

**A STUDY ON THE METHODS OF TEACHING ENGLISH USED IN  
THE 2013 CURRICULUM AT THE FIRST YEAR OF SMK NEGERI 1  
BOYOLALI IN 2018/2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by

**RIZKY WIJAYANTI**  
**A320140149**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2018**

APPROVAL

A STUDY ON THE METHODS OF TEACHING ENGLISH USED IN THE 2013  
CURRICULUM AT THE FIRST YEAR OF SMK NEGERI 1 BOYOLALI  
IN 2018/2019 ACADEMIC YEAR

PUBLICATION ARTICLE

by

Rizky Wijayanti

A320140149

Approved to be Examined by Consultant



Drs. Djoko Srijono, M.Hum.

NIP. 19590601 198503 1 003

ACCEPTANCE

A STUDY ON THE METHODS OF TEACHING ENGLISH USED IN THE 2013  
CURRICULUM AT THE FIRST YEAR OF SMK NEGERI 1 BOYOLALI

IN 2018/2019 ACADEMIC YEAR

PUBLICATION ARTICLE

by

Rizky Wijayanti

A320140149

Accepted and Approved by Board of Examiner

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on November ....., 2018

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum.

(Chair Person)

2. Prof. Dr. Endang Fauziati, M.Hum.

(Member I)

3. Mauliy Halwat Hikmat, Ph.D.

(Member II)

()

()

()



Dean

  
Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP. 19650428 199303 1 001

## TESTIMONY

I undersigned below

Name : Rizky Wijayanti  
NIM : A320140149  
Program : Department of English Education  
Research Paper Proposal Title : A STUDY ON THE METHODS OF  
TEACHING ENGLISH USED IN THE 2013  
CURRICULUM AT THE FIRST YEAR OF  
SMK NEGERI 1 BOYOLALI IN 2018/2019  
ACADEMIC YEAR

I truthfully testify that there is no plagiarism of literary work in this publication article that has been made before to complete bachelor degree in a university. As long as I know that there is also no works or opinions which have ever been published or composed by the others, except those in which the writing are referred in the manuscript and mentioned in references. Therefore, if it is proved that there are some untrue statements here, I will be fully responsible.

Surakarta, 12 November 2018

The writer



Rizky Wijayanti

A320140149

**A STUDY ON THE METHODS OF TEACHING ENGLISH USED IN THE 2013  
CURRICULUM AT THE FIRST YEAR OF SMK NEGERI 1 BOYOLALI  
IN 2018/2019 ACADEMIC YEAR**

**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan penggunaan metode pembelajaran Bahasa Inggris oleh guru SMK Negeri 1 Boyolali. Penulis mendapatkan data penelitian dari event, informant, document. Metode pengumpulan data melalui interview, observation, analisis document. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Penelitian ini menggunakan teori dari Bruner (2002). Teknik pengolahan data melalui tiga tahapan: penggolongan metode pembelajaran Bahasa Inggris, penggolongan permasalahan yang dihadapi oleh guru Bahasa Inggris, dan menarik kesimpulan dan saran. Hasil dari penelitian ini: 1) penggunaan metode pembelajaran Bahasa Inggris kelas sepuluh di SMK Negeri 1 Boyolali adalah Discovery/Inquiry Learning Method, 2) tujuan pembelajaran Bahasa Inggris di SMK Negeri 1 Boyolali untuk mengembangkan keahlian siswa terutama dalam mengkomunikasikan Bahasa Inggris pada masa kini terhadap empat keahlian bahasa, yaitu: listening, reading, writing, dan speaking, 3) aktivitas pembelajaran Bahasa Inggris terdiri dari opening the class, explanation, consultation, practice, presentation, dan closing the class. Permasalahan yang dihadapi oleh guru Bahasa Inggris dalam mengimplementasikan Metode Discovery/Inquiry Learning adalah perbedaan kemampuan siswa tentunya menjadikan permasalahan yang dihadapi oleh semua guru yang mengajar di sekolah.

**Kata kunci:** metode, pembelajaran Bahasa Inggris, kurikulum 2013

**Abstract**

This research aims at describing the teaching English method implemented by the teacher of SMK Negeri 1 Boyolali. The writer gets the data of this research from event, informant, document. The methods of collecting data are interview, observation, document analysis. The type used in this research is descriptive qualitative research. The research used theory from Burner (2002). The technique for analyzing data are classifying the teaching English method, classifying the problem faced by teacher, and drawing conclusion and proposing suggestion. The results of this research are: 1) the English teaching method applied at the first year in SMK Negeri 1 Boyolali is Discovery/Inquiry Learning Method, 2) the goal of teaching English at SMK Negeri 1 Boyolali is to develop the students skill especially in communicating English language in this era also to master the four language skills, namely: listening, reading, writing, and speaking, 3) English teaching activities consist of opening the class, explanation, consultation, practice, presentation, and closing the class. Problems faced by the English teacher in implementing Discovery/Inquiry Learning method is different capability of the students certainly become problem faced by all teachers who teach in the school.

**Keywords:** method, teaching English, the 2013 curriculum.

## **1. INTRODUCTION**

Method is one of important aspects in English teaching-learning process. The method that the English teacher uses should be challenging and suitable with the student level of English

proficiency in order that the lower and higher students are able to achieve the teaching goals. In teaching English especially in vocational school, an English teacher is expected to teach with particular way and method. She is expected be able to know his or her student in detail, such as their personality, they like to learn English, and how good their English, etc. So the students do not get bored and can feel comfortable in learning English in order to make them understand what the teacher has explained, what the teacher has taught, and so on.

There are some methods that can be applied by a teacher to teach the students, including Problem-based Learning, Project-based Learning, Discovery/Inquiry Learning, etc. Problem-based Learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. Project-based Learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

The English teacher especially in SMK Negeri 1 Boyolali as vocational school is encouraged to teach communicatively and interactively in classes but based on the field work that has been seen by writer in SMK Negeri 1 Boyolali. Students with at least average proficiency in learning English language were unable to communicate effectively in the classroom.

## **2. METHOD**

The researcher uses descriptive qualitative research to get the data. This research method elaborates type of research, place and time of the research, subject of the study, object of the study, data and source data, method of collecting data, and technique for analyzing data. The data of this research are the method of teaching English as a foreign language at SMK Negeri 1 Boyolali. The sources of data in this research are, event, informant, and document. The methods of collecting data are: interview, observation, and document analysis. Technique for analyzing data are: (1) Classifying the teaching English method at SMK Negeri 1 Boyolali that is resulted from the observation, (2) classifying the problem faced by English teacher, (3) Drawing the conclusion and proposing suggestion based the data analysis.

The purposes of this research are to describe the teaching English method implemented by teacher of SMK Negeri 1 Boyolali and describing the problem faced by teacher in implementing the methods in teaching English at SMK Negeri 1 Boyolali.

### **3. FINDING AND DISCUSSION**

#### **3.1 Teaching-learning Process of English at the First Year of SMK Negeri 1 Boyolali**

##### **3.1.1 The Goal of Teaching English**

The goal of teaching English in SMK Negeri 1 Boyolali is to develop the students skill especially in communication using English language well because remembering how important of English language in this era also to master the four language skills, namely; listening, reading, speaking, and writing. Those aspects were as preparation in facing an examination.

##### **3.1.2 Method of Teaching English Applied by the Teacher**

Based on the observation, the writer found that the teacher applied one method in teaching English, namely Discovery/Inquiry Learning. Where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. In the teaching learning process, the teacher implemented this method in the observation.

##### **3.1.3 The Material for Teaching English**

The material used in SMK Negeri 1 Boyolali was suitable with the syllabus. The syllabus for the first year students at SMK Negeri 1 Boyolali was based on School Level-based Curriculum. The syllabus was a framework within which activities could be carried out, here the teachers developed it themselves.

Teaching-learning materials had very important role. The material was anything which was to help to teach language learners. The material should be appropriate to the syllabus. It must be able to develop the students' competence, skill and knowledge. The materials of English subject concerning with listening, speaking, reading, and writing of course were listed in syllabus. The teacher taught her students based on the topic and subtopic in the book. The textbook applied by the teacher especially in the first year students is *Buku Bahasa Inggris X Kurikulum 2013 Edisi Revisi 2017* by *KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA 2017* for Vocatonal High School and all of the students must have that book. The summary of the materials were provided in this textbook including example, exercise, taks, and daily test. The four basic language skills were also included in this textbook concerning with listening, reading, speaking, and writing. Here,

the role of the material in language teaching is a source of stimulation and ideas for classroom activities.

The material used by the teacher in that observation is Congratulating and Complimenting Others.

#### 3.1.4 Teaching-learning Process

The time duration of English teaching-learning process took only 135 minutes for English session. The English subject had 3x45 minutes per week. The present observer makes one time in the teaching-learning process. To get the information related to the method applied by the English teacher, the researcher observed the classroom. In this session, the researcher observed the activities that were done by the teacher during the observation in SMK Negeri 1 Boyolali. The writer will explain as follows:

Based on the observation, the teacher applied Discovery/Inquiry. The teacher applied this method in order to cover four skills due to limited time.

The procedures applied by the teacher in teaching-learning process of English, included: opening the class, explanation, consultation, practice, presentation, and closing the class. The following are procedures applied by teacher:

(The observation on August 24, 2018)

##### 1) Opening Class

The lesson began at 12.45 p.m. in class X Multimedia. The teacher opened the class by greeting to the students before entering to the material. “*Assalamu’alaikum Wr. Wb. Good afternoon, students? How are you today?*” asked the teacher to the students. Then students answered “*Good afternoon, mom. I’m fine*”. Then the teacher continued checking the attendance of the students, “*OK, is anybody absent today?*” said the teacher to the students. Then students answered “*Yes mom, Rahmad is not present today*”. Before that, the teacher asked the students whether there was a homework or not in the last meeting, for example “*Is there any homework?*” asked by the teacher. Then, the students replied “*Yes, mom, the task about wrote an email to a friend*”. Then, the teacher asked the students to collect the task to be one. After checking the attendance of the students then the teacher continued to begin the lesson. Before entering to the material, the teacher asked to the students to prepare their book, and etc. “*Now, we are going to learn the material page 20, before I explain, please prepare your book and open page 21*” said the teacher to the students.

## 2) Explanation

After the opening session, the next session was explaining the material. The teacher asked the students to open their book, the teacher was ready to explain the material. The teacher asked the students about the experiences at the lower secondary school of expressing congratulation and complementing to others. Then, the teacher asked the students to list the expressing congratulation and complementing to others. The teacher continued explaining the aims and how to apply the congratulations and complementing to others. During the observation, the researcher found that the topic of the discussion was “Expressing Congratulation and Complementing to others”. Here, the teacher explained the way of expressing congratulation and complementing to others, including some expression applied to show appreciate and responses to congratulation and complementing to others expression.

## 3) Consultation

In this consultation session, the teacher gave opportunities to the students to ask about the material. “*Any question about this material, students?*” asked the teacher to the students. “*No question, mom*” answered the students. “*OK if there isn’t any question, we will continue the next activity*” said the teacher to the students.

## 4) Practice

After consultations session, the next session was practice. Here, the teacher asked the students to work in pairs. Each group consisted of four students, “*Now, I’ll give you task about this material, please work in pairs*” asked the teacher to the students. The task was making a dialogue about expressing congratulating and complementing to others based on the eight given situations: (1) new haircut, (2) best student, (3) speech contest, (4) new baby, (5) successful business, (6) best model, (7) new job, (8) talented singer. The students could choose one of the eight topics above. The pairs had to compact to do that task, not individually. The teacher asked the students for making the dialogue of at least 5 sentences. On this occasion, the teacher gave only 45 minutes to do an exercise. Here, the teacher controlled each pairs during the activity in order to make the situation in the class is conducive.

## 5) Presentation

After the students finished their work of making a dialogue about expressing congratulations and complementing to others, the teacher asked students to put and act the dialogue in front

of the class. While the group did presentation, students paid full attention to the presentation. The researcher found that in this session, the teacher not only gave a practice but also provided the students an opportunity to account for their work in front of the class. In this stage, the students presented in front of the class about the dialogue that they had made and the teacher saw the performance of each group with giving a comment.

#### 6) Closing Class

In this session, the teacher gave her appreciation to all students who became the participants in following the lesson, for example, *“OK, time is over. If you still have a difficulty, you can ask me in the break time at the teacher’s room”*. Then, the teacher closed by leave taking. *“The last but not least, thank you for your attention, Wassalamu’alaikum Wr. Wb.”*.

### **3.2 The Problem Faced by the Teacher in Implementing Discovery/Inquiry Learning Methods to the First Students of SMK Negeri 1 Boyolali**

Based on the interview with the English teacher, the researcher concluded that there were some problems faced by the teacher in implementing Discovery/Inquiry Learning methods to the first year students of SMK Negeri 1 Boyolali.

Different capabilities of the students become the problem faced by the teacher. In SMK Negeri 1 Boyolali especially the students of X Multimedia have different abilities in English language. This condition is very influential in showing an idea when implementing of Discovery/Inquiry Learning method. This condition is different if the students have good abilities in English language, certainly a lot of an idea will appear. Willing or unwilling teacher should understand if her students did not come from favorite school and their abilities are not same with the students who learn in excellent school. The writer analyzes that different capability of the students certainly become problem faced by all teachers who teach in the school.

## **4. CONCLUSION**

Based on the research findings there are some conclusions that can be drawn by the writer. The conclusions are as follows:

- 1) The English teaching method applied at the first year in SMK Negeri 1 Boyolali is Discovery/Inquiry Learning method. This method made the students not passive, but active in the class. It covers the language skills namely: listening, reading, writing, and

speaking. On this occasion, the students work in group or in pairs in order to make the students know about the environment, share ideas with their friend and the students know how to solve the problem in the material through sharing information, opinion, and etc.

- 2) The goal of teaching English at SMK Negeri 1 Boyolali is to develop the students skill especially in communicating English language well because remembering how important of English language in this era also to master the four language skills, namely: listening, reading, writing, and speaking. Those aspects are as preparation in facing an examination
- 3) English teaching activities consist of opening the class, explanation, consultation, practice, presentation, and closing the class.

## **REFERENCES**

- Castronova, J., 2002. *Discovery learning for the 21st century: What is it and how does it compare to traditional learning in effectiveness in the 21st century? Literature Reviews, Action Research Exchange (ARE), 1(2).*
- Sindelar, T.M. 2002. *The Effectiveness of Problem-based Learning in the High School Science Classroom.* M.A. Thesis, University of Nebraska-Lincoln
- Thomas, H, W. Mergendoller, J. R. Michaleson, A., 2000. *Projects Based Learning: A Handbook for Middle and High School Teachers.* Navato, CA: the Buck institute for Education