

## **AN ANALYSIS OF TEACHING METHODS USED BY ENGLISH TEACHERS AT SD NEGERI 22 KOTA BENGKULU**

**<sup>1)</sup>Violeta Aprili, <sup>2)</sup>Washlurachim Safitri, <sup>3)</sup>Ivan Achamd Nurcholis,**  
<sup>1,2,3</sup> Muhammadiyah University of Bengkulu

### **Correspondence**

#### **Email:**

[Violetaaprili075@gmail.com](mailto:Violetaaprili075@gmail.com)  
[washlurachimsafitri@umb.ac.id](mailto:washlurachimsafitri@umb.ac.id)

### **Abstract**

The purpose of this research is to analyze the teaching methods employed by English teachers at SD Negeri 22 Kota Bengkulu. The study applies a descriptive research design, utilizing observations conducted in six different classes. The results indicate that the Grammar Translation Method (GTM) is the predominant teaching approach in the school. Teachers frequently use explicit grammar instruction, translation exercises, and vocabulary memorization to facilitate language learning. Although this method effectively reinforces grammatical accuracy, it lacks interactive elements that promote fluency. The study suggests incorporating more communicative teaching strategies, such as Communicative Language Teaching (CLT) and the Direct Method, to enhance students' engagement and practical language use.

**Keywords:** *Teaching Methods, Grammar Translation Method, Primary*

*Education, SD Negeri 22 Kota Bengkulu*

## **1. Introduction**

The introduction of English in Indonesian elementary schools began with the issuance of Decree No. 060/U/1993 by the Ministry of Education and Culture on February 25, 1993. This regulation permitted the teaching of English starting from the fourth grade. However, over time, numerous schools adopted a more proactive approach by incorporating English lessons from the first grade. This initiative was often implemented as a strategy to enhance the schools' competitive advantage, attracting more parents to enroll their children in institutions that prioritized early English education (Kuwat & Ghozali, 2018).

English became an officially recognized local content (Mulok) subject under the 2006 School-Based Curriculum (KTSP). The inclusion of

English in primary education was reinforced by Minister of National Education Regulation No. 22/2006 on Content Standards and Regulation No. 23/2006 on Graduation Competency Standards. These regulations mandated English instruction for students from Grade I to Grade VI, with a weekly allocation of two sessions, each lasting 35 minutes (Kulsum, 2016). Although initially intended for Grades IV to VI, English was gradually introduced at all levels, starting from Grade I, in most primary schools across Indonesia.

Given the significance of English as a local content subject in elementary education, establishing clear competency standards is essential for schools offering English instruction. These standards should equip students with fundamental English skills that will facilitate their transition to junior high school (SMP/MTs). The expected competencies focus on enabling students to engage in basic interactions in English, particularly in school-related activities. The approach emphasizes the use of English as a tool to support real-life actions, known as "language accompanying action." This interaction is primarily situational, centering on immediate and relevant topics. To build a strong foundation for future language development, students should be exposed to common adjacency pairs, which form the basis of effective communication (upi.edu., 2024).

In today's globalized world, foreign language proficiency plays a crucial role in fostering international communication and interaction. As a result, various teaching methods and techniques have been designed to facilitate language learning. Some of these approaches include the direct method, traditional method, task-based teaching, and the Total Physical Response (TPR) method, among others. Particularly in primary education, it is crucial to ensure that the learning process is both engaging and accessible for young learners (Shermatova, 2023). However, teaching English at the elementary level presents unique challenges. To address these difficulties, educators must implement suitable teaching methods that align with the students' developmental stages and learning preferences. Effective pedagogical strategies are crucial in shaping students' literacy skills, including reading, writing, listening, and speaking. Primary school classrooms often require diverse instructional techniques to accommodate students' different learning styles and abilities.

SD Negeri 22 Kota Bengkulu provides a valuable context for examining the instructional strategies employed by English teachers. Investigating these teaching methods helps assess their effectiveness in engaging students and fostering language acquisition. Additionally, analyzing instructional approaches can shed light on potential challenges and areas needing improvement, ultimately enhancing the overall quality of English language instruction in the school.

The primary objective of this research is to explore the teaching methodologies used by English instructors at SD Negeri 22 Kota Bengkulu. The study aims to gain insights into the pedagogical techniques applied and evaluate their alignment with current educational standards and language learning theories. By examining these methods, the research seeks to offer meaningful recommendations for improving the effectiveness of English language instruction at the primary education level.

## **Research Methodology**

This research employs a descriptive qualitative approach, focusing on direct classroom observations. The subject of the study is one English teacher at SD Negeri 22 Kota Bengkulu, teaching across six grade levels. Data collection was conducted through structured observation checklists that documented teaching practices and methods applied in the classroom. Observations were conducted over six sessions, covering different grade levels to ensure comprehensive findings.

## **Finding and Discussion**

### **Finding**

Observations indicate that the Grammar-Translation Method (GTM) is the most frequently applied teaching method at SD Negeri 22 Kota Bengkulu. This method focuses primarily on grammatical accuracy and translation skills, providing students with a strong foundation in written English. However, it has notable limitations when it comes to fostering communicative competence, as it does not emphasize interactive language use or real-world communication skills.

One key characteristic of GTM in this school is explicit grammar instruction. Teachers consistently introduce grammar rules at the beginning of lessons, ensuring that students understand the structure and syntax of English sentences. This structured approach helps learners develop a solid theoretical knowledge of the language, which can be beneficial for reading and writing. However, this method tends to prioritize rule memorization over practical application. As a result, students may struggle to use grammar spontaneously in conversation since they are more accustomed to analyzing sentences rather than producing them in natural speech.

Translation exercises are another dominant feature of GTM in the classroom. Students frequently engage in translating sentences between Bahasa Indonesia and English. While this practice reinforces vocabulary and sentence structure, it does not

encourage students to think in English. Instead, they often rely on their native language as an intermediary, which can slow down the process of language acquisition. Moreover, translation-based learning does not prepare students for real-world interactions, where quick thinking and spontaneous speaking are essential.

Vocabulary memorization also plays a significant role in this teaching method. Teachers emphasize the use of word lists, dictionaries, and structured vocabulary exercises to expand students' lexical knowledge. Although this approach helps students build a strong vocabulary base, it does not always translate into practical usage. Words learned through memorization alone can be difficult to recall in actual communication, as students may lack exposure to contextual usage. Without interactive activities such as role-playing, discussions, or storytelling, students may find it challenging to integrate new words into their active vocabulary.

Furthermore, GTM places a heavy focus on reading and writing activities. Classroom exercises mainly involve reading comprehension tasks and written assignments, while speaking and listening skills receive limited attention. This imbalance in skill development may hinder students' ability to engage in conversations confidently. Since language learning requires both receptive (reading and listening) and productive (speaking and writing) skills, the lack of oral practice could leave students ill-equipped to communicate effectively in real-life situations.

While GTM ensures grammatical accuracy and supports structured learning, its lack of emphasis on interaction makes it less effective for developing fluency. Compared to studies by Alviah (2019) and Da Silva et al. (2024), which advocate for the integration of Communicative Language Teaching (CLT) and the Direct Method, the reliance on GTM at SD Negeri 22 Kota Bengkulu highlights the need for a more balanced approach to English instruction.

To enhance students' language skills, incorporating elements of CLT and the Direct Method—such as role-plays, discussions, and immersive activities—could improve their ability to communicate in English naturally. CLT emphasizes meaningful interaction, group discussions, and real-life scenarios, helping students develop confidence in speaking. The Direct Method, on the other hand, encourages learning English without translation, allowing students to think in English and use it more fluidly. A combination of these interactive strategies with the structured grammatical foundation of GTM may offer a more effective way to develop both accuracy and fluency in English learning. By integrating more student-centered and communicative activities, teachers can provide a

richer learning experience that better prepares students for real-world communication.

### **Discussion**

Based on the observations conducted in Classes 1B, 2A, 3A, 4B, 5A, and 6A, it is clear that the Grammar Translation Method is the most commonly employed instructional approach. This conclusion is supported by the frequent use of fundamental strategies associated with this method, such as:

Providing explicit explanations of grammar rules, ensuring students understand language structures thoroughly.

Engaging in translation activities, where learners routinely convert sentences between their native language and the target language.

Emphasizing vocabulary development through dictionary consultations, word-matching tasks, and bilingual word lists.

Prioritizing accuracy by incorporating error analysis, structured evaluations, and grammar-focused feedback.

Encouraging written exercises, including paragraph writing, to reinforce grammar and vocabulary skills.

Utilizing repetition exercises to enhance retention and reinforce learning.

Conducting reading exercises that involve comprehension and translation tasks.

The consistent use of these techniques suggests a strong inclination toward a structured, rule-based method of language instruction. While effective for improving grammatical accuracy and translation skills, incorporating more interactive and communicative strategies could further support students' fluency and practical language application.

This study's findings align with previous research on English teaching methodologies. Similar to Effendi et al. (2018), this study identifies the Grammar Translation Method (GTM) as a key component of classroom instruction, emphasizing grammar explanations, translation exercises, and written tasks. Both studies highlight teachers' reliance on accuracy-driven learning, where mastering grammar and translation is prioritized. Additionally, Manab (2020) observed inconsistencies in the use of alternative approaches, which this study also confirms. GTM remains the dominant approach at SD Negeri 22 Kota Bengkulu, reflecting a broader trend in Indonesia's primary education system that favors structured grammar instruction over interactive learning.

However, notable differences exist between this study and prior research. Effendi et al. (2018) documented the use of GTM alongside the Direct Method and the Audio-Lingual Method, whereas this study predominantly observed GTM with minimal use of oral or interactive teaching techniques. Similarly, Alviah (2019) found that Communicative Language Teaching (CLT) and the Discussion Method played a significant role in English instruction, contrasting with this study's findings, which show little emphasis on communication-based activities. Bunga (2019) reported a focus on reading and speaking exercises, while the present study observed greater emphasis on translation and writing tasks. Furthermore, Da Silva et al. (2024) recommended the Direct Method for primary school settings, advocating for direct association of meaning with the target language. This study, however, found that explanations and translations in the mother tongue were more commonly used.

Overall, the findings reaffirm that GTM continues to be the predominant instructional method in Indonesian primary schools. While previous studies have highlighted the benefits of communicative approaches like CLT and the Direct Method, these methods remain underutilized in the observed classrooms. Integrating more interactive strategies could provide a more balanced approach, aligning with contemporary language learning theories.

The study's findings strongly support the theoretical framework on the Grammar-Translation Method outlined in Chapter 2. Observations in Classes 1B, 2A, 3A, 4B, 5A, and 6A demonstrate that English instruction at SD Negeri 22 Kota Bengkulu heavily relies on this method. A key feature of GTM is explicit grammar instruction, where teachers begin lessons by explaining grammatical rules in detail. This observation aligns with Howatt's (1984) assertion that GTM prioritizes prescriptive grammar instruction, ensuring students acquire a solid grasp of grammar before applying it. Moreover, grammar rules are often introduced through examples and counterexamples, reinforcing theoretical claims that learning takes place through rule application.

Another defining aspect of GTM evident in the study is the frequent use of translation exercises, requiring students to translate between their native language and English. This aligns with Howatt (1984) and Richards & Rodgers (in Hilmiah, 2016), who describe translation as a central component of GTM. Through bidirectional translation exercises, students aim to develop precise language use, a core objective of the method. Additionally, vocabulary acquisition is heavily emphasized, with teachers encouraging dictionary use, bilingual word lists, and word-matching exercises. This observation supports Chastain's (in Hilmiah, 2016) findings that vocabulary in GTM is often learned through direct memorization rather than contextual exposure.



A strong focus on accuracy further characterizes the Grammar-Translation Method, as observed in the study. Teachers consistently analyze errors and provide feedback on grammar, sentence structure, and word choice, supporting Howatt's (1984) argument that high accuracy standards are integral to GTM. Students are also encouraged to revise their translations and written exercises to refine their language use. The lessons observed featured extensive written assignments and reading tasks, which are essential elements of this method. Students practiced paragraph and essay writing, incorporating new vocabulary and grammar structures. Additionally, reading comprehension tasks were followed by translation exercises, reinforcing the literature's assertion that GTM places greater emphasis on reading and writing than on speaking and listening (Howatt in Manab, 2020).

Finally, the prevalent use of the mother tongue in instruction further confirms the application of GTM in the observed classes. Teachers frequently compared grammar structures between the native and target languages, using direct translations to explain complex concepts. This observation aligns with Chastain's (in Hilmiah, 2016) description of GTM, which highlights the mother tongue as an essential instructional tool. Given these findings, it is evident that GTM remains the primary teaching method at SD Negeri 22 Kota Bengkulu. While it effectively enhances grammatical accuracy and translation proficiency, incorporating communicative and interactive elements could better support students' overall language development.

## **Conclusion and Recommendations**

### **Conclusion**

This study confirms that GTM remains the dominant teaching method at SD Negeri 22 Kota Bengkulu. While it effectively reinforces grammar and translation skills, it does not sufficiently develop students' communicative abilities.

### **Suggestion**

For Teachers: Incorporate communicative teaching methods such as CLT to improve students' speaking and listening skills. Provide teacher training on diverse language teaching strategies. Explore the effectiveness of integrating multiple teaching methods to improve English proficiency in primary education. By diversifying teaching approaches, educators can foster a more engaging and effective English learning environment for primary school students.

## **References**

- Alviah, A. (2019). *A Study on Teaching Method Used By The English Teachers in Teaching Speaking at SMPN 3 Pekanbaru* (Doctoral dissertation, Universitas Islam Riau).
- Bunga, S. W. (2019). *The Teacher's Method in Teaching English at the Eleventh Grade Students of SMA Negeri 2 Palopo. Skripsi. Palopo. IAIN Palopo.*
- Bhujbal, S. A. ENGLISH AT THE PRIMARY SCHOOL LEVEL-A STUDY OF TEACHERS'PERSPECTIVE.
- da Silva, A. R., Hitotuzi, N., & Barbosa, N. S. (2024). The Direct Method in English Language Instruction for Primary School Students in Santarém-PA: An Experience of TESOL Undergraduates. *Journal of Education and Learning*, 13(4).
- Effendi, Herlina et al. (2018). *Analysis Of Teaching Methods Used By English Teacher At The Eight Grade Of Mtsn 3 Mataram In Academic Year 2017/2018. Thesis. Mataram: University of Mataram*
- Hilmiah. (2016). *English Teaching Methods Used by English Tutors in Teaching Vocabulary For Young Learners at GLC English Course of Palangka Raya. Thesis. Education Department of State Islamic Institute Palangka Raya*
- Kuwat, K., & Ghozali, I. (2018). Teaching English to the elementary school students in Kutoarjo District. *Journal of English Language and Pedagogy*, 1(1).
- Madya, S., Sugeng, B., Maarif, S., Supriyanti, N., Purbani, W., & Istiqomah, S. (2004). Developing a model of teaching English to primary school students. *Teflin journal*, 15(2), 193-229.
- MANAB, S. P. (2020). *Analysis Teaching Method of English Teacher for the Tenth Grade of SMAN 4 Parepare* (Doctoral dissertation, IAIN Parepare).
- Shermamatova, S., & Malikova, G. (2023). TEACHING ENGLISH TO PRIMARY SCHOOL STUDENTS THROUGH TPR METHOD. *Oriental renaissance: Innovative, educational, Natural and social sciences*, 3(4), 252-257.
- Upi.edu <http://file.upi.edu/Direktori/KD-SUMEDANG/197212262005011002->



PRANA DWIJA ISWARA/skld%20SD-MI/36.%20BHS%20INGGRIS%20SD-MI.pdf. Accessed on 21 August 2024.