

GOOD ENGLISH TEACHING METHODOLOGY FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Teaching methodology has become popular in teaching and learning activities in classroom. It also became the major thing included in lesson plan. Teaching methodology used in class room is an action to attain the purpose for each subject matter. Appropriate teaching methodology will make teaching activities more effective, and make students learn better. Hence, this condition will be an important aspect of the success of teaching and learning activities. However, finding an appropriate teaching method for both students and teachers are easily said than done. There are many factors that need to be considered in determining the appropriate teaching methodology. This presentation aims at reporting a research result that investigated some schools toward appropriate teaching English methodology for junior high school students. Research was conducted in some junior high school with interviewing and spreading questionnaires. The expected research result aims to find the appropriate method in teaching for junior high school students and be able to become a good suggestion for local government(s) to create this research result to be done for several years to come. This research result also expected to become a foundation for another researchers for doing the next same activity, so that our teaching in English subject will acquire useful input in enhancing the quality for both teaching for teachers and learning for students.

Keyword: *Teaching, Teaching methodology, Students style*

A. INTRODUCTION

Let us first consider whether our method used in the English class has run well or not? Sometimes teachers have to choose the easy one activity for teaching their students without or any considering they are using the appropriate method or making the random method in teaching the English. What will students get then? Of course, students will get nothing when the trouble is about there is no impression to learn something which does not give any benefit for their life. Because students see that English is something weird and never influence their life.

One of the observations that has been ever done by the writer in Meulaboh, West Aceh regency is about many teachers of junior high schools tend to use grammar translation method (GTM) in most of activities in the classroom. The method used because there is one condition when students do not know at all about foreign language, especially English. They never got deep explanation about this thing in previous grade of schools. This condition forces teachers to spend extra effort to realize students to see that English is not something difficult to be earned. So that, it will be easy to be done when teachers teach them by using word by word. Even though we know that grammar translation method (GTM) is not new.

It has been being conservative method in English teaching. Since it was firstly used in teaching of the classical languages, Latin and Greek. This method had been being familiar in teaching methodology until now. It was also hoped that through this method students would become more familiar with the grammar or their native language (Diane: 2000). It proves that

grammar translation method is the oldest method for teaching foreign language toward students.

Hence, doing this research writer tried to look for what the appropriate method in teaching the English for junior high school students in Meulaboh is, West Aceh.

Statement of The Problem

When there are so many techniques in teaching making teacher becomes more creative because he can utilize those techniques to be implemented either in different classes or class condition.

For this research which comes up since English still becomes something weird for many students of Indonesia, especially in Meulaboh, Aceh Barat. Hence, this research would try to find out the best way of teaching method, and also give the impact for student learning in the classroom. This research comes up since English still becomes something weird for many students of Indonesia, especially in Meulaboh, Aceh Barat. Here, there are some purposes of the research: To find out whether grammar translation method is still good used for junior high school students. To find out good teaching methodology for junior high school students.

B. DISCUSSION

Grammar Translation Method

Grammar translation method is not new. It has had the different name which is well-known as classical method since it was firstly used in teaching of the classical languages, Latin and Greek. This method had been being familiar in teaching methodology until now. It was also hoped that through this method students would become more familiar with the grammar or their native language (Diane: 2000). It is commonly used for the purpose in helping students in writing and reading.

Grammar translation method defines, as a fundamental purpose of learning foreign language is to be able to read literature written in the target language. Students need to learn about grammar rules and vocabulary of the target language. Common characteristics of grammar translation method are the interaction in class is mostly from the teacher to the students, vocabulary and grammar are emphasized, reading and writing are the primary skills that the students work on, and there is much less attention given to reading and writing (Diane:2000).

Total Physical Response (TPR)

A brief history of Total Physical Response (TPR). Total physical response (TPR) is given to a learning strategy which has been developed and promoted by Professor James Asher of San Jose State University in California. (Arnold Muhren). The basic technique of TPR is simple. Learners act out command given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down). (Arnold Muhren)

The research done by spreading questionnaires and doing deep interview. The population is whole junior high schools in Meulaboh, Aceh Barat, and the sample taken from 10 English teachers of junior high schools in Meulaboh, West Aceh. After spreading questionnaires and doing deep interview the data is collected to find out the research result.

Spreading and asking some questions toward teachers of junior high school in Meulaboh, West Aceh asking about: What kind of teaching methodology you usually use in English classroom? 8 from 10 correspondents said they used Total Physical Respond in their classroom, and 2 correspondents choose grammar translation method. These 8 correspondents choose TPR because when they know students' background who are most of students do not know at all about English, and it will be easy to teach them when teacher command some instructions, the students replay then. Besides that, this activity will put long term memorizing toward students because they can do and feel what actually they learn. Using the command form teachers is something fun rather than doing something which is focused on the paper or teacher's speech.

They do not use GTM because they do not see something seriously impacted to their students. GTM just teach them to be passive students rather than active students. Hence, these teachers move to use GTM into their English class. Can that methodology be used for teaching four English competencies (*listening, speaking, reading, and writing*) toward junior high school students? Most of teachers said yes. 8 correspondents they just need to make the activities in class much funny because when students do not feel under pressure all activities will run more active.

How can students learn of four competencies by using total physical response? Listening: students will hear teacher's command many times. Because TPR asks teachers to give the instruction in term of commands until students get the point out. Speaking: students will practice their pronunciation, even their communication, because teacher has showed to them many times Reading: students can practice their reading by using a slice of paper given by teacher which has an interesting picture, and then students will practice their reading on it Writing: students will be able to write whatever they just heard. Even it is in phrase or word. They will elaborate it to become either a sentence or a paragraph.

C. CONCLUSION

Hence, the conclusion of this research is Total Physical Response can give much benefit when it is done in the area which has the students who are really strange with foreign language, especially English. Besides that, teachers who teach English lesson can use the research result into their English class because they have already know what kind of good methodology their students need to learn English.

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