METHOD OF TEACHING ENGLISH USED
AT SMP UNGGULAN NAWA KARTIKA (ISLAMIC BOARDING SCHOOL)
IN 2012 / 2013 ACADEMIC YEAR: A MICRO ETHNOGRAPHY RESEARCH

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Proposed by:

DIANA ISNAINI
A 320 090 231

SCHOOL OF TEACHER TRAINING AND EDUCATION
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2013
APPROVAL

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Proposed by
DIANA ISNAINI
A 320 090 231

Approved by

Consultant I
Prof. Dr. Endang Fauziati, M. Hum
NIK. 274

Consultant II
Dra. Dwi Haryanti, M.Hum
NIK. 477
SURAT PERSETUJUAN

Yang bertanda tangan ini pembimbing/ skripsi/tugas akhir :
Nama : Prof. Dr. Endang Fauziati, M.Hum
NIP/NIK : 274
Nama : Dra. Dwi Haryanti, M.Hum
NIP/NIK : 477

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi/tugas akhir dari mahasiswa:
Nama : Diana Isnaini
NIM : A 320 090 231.
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : METHOD OF TEACHING ENGLISH USED AT SMP UNGGULAN NAWA KARTIKA (ISLAMIC BOARDING SCHOOL) IN 2012/2013 ACADEMIC YEAR: A MICRO ETHNOGRAPHY RESEARCH

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat dipergunakan sepihnya.

Surakarta, 4 Juli 2013

Pembimbing I
Prof. Dr. Hj. Endang Fauziati, M.Hum

Pembimbing II
Dra. Dwi Haryanti, M.Hum
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Diana Isnaini
A 320 090 231
dianaisna.english09@gmail.com
School of Teacher Training and Education
Muhammadiyah University of Surakarta

ABSTRACT

This research paper focuses on the method of teaching English and describes it implemented at the second year of SMP Unggulan Nawa Kartika. Objectives of this research are to describe (1) method of the teaching English at SMP Unggulan Nawa Kartika, (2) the design used of the teaching English which is includes a) the learning objective, b) the teacher’s roles and the learner’s roles, c) the classroom activities, d) the materials, e) and media, (3) the strengths and weaknesses of the method in teaching English. This study is a micro ethnography research. The data in this study is all of behavior between the teacher and the students in English teaching learning process at the second year of SMP Unggulan Nawa Kartika. The object of this research is the method applied by the teacher in English teaching learning process. The subject of this research is all of second year students, especially of 8B class that consists of 24 female students. The data analyzed by a micro ethnography research in describing of the teacher’s and the students’ behavior or attitudes. Based on the observation from February until April, the writer knows that the teacher demonstrates of three appropriate methods applied by the teacher in English teaching learning activity at SMP Unggulan Nawa Kartika. These methods are Grammar Translation Method (GTM), Communicative Language teaching (CLT), and Genre-Based Approach (GBA). In every each method has learning objectives to the students. In Grammar Translation Method (GTM), the objective is to increase the students’ language skills in reading and writing by providing a text and explaining with mother tongue. In Communicative Language Teaching (CLT), the objective is to build up the students’ communication in real interaction by giving simple conversation and four language skills to the students. In Genre-Based Approach (GBA), the objective is to develop the students’ writing skill by using some of genres or text types.

Keywords: Method of the teaching English, the learning objectives, the teacher’s roles and the learner’s roles, the classroom activities, the materials, media, the strengths and weaknesses.
A. INTRODUCTION

Education in the present era, it is very significant and the primary stage in our life to develop of our abilities. An English education is very crucial for the students to learn it right now. It is taught from Elementary School, Junior High School, and Senior High School up to the University. In education, teaching is one of activities by the teachers in the class to teach their students. According to Brown (1980:7), he states that teaching is helping or showing someone learn how to do something, guiding in the study, giving instruction, providing with knowledge and causing to know or to understand.

In Junior High School, the students learn about English lesson consists of four language skills, such as, speaking, reading, writing, and listening. Language skills of those are integrated and called English lesson in school. Generally, the teacher of Junior High School has not particular method in teaching English activities. The teacher is monotonous talk about materials of English in the class. The most of teachers at Junior High School always give tasks to do their students and the teachers less in explaining. Most of students are scary following English lesson. The students need innovation to enjoy of English class activities. The teachers of Junior High School must have particular strategy to support in teaching English. In this case, the teacher needs a method in English teaching learning activity in the class.

The writer views a micro ethnography as the data because the writer wants to know how the teaching English implemented by the teacher in SMP Unggulan Nawakartika. A micro ethnography is a research between the teacher’s actions and students’ actions in the class directly. The teacher knows the student’s ability to learn English and the materials can be able appropriate for learner or the students. The aims of this research to describes the methods of second language teaching and to persuades the teacher uses one or more method that appropriate with the materials.
Based on reason above, the writer wants to observe how English teaching-learning English in the class at second year of SMP Unggulan Nawa Kartika from ethnography study. The writer has a construct for her research entitled METHOD OF TEACHING ENGLISH USED AT SMP UNGGULAN NAWA KARTIKA (ISLAMIC BOARDING SCHOOL) IN 2012/2013 ACADEMIC YEAR: A MICRO ETHNOGRAPHY RESEARCH.

B. RESEARCH METHOD

In this research, the writer uses a micro ethnography research to make a logical and correct description about the teaching of English in Junior High School. Ethnography encompasses any study of a group of people for purpose of describing their socio-cultural activities and pattern (Burn, 2000:393). The word in “people behavior” means the students and the teacher’s behavior in the class.

The data in her research is all of information from the observation at SMP Unggulan Nawa Kartika. The writer uses some books, following teaching-learning English activities and also notes of interviewing with the English teacher and students collected in observation. The sources of data research from the teachers’ behavior and the student behavior in the class at SMP Unggulan Nawa Kartika.

There are some techniques or process to get the data; they are interview, observation and documentation. The writer interviews on Wednesday, 20\textsuperscript{th} February 2013 with the teacher and on Sunday, 24\textsuperscript{th} February 2013 with the students in SMP Unggulan Nawakartika. The writer observes on Monday, 18\textsuperscript{th} February – Tuesday, 9\textsuperscript{th} April 2013. Document is one of instrument for collecting the data. The writer uses some documents in her observation, such as lesson plan, syllabus, materials, textbook, and the students’ notes.

To analyze the data, the writer uses the following procedures: (1) the writer observes the method used by the teacher to convey the materials in linguistics study, (2) the writer interviews with the teacher and the students to
get information, (3) the writer get some documents, such as pictures of the
students and the teachers performance, syllabus, lesson plan, textbook, etc. In
her observation, the observation finished from February 18, 2013 until April
9, 2013. The writer interviews on Wednesday, 20th February 2013 with the
teacher (Mrs. Kartika Candra W., S.Pd) who teaches on Tuesday, at lesson 1-
2 (07.00-08.20) and on Sunday, at lesson 3-4 (08.20-09.40). The writer also
interviews with the students on Sunday, 24th February 2013.

In interviewing with the teacher (Mrs. Tika) and the students in SMP
Unggulan Nawa Kartika, the writer has a note about knowing that the
students’ problem for learning English and the teacher’s problem for teaching
English. The situation in the class can be seen by a micro ethnographic study.
Using a micro ethnography in her research, the writer does analyze directly
after observation in 8B class every day. The writer found there are six items
of each method in classroom activities applied by the teacher to answer the
problem statement in the first chapter, they are (a) learning objectives, (b) the
teacher's roles and the learner’s roles, (c) the classroom activities, (d) the
materials, (e) media and (f) the strengths and weaknesses of the method.

C. RESEARCH FINDINGS AND DISCUSSION

1. Research Findings

Based on her observation in class activities, the writer found three methods
used by the teacher, namely Grammar Translation method (GTM),
Communicative Language Teaching (CLT) and Genre-Based Approach
(GBA).

a. Grammar Translation Method (GTM)

The teacher used GTM to make the students more understand
about English lesson. Reading and writing practice are always applied by
the teacher in the class. Vocabulary is important because it is the basic
to study and understand the materials and text. Memorizing vocabulary
and understand of the text must be obligated. This method, there are some objectives based on the writer observation from February until April, such as the students have right skill in reading and writing, the students know meaning of the text because the teacher always using translation in reading together. The teachers have very important roles in the class guide their students. The teacher must have a good responsible accompanying the students to be success person. The role of the teacher is called authority which is as a leader, and as an expert.

The students are good participant during teaching-learning process because the teacher always gives tasks and the students do seriously. Practicing of reading skill and writing skill are one of students’ roles. These are some of activities, such as: question and answer, translating of the sentences, memorizing vocabulary lists and grammatical rules, filling in gaps in sentences with new words or items of a particular grammar type, finding information in a passage, etc. The materials in this method are suitable with syllabus, such as narrative, recount, invitation, announcement, and short message. There is no media in this method, but the teacher provides some books related to teaching-learning process; they are LKS, English on Sky 2, Let’s Talk, syllabus, lesson plan, and the teacher’s scripts.

The strengths of GTM applied by the teacher are: (1) the learning objectives are realizable by the students to be able to translate of the sentence, to be able to read a text and written in the target language, (2) the teacher’s role is very useful to develop the students’ ability, (3) reading and writing in classroom activities are emphasized, so the students learn more about them. The weaknesses of GTM applied by the teacher are: (1) the students to be more passive learner because they only do what the teacher says, (2) there is no a media in activities used by the teacher, so it made the students were not enthusiasm, (3) lesson plan is
not appropriate with real activities because the teacher decides little change after knowing situation in the class.

The teacher:  “Read this short message and replay about it. You as Denise”

<table>
<thead>
<tr>
<th>To: Ricky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricky, are you free this afternoon? If you are, would you come with me to the mall?</td>
</tr>
<tr>
<td>We could do some window shopping. How does that sound?</td>
</tr>
</tbody>
</table>

Denise

The students:  “Jawabannya terserah kita bu?”

The teacher:  “Iya. Write your replay in your task book” (Tulis balasanmu di buku tugas) (13th observation)

That example is short message; it is one of the materials taken from Let’s Talk book, page on 147. The teacher usually gives commands or questions about it. The teacher uses mother tongue in teaching English and the teacher develops the student’s skill in writing and reading. The teacher checks the students’ attention by choosing one by one of the student to answer of replay of the short message above.

b. Communicative Language Teaching (CLT)

Language skills applied in CLT, such as listening, reading, speaking and writing. Understanding of language is more than understand how to know including listen, speak, write, and read sentences, but understand how sentences are used to communicate. The main concept of CLT is meaningful and contextual in communicative competence. The teacher must be able motivate the students in communicating. This method has some objectives, such as to be able to the students’ communicative competence and to be able to produce communicative situation in real life between students and teacher.

The teacher has some roles, as a facilitator and monitor in the class. The roles of the teacher are needed to build up the students’ ability in communicating. The students are active learner in classroom
activities. In role play, the students have a good responsible to practice in front of class. The students do the task in group or pair work task quietly. Communication with the students, the teacher has some activities, such as role play, scrambled sentences, and authentic materials. The materials in Communicative language teaching, the teacher uses some materials, such as using expressions in different situation, a dialogue, and how to the phone. The teacher used radio to listen task in some meeting. The teacher also used some of books related to teaching-learning process; they are LKS, English on Sky 2, Let’s Talk, syllabus, lesson plan, and the teacher’s article.

The strengths of CLT conducted by the teacher: (1) the learning objective can reach to real communication, (2) the classroom activities are basic principle because language skills applied in CLT. The weaknesses of CLT conducted by the teacher: (1) the teacher focused on oral language, so the students are confused in catching words or the meaning, (2) the teacher only used radio as a media.

The teacher: “Sari, please tell me function of narrative text?”
The student: “Function of narrative text is to entertain or amuse the readers”
The teacher: “What is the generis structure?”
The students: “Orientation, complication, and resolution”
The teacher: “Give me examples of adverb of time at the beginning in narrative text”
The students: “Once upon a time, long time ago, etc.”
(14th observation)

The teacher asked the materials last meeting to the students and makes the students more understand about the materials discussed. The teacher asked the function, generic structures and language features of the narrative text. The students are active to follow in teaching-learning activities comfortably. The students’ activeness is very needed to build up communication.
c. Genre-Based Approach (GBA)

Genre-based approach is analyzed on the basis of grammatical and language features from a model text, such as narrative, recount, announcement, report, descriptive, and argumentation, etc. There are four types based on genre-based approach, BKF, MT, JCT, ICT. The teacher applied this method because has objectives, they are to introduce kinds of texts genre and to write of texts genre independently. The roles of the teacher is an instructor and a motivator in the class ever activity. The students have roles, as cooperative learner and as negotiator.

In genre-based approach (GBA) there are four steps in activities, they are BKF, MT, JCT, and ICT. The writer found that the teacher taught in the class with the materials, such as, narrative text, recount text, announcement, and letter. The teacher only used some of books related to teaching-learning process; they are LKS, English on Sky 2, Let’s Talk, syllabus, lesson plan, and the teacher’s article.

The strengths of GBA implemented by the teacher: (1) the activities include BKF, MT, JCT, and ICT that useful to the students and the teacher in the class, (2) the students’ roles are be able explore their creativities because the teacher made lesson plan is well in activity, (3) the teacher explained the materials about types of text clearly and the materials can be received by the students. The weaknesses of GBA implemented by the teacher: (1) the teacher should be prepared media such as LCD, pictures, and games so the students more interest in learning activity, (2) the teacher focuses on writing only and the other skills less concern during learning process, (3) the students are more mastering and write to produce types of genre only, although they must learn more other text.

The teacher: “I bring some newspaper, there are 24 students here and I will divide you into 4 groups. So, each group consists of six students. Please
account from 1 to 6 until get 4 groups.
The students: “Mulai dari mana menghitungnya, bu?”
The teacher: “From Hanum, please?”
The students: (The students join with each partner)
The teacher: “There are some announcement here, please found them and make other announcement. Such as, announcement is lost a baby.
(14th observation)

Based on her observation, the writer found that the teacher gave a task to the students in looking for an announcement that the teacher’s bring. Before a task is given, the teacher explained what the announcement is, and gave an example about it. Every meeting, the teacher provided a task to the students for mastering the materials.

2. Discussion

To make clear the discussion, the writer views two items to discuss the result findings here, they are previous studies and the theory. First, the writer compares her research with the previous studies. The writer knows that her research is whole from the previous studies before. In her research, the writer observes on teaching-learning process at SMP Unggulan Nawa Kartika in second year students. Second, the writer compares her research with the theories; they are Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Genre-Based Approach (GBA). Based observation, the writer gets three methods applied by the teacher in the classroom activities which are suitable to the students in SMP Unggulan Nawa Kartika in her research findings.

From the explanation above, the writer gets conclude that English teaching-learning activities by giving three methods are suitable applied the teacher in the class and appropriate with the theory of second language teaching. Developing the students’ language skills, the teacher (Mrs. Tika)
uses three kinds of method that mentioned to teach the students every meeting. Sometimes, the teacher is to combine those methods with various activities so the students are not bored enjoying activities in the class. The writer knows that the teacher (Mrs. Tika) applied three kinds of methods, namely Grammar translation method (GTM), Communicative Language Teaching (CLT), and Genre-Based Approach (GBA).

D. CONCLUSION

Based observation from February until April, the writer found that the teacher (Mrs. Tika) applied three methods in teaching learning process of English at SMP Unggulan Nawa Kartika especially in 8B class. Those methods are Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Genre-Based Approach. The writer explains of them below clearly.

Grammar Translation method (GTM), the objectives are the students have right skill and writing, the students know the meaning all of materials because the teacher always used mother tongue in teaching process. The teacher roles in this method: (1) The teacher guides the students and they do what the teacher commands, (2) The teacher writes some of new words and its meaning of each word in the whiteboard related to the text, (3) The teacher uses mother tongue in explaining the mother tongue, (4) The teacher uses little the target language in learning process, (5) The teacher helps the students’ problem in learning of English.

The students’ roles in GTM, they are (1) The students are good participant in teaching-learning process, (2) The students always do what the teacher
commands. (3) The students to do tasks seriously in teaching learning activities. In classroom activities, the teacher and the students can do several activities in the classroom. These are some of activities, such as: question and answer, translating of the sentences, memorizing vocabulary lists and grammatical rules, finding information in a passage. The materials in this method are suitable with syllabus, such as narrative, recount, invitation, announcement, and short message.

The strengths of GTM are (1) The students be able to translate of the sentence and to be able to read a text and written in the target language, (2) The teacher’s role is very useful to develop the students’ ability, (3) A lot of classroom activities to help the students’ activeness and they learn more language literature, (4) Reading and writing in classroom activities are emphasized, so the students learn more about them, (5) Syllabus consists of basic competence, materials, learning activity, assessment, time allocation, etc. It is required the teacher to make lesson plan.

The weaknesses of GTM, such as (1) The students to be more passive learner because they only do what the teacher says, (2) Many of materials must be taught make the students found a lot of difficult words, especially in reading, (3) There is no a media in activities used by the teacher, so it made the students were not enthusiasm, (4) Lesson plan is not appropriate with real activities because the teacher decides little change after knowing situation in the class.
Communicative Language Teaching (CLT), the objectives are to be able to the students’ communicative competence and to be able to produce communicative situation in real life between students and teacher. The teacher’s roles in CLT, namely (1) Teacher is a facilitator to explore in language teaching the students’ communicates skill, (2) The teacher presented some sentences and asked to the students to identify which one simple present and past, (3) The teacher improves the students’ answers so the students know right answer after the teacher explains correctly, (4) As a monitor in the class, the teacher only concerns the students’ performance, (5) The teacher will correct from the students’ talk if there is a mistake.

The students’ roles in this method here, (1) The students include active learner during teaching learning process, (2) The students must concern the teacher’s talk and answer the teacher’s question, (3) The students are active to follow in teaching-learning activities comfortably, (4) The students have a good responsible to practice in front of class. In classroom activities, the teacher has some activities, such as role play, scrambled sentences, and authentic materials. Grammatical rules should be taught to the students orally.

The materials in Communicative language teaching, the teacher uses some materials, such as using expressions in different situation, a dialogue, and how to the phone. In media in teaching-learning process, the teacher used radio to listen task in some meeting. The teacher also used some of books related to teaching-learning process; they are LKS, English on Sky 2, Let’s Talk, syllabus, lesson plan, and the teacher’s article.
The strengths of CLT, (1) The learning objective can reach to real communication, between the students and the teacher happened communication, (2) Classroom activities are basic principle including the language skills (reading, listening, speaking and writing), (3) Learner has some good performance in communicating with one another, (4) Lesson plan and syllabus are appropriate with the classroom activities.

The Weaknesses in this method are (1) A lot of materials made the students didn’t understand about meaning, (2) The teacher focused on oral language, so the students are confused in catching words or the meaning, (3) The teacher only used radio as a media; the teacher should be prepared other media such as LCD, pictures, and games to make the students more interest.

Genre-Based Approach, the objectives are to introduce kinds of texts genre because the students must learn of them and can write them into paragraph, to be able to write a text in their mind into a good sentences or paragraph independently. The teacher’s roles here, (1) The teacher gives explanation of the materials fluently, (2) Giving examples of grammar rules and identifying them together with the students, (3) The teacher has a good responsible to guides the students be able to create sentences, (4) The teacher is a motivator to build up writing skill among the students, (5) The teacher gives advices to the students learn more diligently.

The roles of the students are (1) The students work in their group and talked about the teacher’s task, (2) The students are communication with the teacher and the other, (3) The students’ cooperative with the other in each
group is well activity. In classroom activities of GBA there are four stages in activities, they are BKF, MT, JCT, and ICT. The materials here such as, narrative text, recount text, announcement, and letter.

The strengths of GBA implemented by the teacher are (1) The learning objectives are received to the students to write text types of genre and they also communicate with other, (2) Classroom activities include BKF, MT, JCT, and ICT that useful to the students and the teacher in the class, (3) The students’ roles are be able explore their creativities because the teacher made lesson plan is well in activity, (4) The teacher explained the materials about types of text clearly and the materials can be received by the students.

The weaknesses of this method are (1) The teacher should be prepared media such as LCD, pictures, and games so the students more interest in learning activity, (2) The teacher focuses on writing only and the other skills less concern during learning process, (3) The students are more mastering and write to produce types of genre only, although they must learn more other text.
BIBLIOGRAPHY


