

**AN ANALYSIS ON TEACHING METHOD USED BY
ENGLISH TEACHERS IN SD NEGERI 22 KOTA BENGKULU**



THESIS

By:
Violeta Aprili
NPM. 1988203027

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

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THESIS

Presented as a Partial Requirement for “Sarjana Degree”
In English Education Study Program Muhammadiyah
University of Bengkulu

By:
Violeta Aprili
NPM. 1988203027

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APPROVAL SHEET
AN ANALYSIS ON TEACHING METHOD USED BY
ENGLISH TEACHERS IN SD NEGERI 22 KOTA BENGKULU



THESIS

By:
Violeta Aprili
NPM. 1988203027

APPROVE BY:

ADVISOR

A handwritten signature in black ink, appearing to read "Washturachim", is written over a faint red circular stamp.

Washturachim Safitri, M.Pd
NBK 1521090224

Acknowledge by Dekan of FKIP
Muhammadiyah University of Bengkulu

A handwritten signature in black ink, appearing to read "Santoso", is written over a faint red circular stamp. The stamp contains the text "UNIVERSITAS MUHAMMADIYAH BENGKULU" and "FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN".

Drs. Santoso, M.Si.
NIP 196709151993031004

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By:
Violeta Aprili
NPM. 1988203027

**Has Been Examined by the Board of Examiner of the English Language
Education Study Program of Teacher Training and Education Faculty
Muhammadiyah University of Bengkulu**

Examiner

Name

Signature

1. Yupika Maryansyah, M.Pd
Examiner I

(.....)

2. Ivan Achmad Nurcholis, M.P.d
Examiner II

(.....)

3. Washlurachim Safitri, M.Pd
Supervisor

(.....)

**Acknowledge by Dekan of FKIP
Muhammadiyah University of Bengkulu**



Drs. Santoso, M.Si.
NIP 196709151993031004

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini

Nama : Violeta Aprili

NPM : 1988203027

Program Studi : Pendidikan Bahasa Inggris

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Bengkulu, 13 Maret 2025

Yang membuat pernyataan

Mengetahui
Ketua Program Studi



Waschlirachim Safitri, M.Pd
NIDN. 023005872



Violeta Aprili
NPM. 1988203027

CURRICULUM VITAE



Name: Violeta Aprili

Date of Birth: April 16, 2001

Religion: Islam

Nationality: Indonesian

Address: Kota Tais, Seluma Regency, Indonesia

Violeta Aprili began her educational journey at SDN 156 Seluma, where she completed her elementary education. She then continued her studies at SMPN 05 Seluma, where she developed a strong academic foundation during her junior high school years. Following this, she pursued her senior high school education at SMAN 01 Seluma, where she honed her skills and prepared for higher education.

With a passion for language and education, she furthered her studies at Muhammadiyah University of Bengkulu, majoring in English Education. Through dedication and perseverance, she successfully completed her degree, equipping herself with the knowledge and skills to contribute to the field of education.

MOTTO AND DEDICATION

MOTTO

- ❖ "One day, I will sit down and congratulate myself, saying, 'It was difficult, but I made it.'"
- ❖ "I risked my mother's life when I was born into this world, so there is no way I am meaningless."

DEDICATION

With gratitude and love, I dedicated this thesis to :

- ❖ To my first love and the gate to my paradise – my beloved parents, Mr. Helmi Irawan and Mrs. Heni Susilawati, who have been the main reason I persevered through every challenge during my college years. This is my way of fulfilling the responsibility and trust you placed in me. Thank you for always praying for me, encouraging me, motivating me, and supporting me financially, so I could complete my studies. Stay healthy and live longer—you must be there for every journey and achievement in my life. I love you more.
- ❖ To my dearest younger sister, Daniella Helnivi (late), thank you for being part of my life and for inspiring me throughout my studies. Even though you couldn't be here with me to witness this moment, I believe you must be proud up there.
- ❖ To my late grandmother, thank you for your endless motivation, encouragement, and support. I hope you are proud to see me reaching this milestone today.

- ❖ To my best friend, NY. Putri Tiara Sella, thank you for always being there through both joys and hardships, for your unwavering support, and for always listening to my struggles throughout my college journey.
- ❖ To my comrade, Inten Angelina, S.Pd, thank you for fighting alongside me until we finally completed this journey. You always reminded me that what we started, we must finish. And finally, we did it!
- ❖ To my partner, Serda Hendri Nugraha Saputra, thank you for being part of my journey until this moment and for always staying by my side.
- ❖ To myself, thank you for choosing to rise and keep going despite all the external pressures. You are amazing, Violeta.

PREFACE

Bismillahirrahmanirrahim

First and foremost, Alhamdulillahirabbil'alamin, I express my deepest gratitude to Allah S.W.T. for granting me the opportunity, strength, and good health to complete my studies at Muhammadiyah University of Bengkulu.

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A special thanks to my supervisor, Washlurachim Safitri, M.Pd., for her invaluable guidance, insightful ideas, constructive recommendations, and continuous support throughout this research journey.

I acknowledge that this study is not without its limitations. Therefore, I sincerely welcome any suggestions and constructive criticism that could contribute to improving future research.

Finally, I hope this thesis can be beneficial for its readers, especially students of the English Study Program and English lecturers.

Bengkulu, March 2025

Violeta Aprili
NPM. 1988203027

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The completion of the undergraduate thesis, "AN ANALYSIS ON TEACHING METHOD USED BY ENGLISH TEACHERS IN SD NEGERI 22 KOTA BENGKULU" is due to Allah SWT, the Almighty, who has bestowed strength and direction upon us. Sholawat may always be committed to Prophet Muhammad SAW, who serves as an inspiration to all people everywhere. This undergraduate thesis was submitted to Muhammadiyah University of Bengkulu's Faculty of Teacher Training and Education in partial completion of the requirements for an undergraduate degree in education. Numerous individuals have contributed encouragement, motivation, assistance, supports, and recommendations that have been helpful in finishing this thesis.

The deep gratitude and appreciation are expressed to:

1. Dr. Susiyanto, M.Si as the Rector of Muhammadiyah University of Bengkulu.
2. Drs. Santoso, M.Si as the Dean of Faculty of Teacher Training and Education Muhammadiyah University of Bengkulu.
3. Washlurachim Safitri, M.Pd as the Head of English Education Study Program at Universitas Muhammadiyah Bengkulu, and as the Supervisor.
4. All lectures in English Education Study Program Muhammadiyah University of Bengkulu.
5. My Parents, and My Family who have given love and always prayed so that this thesis proposal can be completed properly.

6. Class of 2020 Students of English Education Study Program,
Muhammadiyah University of Bengkulu.

Constructive criticism and suggestions are very much expected by the author for the perfection of this thesis proposal. The author hopes that this thesis proposal can be useful for readers.

Bengkulu, March 2025

Author

ABSTRAK

Violeta Aprili, 2025. Analisis Metode Pengajaran yang Digunakan oleh Guru Bahasa Inggris di SD Negeri 22 Kota Bengkulu. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Bengkulu. Pembimbing: Washlurachim Safitri, M.Pd

Tujuan penelitian ini adalah untuk menganalisis metode pengajaran yang diterapkan oleh guru bahasa Inggris di SD Negeri 22 Kota Bengkulu. Penelitian ini menggunakan desain penelitian deskriptif dengan melakukan observasi di enam kelas yang berbeda. Hasil penelitian menunjukkan bahwa Grammar Translation Method (GTM) merupakan pendekatan pengajaran yang paling dominan digunakan di sekolah tersebut. Guru sering menerapkan pengajaran tata bahasa secara eksplisit, latihan penerjemahan, dan menghafal kosakata untuk mendukung proses pembelajaran bahasa. Meskipun metode ini efektif dalam memperkuat ketepatan tata bahasa, metode ini kurang memiliki elemen interaktif yang dapat meningkatkan kefasihan berbahasa siswa. Oleh karena itu, penelitian ini menyarankan untuk mengintegrasikan strategi pengajaran yang lebih komunikatif, seperti Communicative Language Teaching (CLT) dan Direct Method, guna meningkatkan keterlibatan siswa serta kemampuan penggunaan bahasa secara praktis.

Kata Kunci: *Metode Pengajaran, Grammar Translation Method, Pendidikan Dasar, SD Negeri 22 Kota Bengkulu.*

ABSTRACT

Violeta Aprili, 2025. An Analysis of Teaching Methods Used by English Teachers at SD Negeri 22 Kota Bengkulu. Undergraduate Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Thesis: English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu

Supervisor: Washlurachim Safitri, M.Pd.

This study aims to analyze the teaching methods employed by the English teachers at State Elementary School (SD Negeri) 22 of Bengkulu city. Utilizing a descriptive research design, the observations were conducted across six different classes. The Findings indicate that the Grammar Translation Method (GTM) is predominantly used, characterized by explicit grammar instruction, translation exercises, and vocabulary memorization. While this method effectively reinforces grammatical accuracy, it lacks interactive elements that enhance students' language fluency. Therefore, it is recommended to integrate more communicative teaching strategies, such as Communicative Language Teaching (CLT) and the Direct Method, to improve student engagement and practical language application.

Keywords: *Teaching Methods, Grammar Translation Method, Primary Education, and SD Negeri 22 Bengkulu City.*

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CHAPTER I

INTRODUCTION

1.1 Background

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.

1.2 Research Question

The question of this research is: What teaching methods are used by English teachers in SD Negeri 22 Kota Bengkulu in the learning process?

1.3 Research Objective

The objective of this research is to find out the teaching methods used by English teachers in SD Negeri 22 Kota Bengkulu in the learning process

1.4 Limitation of the Research

This research is limited on the teaching methods used by English teachers in SD Negeri 22 Kota Bengkulu in the learning process.

1.5 Significance of the Research

The results of this research are hoped to be useful for:

1. Students to:
 - a. Gain better understanding and outcomes in English learning through improved teaching methods.
 - b. Experience more engaging and effective learning environments tailored to their needs.
2. English Teachers to:
 - a. Reflect on their current teaching practices and identify areas for improvement.
 - b. Gain insights into innovative teaching strategies that align with students' learning preferences.

1.6 Definition of the Key Terms

1. Teaching Methods

The strategies, techniques, and approaches employed by teachers to facilitate learning, such as direct instruction, group work, or interactive methods.

2. English Teachers

Educators responsible for teaching the English language, including reading, writing, listening, and speaking skills.

3. **SD Negeri 22 Kota Bengkulu.** A specific public elementary school in Bengkulu City, Indonesia, where the research is conducted.