. Usually learned from friends makes it easier for the students, because they feel there are no boundaries between them. They also feel enjoy learning. To feel enjoy will make students easy to understand lessons.⁵⁸

Although this method has advantages for students in learning, but teachers feel there is disadvantage for students. As Mrs. Dyah said:

⁵⁷ Look at interview transcript number 03/W/17-III/2016

⁵⁸ Look at interview transcript number 03/W/17-III/2016

I feel there is disadvantage of this method, that is underachieving students in a lesson too look forward to achieving, so making them tend to be more passive in class learning.⁵⁹

That is the role of the teacher is very important is to monitor the activities of students in each process of the lesson.

2. The data about the most dominant method used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016

There are several methods used by teachers to teach English language in the seventh grade, but there is only one dominant, it is the Direct method. Teachers find it by using this method; the students will be more familiar with the English language. So that teachers often implement direct method when teaching in the classroom.

As Mrs. Dyah said:

Direct method is most dominant method used to teach seventh grade because with this method the student will be familiar with a foreign language. This method helps the tongue so that the students are getting trained to pronounce a foreign language.⁶⁰

This method trains students to practice immediately pronounce words or certain sentences. Even if the words or the sentences originally was foreign

⁵⁹ Look at interview transcript number 03/W/17-III/2016

⁶⁰ Look at interview transcript number 04/W/06-IV/2016

and not understood them, but little by little the words and the sentence will be pronounced and can also interpret it.

In this method the teacher must always use the English language without any mixture of native languages, most likely the students will feel tired and cranky because of the words and phrases spoken by the teacher will be difficult to understand. Thus, in applying this method, teachers must always motivate students because if it was not done by the teacher and students will feel bored in learning English.⁶¹

This method is very major in teaching foreign languages, because through this method can directly train students proficiency without using the mother tongue (language environment). Although initially seem difficult students to imitate.

3. The data about the implementation of the most dominant method in English teaching process at seventh grade students of SMPN 2 Balong in Academic year 2015/2016

During the observation, the writer knows how the teacher implements the direct method in English teaching process at seventh grade students of SMPN 2 Balong. Before the teacher is beginning the lesson, he is preparing the media that will be used during the learning process.

As Mrs. Dyah said:

The first I am just saying the word or phrase of the material that I will be teaching. I am asking the students to repeat the word or phrase. Then describe the material so that the students understand. So that the teaching process easier usually assisted by objects or images. If the

⁶¹ Look at interview transcript number 04/W/06-IV/2016

material about the objects around usually I am showing object directly, but if the objects are hard to come then use pictures that I am showing in the projector. So, before starting the lesson I always prepare media that will be needed, whether it props, laptop, lcd and others.⁶²

According on writer observation, there are some steps to implement the direct method:

1. The teacher begins oral presentation of the material, by saying one word to describe the object or image.
2. The students mimicked many times until the correct pronunciation and understand its meaning.
3. Teacher do questions and answers related to the words that have been presented. Various models of interaction is done, starting with the classic, then the group discussion and finally the individual, between teachers and students.
4. When the teacher believes that the student has mastered the material presented both in pronunciation and understanding of meaning, students are required to open a textbook. Teacher gives an example of the correct reading, the students were asked to read alternately.
5. The students verbally answer the questions in an exercise book.
6. The teacher gives reading text in the form of a funny story, a story of wisdom, and readings containing beautiful phrases. Because of the short and interesting, usually students memorize by rote. After the students were asked to recount in writing.⁶³

In addition, the writer also interview with one of the students by the name Debi Yoga Saputra. So the results of interviews with him:

The teacher usually says a word, then the students imitate together. It is done several times until students get used to saying it. Then the teacher explains the material with the support by objects or images

⁶² Look at interview transcript number 5/W/16-IV/2016

⁶³ Look at observation transcript number 01/O/24-III/2016

that correspond to the material. Then the teacher asked the students in the form of groups and individuals.⁶⁴



⁶⁴ Look at interview transcript number 6/W/16-IV/2016

CHAPTER IV

DISCUSSION

In this chapter the researcher discusses the result of the research which done about the methods used in teaching English at the seventh grade students of SMPN 2 Balong in academic year 2015/2016. The discussion gives explanation for the research problem which has been stated in chapter I as follow:

A. The analysis of the kinds of methods used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016

All of the methods used in teaching English in SMPN 2 Balong are explained as follows:

When beginning a new academic year in junior high school, many students do not like the English. Some students feel that English is the language that is scary for them, because they are difficult to understand. Most of the others knew little of the vocabulary of the English language. So to understand the students' literary text is still very difficult. So it is difficult to understand English lessons. It affects the value of students' English learning. With students such circumstances, the teacher uses the grammar translation method of teaching in the classroom.

Teachers hope that by implementing these methods can help students in understanding the English language, because in these methods students are

taught to translate from one language to another, from English into their mother tongue. As Diane Larsen-Freeman book's, the students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native-language equivalents for target-language vocabulary words.

In applying this method the students are asked to read the text and find the vocabulary that is not yet understood. After that they immediately look for the meaning of vocabulary words in a dictionary. If they cannot find in a dictionary or cannot understand the vocabulary, then they ask the teacher.

Teachers greatly benefit by applying this method. Due to the condition of students lacking in terms of vocabulary, this method may speed up the learning process. Students find it easy to understand the lessons described by teachers. However, a weakness in applying this method is also felt by the teacher. The students are not familiar with the English language environment.

After several students learning English, students were already getting used to the English language even though they use the native language in class.

To balance the students' skills in English language, teachers began using the direct method, because using this method can help students accelerate / familiar with the English language environment. Although it was initially difficult for students, but will eventually attract students to use English.

This method requires the teacher to speak fluently in English, since this method relies on the ability of teachers in presenting the material. Teachers should not use their mother tongue to explain it.

In addition, teachers also use methods audio-lingual teachers to teach in the classroom. Teachers often apply answer-questions techniques. An answer-questions technique is used by teachers to determine students' abilities. Teachers also often apply the technique of repetition. In this technique the teacher said the words or phrases, and the students were asked to repeat the words or phrases that have been spoken by the teacher.

Usually, if the teacher teaches students with the theme of environmental material class, teachers teach by applying physical response overall. This method is ideal if the teacher wants to improve students' vocabulary. By applying this method, teachers teach vocabulary by practicing directly, not through the memorization process. So vocabulary was found by the students will be embedded in the minds of students.

In applying this method only reveals sentence teacher and students to respond to something physically, and the goal is to make students remember vocabulary, such as name, Total Physical Response or respond physically. This is in accordance with what was said by Jack C. Richards, ; Theodore S. Rodgers in his book *Approaches and Methods in Language Teaching*, that the majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. Initially, students learn the meaning of the commands they hear by direct observation.

The ability possessed by each student in the class is not same. To help students' understanding is necessary if classroom learning is done in the form of study groups. Knowledge not only from teachers, perhaps with their friends will be easier to understand the material in class. This makes the teachers to implement cooperative learning.

Disadvantages of this method are that student achievement in lessons is hoping to achieve, so that makes them tend to be more passive in class learning. It is the teacher's role is very important is to monitor the activities of students in each of the learning process.

If viewed in theory, cooperative learning is an approach. But when the researcher interviews with teacher and ask the methods used in teaching English,

teacher also answered cooperative learning. It indicates the teacher considers cooperative learning is a method.

B. The analysis of the most dominant method used in teaching English at the seventh grade students of SMPN 2 Balong in Academic year 2015/2016

There are several methods used by teachers to teach English in the seventh grade, but there is only one dominant, it is the direct method. Teacher feels using this method; students will be more familiar with the English language. So that teacher often applies the direct method when teaching in the classroom.

By applying this method the teacher expects students to practice immediately pronounce certain words or phrases. Even if the words or phrases originally was foreign and not understood them, but little by little the words and sentences will be pronounced and can also interpret it. This method is very major in teaching a foreign language, because it is through this method can directly train students' proficiency without using the mother tongue (language environment), although the students at first seem difficult to imitate. This is consistent with the characteristics of the direct method. As was said Diana Larsen in his book, that There is no interference of mother tongue and the teaching learning process is Carried out in English environment.

The goal with this method is of interest that better reflects the needs of students who are need to communicate, and then general purpose language learning is to develop the students' ability to communicate.

C. The analysis of the implementation of the most dominant method in English teaching process at seventh grade students of SMPN 2 Balong in Academic year 2015/2016

During the observation, the writer knows how the teacher implements the direct method in English teaching process at seventh grade students of SMPN 2 Balong. There are some steps to implement the direct method:

Teachers begin oral presentation of the material, by saying one word to describe the object or image, demonstrating a movement or facial expression. Students mimicked many times until the correct pronunciation and understand its meaning.

In the form of questions and answers with a question word, according to the difficulty level of subjects, related to the words that have been presented. Interaction models variety, usually starting with the classical, then group discussion and eventually individuals, both teachers and students.

Once teachers are sure that students master the material presented, both in pronunciation and understanding of meaning, students are asked to open a

textbook. The teacher gives an example of the correct reading then the students were asked to read alternately.

The next activity is verbally answering questions or exercises in the book, followed by work in writing.

The reading public in accordance with the level of students is given as an adjunct, for example in the form of humorous stories, stories of wisdom, and readings containing beautiful phrases. Because of the short and interesting, usually students memorize outside the head. After that the students are asked to retell it in paragraph writing.

In applying the direct method teachers use several techniques, such; answer-questions, paragraph writing, etc.



CHAPTER V

CLOSING

B. Conclusion

Referring to the finding and discussion in the previous chapter, it can be concluded that:

1. The methods used in teaching English at seventh grade students of SMPN 2 Balong in academic year 2015/2016 are Grammar Translation method, direct method, Audio-lingual method, and Total Physical Response method.
2. The most dominant method used in teaching English at seventh grade students of SMPN 2 Balong in academic year 2015/2016 is the direct method.
3. The implementation of the most dominant method in teaching English at seventh grade students of SMPN 2 Balong in academic year:

The teacher begins oral presentation of the material, by saying one word to describe the object or image. The students mimicked many times until the correct pronunciation and understand its meaning.

Teacher do questions and answers related to the words that have been presented. Various models of interaction are done, starting with the classic, then the group discussion and finally the individual, between teachers and students. When the teacher believes that the student has mastered the material presented both in pronunciation and understanding of

meaning, students are required to open a textbook. Teacher gives an example of the correct reading, the students were asked to read alternately. The students verbally answer the questions in an exercise book.

The teacher gives reading text in the form of a funny story, a story of wisdom, and readings containing beautiful phrases. After that, the students were asked to retell in form of writing text.

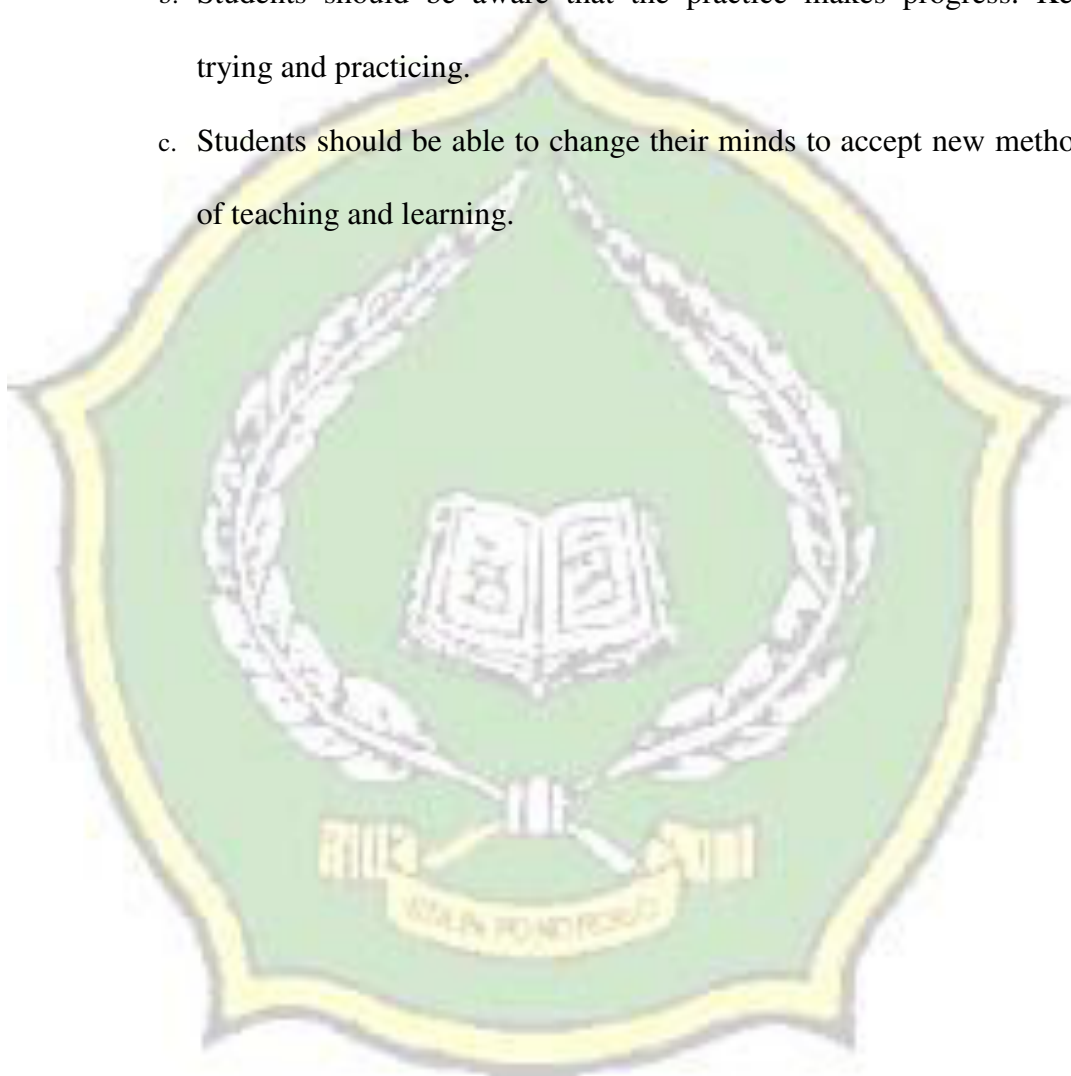
C. Recommendations

Based on the conclusion, researcher would like to give some suggestions dealing with the teaching English. Hopefully, these suggestions will be useful for those who are willing to improve the mastery of the English language. The suggestions are as follows:

1. For English teachers
 - a. English teacher would be better to try different methods for teaching English language, so that the problems in the learning process can be resolved.
 - b. Teachers can try using surrounding objects real to teach vocabulary, so students more easily understand.
 - c. Teachers should encourage students to continue to learn even though they have many difficulties in understanding the lesson.

2. For students

- a. The students should be active in class and not feel shy or afraid to ask the teacher if they are not understood with the teacher says.
- b. Students should be aware that the practice makes progress. Keep trying and practicing.
- c. Students should be able to change their minds to accept new methods of teaching and learning.



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