

**METHOD TO POST-METHOD PEDAGOGY
ADMINISTERED BY A CLASSROOM TEACHER
IN THE TEACHING OF ENGLISH**
(A Case Study at a Senior High School in Bandung)

Dasep Suprijadi
STKIP Siliwangi Bandung

ABSTRACT

This study entitled “Method to Post-method Pedagogy Administered by a Classroom Teacher in the Teaching of English” intends to portray the teaching method and methodology used by the teacher in the teaching of English at the tenth grade of a senior high school in Bandung. Looking at the purpose, it is obvious that the present study is descriptive in nature. This study is guided by three research questions covering: 1) what is the expected method used by the teacher in the teaching process? 2) Do the procedures of the expected method conform to its theoretical principles? 3) What methodology is actually practiced by the teacher in the teaching process? The data for this study were compiled through classroom visits. To attain comprehensive and accurate information about the teaching methods used by the classroom English teachers, this study utilized two techniques namely videotaping and document analysis. The study found out that: 1) the expected method, which is claimed to follow by the classroom English teacher is the Grammar Translation Method or GTM; nevertheless 2) The procedures of GTM conducted by the teacher are not exactly conforming to the principles of this expected method; 3) the methodology, which is actually practiced by the teacher in the classroom belongs to Language-centered method of which its principles characterize the actual procedures. This study concludes that though the teacher claims that she uses the grammar translation method, as the method proposed by theorist, but the procedures that she actually conducted are in line with the various principles taken from several methods.

Key words: Method, methodology, Post-method pedagogy

A. Introduction

For many years, the language teaching professions seemed to be engaged in a series of “revolution,” most of which had their origins in an attempt to reach some consensus about the best way to teach a foreign language (Strasheim, 1976 in Hadley, 2001). With this thought in mind, language teachers are in search of the “one true way” to teach. The controversy over a true way to teach language among teachers has been a phenomenon of this century.

The emergence of an appropriate procedural plan for presenting and teaching the language has been a heated debate. In this case, Kelly (1976) in Hadley (2001) has described a gradual evolution of language teaching that is characterized by frequent shifts in focus, purpose, and practice. This signifies that language teaching methodology is expected by language practitioners as a precious guidance for them in presenting and teaching the language. Briefly, teaching methodology may help practicing teachers reach their stated or unstated teaching objectives.

The present study is concerned with investigating teaching method administered by the classroom English teacher in the process of teaching and learning to reveal the fact of what methodology that the teacher really practices in the classroom.

B. Literature Review

1. The Teaching of English at Senior High School

Teaching and learning activity should at least be characterized by an effective learner-centered activity, joyful and challenging condition, and contextual learning. It can be inferred that there is a phenomenon in which students will learn better in natural setting of learning (Puskur Balitbang Depdiknas (unnoted year).

Effective instruction of English is instruction that enables students to acquire specified skills, knowledge, and attitudes. Effective English instruction is also instruction that students enjoy (Reiser and Dick, 1996, p.3). Along with this, SNP (2005, p.15) states that the process of teaching and learning at school should be conducted interactively in so joyful condition that students are challenged and highly motivated to participate in the process. The active participation of students in the process of teaching and learning is a prominent key for the success of their learning (Suherdi, 2007, p.11). It implies that success in schoolwork is crucially dependent on the students' ability to understand class activities (Bowen et al, 1985, p.89).

A learner-centered classroom is one in which learners are actively involved in their own learning process (Nunan, 2003, p.8). He divides the active involvement of learners in their own learning processes into two dimensions. The first of these is the involvement of learners in making decisions about what to learn, how to learn, and how to be evaluated. The second is in maximizing the class time in which the learners, rather than the teacher, do the work.

This implies that the main competence as the focus of language education would fall into Discourse Competence. It means if someone does a spoken or written communication, he gets involved in a discourse. The discourse here refers to a communication event influenced by a topic being

communicated, an interpersonal relationship among those who get involved in the communication, and a communication used in a cultural and situational context. When people are engaged in communication, they intuitively look for contextual sense (Thomas, 1995, p.5).

In Indonesia, English as a foreign language has a prominent role in an international communication, especially in the frame of improving a competition force among nations. English as a foreign language is functioned in the context of global competition (Alwasilah, 2004, p.6). Along with this, the teaching of English at senior high school aims to enable students to achieve a competence of spoken and written communication at the level of informational literacy in which students are able to access knowledge using their communicative competence.

2. Methods and Methodology

For the purpose of this research, the writer uses the terms, method as suggested by Kumaravadivelu (2008), to refer to established methods conceptualized and constructed by experts in the field and methodology to refer to what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives.

Larsen-Freeman (1986) provides a list of eight methods that are currently used. They are: Grammar Translation Method, Direct Method, Audio Lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, and Communicative Approach.

Kumaravadivelu (2003) claims that it would be wrong to assume that the methods mentioned above provide distinct paths to language teaching. In fact, there is considerable overlap in their theoretical as well as practical approaches to L2 learning and teaching. Rivers (1991) cited in Kumaravadivelu (2003) points out that a new method is not a variant of existing methods presented with “the fresh paint of a new terminology.” Hence, Kumaravadivelu clusters the existing methods in terms of certain identifiable common features. He classifies them as a) language-centered methods, b) learner-centered methods, and c) learning-centered methods.

3. Principles and Procedures

According to Kumaravadivelu (2008), the term, principles, may be operationally defined as a set of insights derived from theoretical and applied linguistics, cognitive psychology, information sciences, and other allied disciplines providing theoretical bases for the study of language learning, planning, and teaching. Meanwhile, procedures are defined as a set of teaching strategies adapted by the teacher in order to accomplish the stated and unstated goals of language learning and teaching in the

classroom. With this thought in mind, here are the principles of teaching methods proposed by Freeman (1986) and Kumaravadivelu (2008):

a. Principles of the Methods Listed by Diane Larsen-Freeman

1) The Grammar-Translation Method

- A fundamental purpose of learning a foreign language is to be able to read its literature. Literary language is superior to spoken language. Students' study of the foreign culture is limited to its literature and fine arts.
- An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.
- The ability to communicate in the target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.
- The teacher is the authority in the classroom. It is very important that students get the correct answer.
- It is possible to find native language equivalents for all target language words.
- Learning is facilitated through attention to similarities between the target language and the native language.
- It is important for students to learn about the form of the target language.
- Deductive application of an explicit grammar rule is a useful pedagogical technique.
- Language learning provides good mental exercise.
- Students should be conscious of the grammatical rules of the target language.
- Wherever possible, verb conjugations and other grammatical paradigms should be committed to memory.

2) The Direct Method

- Reading in the target language should be taught from the beginning of language instruction; however the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g., in this lesson we observed the students studying geography and cultural values).
- Objects (e.g., realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.
- The native language should not be used in the classroom.
- The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.

- Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.
- The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).
- Pronunciation should be worked on right from the beginning of language instruction.
- Self-correction facilities language learning.
- Lesson should contain some conversational activity-some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.
- Grammar should be taught inductively. There may never be an explicit grammar rule given.
- Writing is an important skill, to be developed from the beginning of language instruction.

3) The Audio-Lingual Method

- Language forms do not occur by themselves; they occur most naturally within a context.
- The native language and the target language have separate linguistic systems. They should be kept apart so that the students native language interferes as little as possible with the students' attempts to acquire the target language.
- One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with a native-speaker-like model. By sound, students should be able to mimic the model.
- Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.
- It is important to prevent learners from making errors. Errors lead to the information of bad habits. When errors do occur, they should be immediately corrected by the teacher.
- The purpose of language learning is to learn how to use the language to communicate.
- Particular parts of speech occupy particular "slots" in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
- Positive reinforcement helps the students to develop correct habits.
- Students should learn to respond to both verbal and nonverbal stimuli.
- Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
- Students should "overlearn," i.e., learn to answer automatically without stopping to think.
- The teacher should be like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.
- The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.

- The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use native language. The rules necessary to use the target language will be figured out or induced from examples.
- The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her students will probably experience difficulty.
- Speech is more basic to language than the written form. The “natural order”- the order children follow when learning their native language-of skill acquisition is: listening, speaking, reading, and writing.
- Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher’s responsibilities is to present information about that culture.

4) The Silent Way

- The teacher should start with something the students already know and build from that to the unknown. Language share a member of features, sound being the most basic.
- Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.
- Language is not learned by repeating after a model. Students need to develop their own “inner criteria” for correctness-to trust and to be responsible for their own production in the target language.
- Students’ actions can tell the teacher whether or not they have learned.
- Students should learn to rely on each other and themselves.
- The teacher works with the students while the students work on the language.
- The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.
- Learning involves transferring what one knows to new contexts.
- Reading is worked on from the beginning but follows from what students have learned to say.
- Silence is a tool. It helps to foster autonomy, or the exercise of initiative. It also removes the teacher from the center of attention so he can listen to and work with students.
- Meaning is made clear by focusing students’ perceptions, not through translation.
- Students can learn from one another. The teacher’s silence encourages group cooperation.
- If the teacher praises (or criticizes) students, they will be less self-reliant. The teacher’s action can interfere with students’ developing their own criteria.

- Errors are important and necessary to learning. They show the teacher where things are unclear.
- If students are simply given answers, rather being allowed to self-correct, they won't retain them.
- Students need to learn to listen to themselves.
- At the beginning, the teacher needs to look for progress, not perfection. Learning takes place in time. Students learn at different rates.
- A teacher's silence frees the teacher to closely observe the students' behavior.
- Students learn they must give the teacher their attention in order not to miss what he says. Student attention is a key to learning.
- Students should receive a great deal of meaningful practice without repetition.
- The elements of the language are introduced logically, expanding upon what students already know.
- Students gain autonomy in the language by exploring it and by making choices.
- Language is for self-expression.
- The teacher can gain valuable information from student feedback; for example, he can learn what to work on next. Students learn how to accept responsibility for their own learning.
- Some learning takes place naturally as we sleep. Students will naturally work on the day's lesson then.
- The syllabus is composed of linguistic structures.
- The structures of the syllabus are not arranged in a linear fashion, but rather are constantly being recycled.
- The skills of speaking, reading, and writing reinforce one another.

5) Suggestopedia

- Learning is facilitated in a relaxed, comfortable environment.
- A student can learn from what is present in the environment, even if his attention is not directed to it ("Peripheral Learning").
- If the student trusts and respects the teacher's authority, he will accept and retain information better.
- The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. She should attempt to "desuggest" these.
- Activating the learners' imagination will aid learning.
- The teacher attempts to increase her students' confidence that they will be successful learners. The more confident the students feel, the better they will learn.

- Assuming a new identity enhances students' feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.
- The dialog that the students learn contains language they can use immediately.
- When their attention is off the form of the language, and on the process of communicating, students will learn best.
- The teacher should present and explain the grammar and vocabulary, but not dwell on them.
- One way that meaning is made clear is through mother tongue translation.
- Communication takes place on "two planes": on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.
- A pseudo-passive state, such as the state one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.
- At these times, the distinction between the conscious and the sub conscious is most blurred and, therefore optimal learning can occur.
- Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.
- The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.
- Music and movement reinforce the linguistic material. It is desirable that students achieve a state of "infantilization"-having a childlike attitude-so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.
- In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
- Errors are to be tolerated, the emphasis being on content, not form. The teacher should use the form a little later so the students will hear it used correctly.

6) Community Language Learning

- Building relationship with and among students is very important.
- Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure.
- Language is for communication.

- The superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students, rather than from student to teacher.
- The teacher should be sensitive to students' limitation and not overwhelm them with more than they can handle.
- Students feel more secure when they know the limits of an activity.
- Teacher and students are whole persons.
- Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening.
- The teacher "counsels" the students. He shows them he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students feel, the teacher can help students to overcome their negative feelings, which might otherwise block their learning.
- The students' native language is used to make the meaning clear. Students feel more secure when they understand everything.
- The teacher should take the responsibility for clearly structuring activities in the most appropriate way possible for successful completion of an activity.
- Learning at the beginning stages is facilitated if students attend to one task at a time.
- The teacher encourages student initiative and independence.
- Students need quiet reflection time in order to learn.
- Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students feel in control, they can take more responsibility for their own learning.
- Students need to learn to discriminate; for example, in perceiving the similarities and differences among the target language forms.
- In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.
- Teachers should work in a non threatening way with what the learner has produced.
- Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.
- Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.
- In addition to reflecting on the language, students reflect on what they have experienced. In this way, they have an opportunity to learn about their own learning as well as learning about the language.

- In the beginning stages, the “syllabus is designed primarily by the students. Students are more willing to learn when they have created the material themselves.

7) The Total Physical Response Method

- Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
- The students’ understanding of the target language should be develop before speaking.
- Students can initially learn one part of the language rapidly by moving their bodies.
- The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- Students can learn through observing actions as well as by performing the actions themselves.
- It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- Students should not be made to memorize fixed routines.
- Correction should be carried out in an unobtrusive manner.
- Students must develop flexibility in understanding novel combinations of get language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
- Students will begin to speak when they are ready.
- Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

b. Principles of the Methods Categorized by Kumaravadivelu

1). Language-Centered Methods

Language-centered methods are defined as those focusing on linguistic forms or grammatical structures.

- These methods seek to provide opportunities for learners to practice pre-selected, pre-sequenced linguistic structure through form-focused exercises in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language.
- A set of grammatical structures and vocabulary items are carefully chosen for their potential use and graded from simple to complex. The teacher’s task is to introduce them and help the students practice them until the student internalizes them.

- Language-centered methods generally put forward explicit introduction, analysis, and explanation of linguistic systems. That is, they believe that the linguistic systems are quite simple and that the explanatory power is sophisticated enough to provide explicit rules, and elaborate them in such a way that the student may comprehend and assimilate them.

2). Learner-Centered Methods

Learner-centered methods are those that are basically concerned with learner needs, wants, and situation. These methods (e.g., some versions of communicative methods) seek to provide opportunities for learners to practice pre-selected, pre-sequenced grammatical structure as well as communicative functions (i.e., speech acts such as apologizing, requesting, etc) through meaning-focused activities.

- The target language mastery and that the learners can make use of both formal and functional repertoire to fulfill their communicative needs outside the class are ultimately led by a preoccupation of both form and function.
- Language development, as in the case of language-centered methods, is considered intentional rather than incidental.
- Making language learners grammatically accurate and communicatively fluent is the purpose of learner-centered methods.
- The learner's real-life language use for social interaction or for academic study is taken into account.
- The necessary linguistic structures in communicative contexts are presented.

3). Learning-Centered Methods

Learning-centered methods are primarily concerned with learning process. These methods (e.g., the Natural Approach) provide opportunities for students to participate in open-ended meaningful interaction through communicative activities or problem solving tasks in class.

- The grammatical as well as communicative mastery of language and that student may learn through the process of communication are led by a preoccupation of meaning making.
- Language development requires the creation of atmospheres in which students may get involved in meaningful activities in class.
- Language development is a nonlinear process, hence, does not require pre-selected, pre-sequenced systematic language input.
- Language is believed to be best learned when the student's attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features.

4. Postmethod Perspective

Kumaravadivelu (1994b) in Kumaravadivelu (2008) calls the Postmethod condition as the renewed awareness coupled with a resolve to respond. He claims that having witnessed how method go through endless cycles of life, death, and rebirth, the language teaching profession seems to have reached a state of heightened awareness. The severe limitation of the concept of method mainly deals with its ambiguous usage and application, with exaggerated claim made by its proponent, and with gradual erosion of its utilitarian value.

5. Related Previous Research Report

The research presented was carried out by Subekti (2011). This study reports the most frequently teaching method used by English teacher in Indonesia. Based on the interview administered by the researcher, there are six teachers who frequently used GTM as their teaching method in the classroom (60%). Then direct method is the second frequently used by Indonesian teacher. There's one teacher used TPR method as his teaching method. Moreover, Audio Lingual method also used by Indonesian teacher although just one teacher who used it.

C. Research Methodology

The research methodology falls into three major parts. The first part presents the research design used and describes how the study is carried out. The second part describes the phases of data collection, instruments as well as the procedures of data collection. The last part elaborates the technique used to analyze the data.

1. Research Design

This study employed a qualitative research design, embracing characteristic of a case study. A case study design is an intensive study of a specific individual or specific context (Trochim, 2001, p.161). It is considered as the suitable research design since the present study is intended to portray the method and methodology used by the classroom English teacher in teaching. This design is used as an effort made to attain an in-depth understanding of the situation and its meaning for those involved (Merriam, 1988). The present study was intended to capture the teaching methods and methodologies used by the teachers in the process of teaching and learning. To gain the intended data, this study utilized ethic perspective as suggested by Maxwell (1996). Then the data were analyzed.

2. Research Site and Participant

The research was undertaken in Bandung, with a private senior high school as the host institution, in which the site under this study was the tenth grade of this school. One English teacher at grade ten as

the participant was included in this study. In order to go along with the ethics, the code of “Ibu X” was addressed to the teacher.

3. Data Collection

This part discusses the procedures to collect the data applied in this study. The data were gathered through observations and document analysis.

a. Observations

To observe the methodology practiced by the teacher, observation sheet and video tape were used as the tools of observation. The observation sheet was mainly handwritten note on how the activities in the classroom run. Meanwhile, to capture the procedures of methodology in the teaching of English as comprehensive as possible, the teacher’s activities in teaching English were videotaped.

b. Document

Document was used to gather information about expected methods and the observed methodology used by the teachers. This study analyzed the documents of teachers’ lesson plans in term of the process of teaching and learning. The reason of using such a document is in line with that stated by Guba & Lincoln cited in Alwasilah (2006, p.156): Document is a long lasting source of information that can be used as an evidence when a misinterpretation happens.

4. Data Analysis

The data analysis conducted is guided by the research questions. Starting with the expected methods used by the teachers continued to teaching procedures of the expected method, and the observed methodology, which is really practiced by them in the teaching process.

The procedures used to analyze the data collected in this study consist of the steps of coding, categorizing, pattern identification, and theme development. During this stage, the writer read the observation sheet in term of the teaching process carefully sentence by sentence, drew and dropped the relevant meaning units into the same coding group. New codes were created when new meanings which did not fit into any existing coding groups were encountered. All the discovered codes linked together to form connections, then theme gradually emerged from the sets of data at the final stage of analyzing. To give comprehensive analyses on the findings, Larsen-Freeman (1986) and Kumaravadivelu (2008) elaborations regarding the principles of methods were utilized to see how the themes matched with the relevant theories.

D. Findings and Discussions

This part presents the research findings and discussions dealing with the data that had been collected from observation and document analysis, which are organized based on the research questions that underpin this study. The first is to address expected method which is applied by the teacher. The second is to describe if the method being applied conform to its principles. And the last is to portray the observed methodology practiced by the teachers.

1. Findings

a. Method

The Grammar Translation Method (GTM) is obviously enclosed (point 5) in the lesson plan, which is prepared by the teacher before the process of teaching and learning.

RENCANA PELAKSANAAN PEMBELAJARAN	
Mata Pelajaran : Bahasa Inggris	
Kelas / Semester: X / 1 (satu)	
Alokasi waktu : 2 x 40 menit	
1. Standar Kompetensi:	
	- Membaca: Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
2. Kompetensi Dasar:	
	Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
3. Indikator	: - Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar; Mengidentifikasi topik dari teks yang dibaca
4. Materi Ajar	: - Teks tulis berjudul “An Autobiography of a Book” - Jenis teks (genre), Recount
5. Method: Grammar Translation Method	
6.	

Fig D.1 Teacher's Lesson Plan

b. Procedures, Principles and Methodology

The procedures of the established method conceptualized and constructed by experts in the field, which is used by the teacher and what the practicing teacher actually does in the classroom in order to achieve her stated or unstated teaching objectives were found out from the classroom observation as follows:

1. Translates what the students say,

“*Jadi tujuan dan teks recount itu adalah untuk menyampaikan kepada para pembaca what happened in the past yang terjadi di waktu lampau berdasarkan rangkaian peristiwa.*”

2. Asks the students to consult a dictionary

“Have you find the difficult word? *Kalian sudah temukan? Masih ada yang sulit?*”

“Have you find out in the dictionary? *Sudah dicari di kamus arti dari kata yang kalian belum tahu artinya? Sudah? Let me check ok.*”

3. Asks the students to work in groups but keeps translating English into Bahasa Indonesia

“An autobiography of a book. Before you answering the question yah, for answering the question, please for this term yah make a group of four or five. *Sebelum kita membahas hal ini, untuk berdiskusi kita make a group, buat kelompok four or five. Jadi ada empat atau lima. At least four, kalau misalkan lebih boleh lima.*”

4. Divides students into groups,

“For girl divided into two groups, untuk girl perempuan dibagi dua kelompok saja, Eva, Siti Solihah, Ai Tita, Rini, dan Rina. The other second group, ok. There are six groups in this class, ok.”

5. Asks the students to discuss within groups,

“For each group, please discuss with your friends, which one is the best answer for the first paragraph, yah. In this text you have to choose, which one is the correct word for complete the sentence. *Yah, jadi untuk teks yang judulnya an autobiography of a book kalian harus melengkapi. Yah, melengkapi kalimat dengan mencari kata-kata yang hilang.* It must be answered in the left side yah there are the answer.

6. Tells the students the importance of translation,

“*Jadi untuk melengkapi kalimat dengan jawabannya yang mana tapi dengan with their meaning dengan artinya.* Because if I ask you what is the meaning you have already to know. *Jadi kalian sudah tahu artinya ok.* I give you 15 minute to discuss with your friends.Ok, begin from now.”

7. Uses code mixing

“Discuss with your friend *yah* with your own group. If you find the difficult word *ya* you can ask me. *Jika kalian menemukan kata yang sulit kalian bisa ask me.*”

8. Asks the meaning of words to the class,

“be careful” what is careful? Who know what is mean ‘careful’. *Siapa yang tahu artinya ‘careful?’*”

9. Asks the existence of dictionaries,

“Is there any dictionary for each group? *Setiap kelompok ada kamus?*”

“Ok, at least a dictionary for each group.”

10. Gives command

“Pay attention *yah* for this text, *apabila kalian menemukan kata yang baru* but some of this words have same meaning with the other words that you have heard.

11. Explains using the combination of Bahasa Indonesia and English

“*Jadi ada beberapa kata yang baru menurut kalian, tapi mempunyai arti yang sama dengan kata yang pernah kalian dengar yah, jadi kalian sudah bisa menemukan, for example Fott F-o-double T. This word same as see, s-double-e.*”

12. “Gives a clue for the students to guess the meaning of a word,

“wrinkle is if you have grandfather or grandmother, if you get older. This wrinkle for thing not for human.

13. counts on the translation

“Six missing word. Before we answer, let me find the meaning word *yah*. *Untuk menjawab kita cari tahu artinya dulu. Two years ago?*”

14. Keeps translating the English words into Bahasa Indonesia,

“There are two words *yah* but the same meaning, face is mean?

“*Yah, muka yah. Cover?*”

15. Gives a command to students to point to the cover of a book,

“Point to the cover. Cover is for book we call cover. In front of the book we call cover, apa?”

16. Gives another command,

“Look at for example this size of paper consist of seven pieces of paper, *ukuran kertas ini terdiri dari tujuh lembar kertas yah. There are consist of seven pieces.*”

17. Discusses the structure “Ok. It was just two years ago before I was born. Nah, lihat, look at the first subject, “it” refers to ...” “It” di situ kembali ke mana. Look at the sentence before, lihat kalimat sebelumnya itu menunjukkan ke mana?”

18. Explains using Bahasa Indonesia.

Jadi ceritanya yah, cerita itu di mulai 2 tahun yang lalu before I was born, sebelum saya di lahirkan atau untuk sebuah buku apa? Buku lahir, terbit yah. Ini memakai subjek “I” refers to ke mana?

19. Gives commands

“Look at the title of the text. Lihat judul dari text. Jadi, text refers to a book. Ok jadi, menceritakan sebuah buku.” Look at the fifth missing word, what is the correct answer? Kira-kira jawaban yang tepat apa? First a few workers. Put it in press and I ... (asks the students to complete)

20. Explains using Bahasa Indonesia

“Yah, pertama-tama sebelum menjadi buku itu, beberapa pekerja menyimpan buku itu kedalam mesin press, mesin pencetak and I ... jadi sebelum jadi buku yah itu berupa kertaskosong kemudian dicetak hingga ada apa?”

Kemudian muncul, script, word and illustration. Yah, kemudian muncul kata-kata seperti yang kita lihat pada sebuah buku yah. Word and illustration. Kata-kata juga sebuah ilustrasi. On my body di dalam tubuh mereka. Yang tadinya kosong kemudian timbul yah ada kata-kata yang terlihat dan ilustrasi.”

21. Keeps translating the meaning

“He..eh, handsome is mean tampan atau ganteng or for human, beautiful for girl is mean cantik. But for thing artinya bagus.

22. Models the correct pronunciation,

“/deliv3:d/ “

23. Corrects the mispronunciation,

“/kold/”

24. Asks the student to translate,

“Ok, translate, artikan dari atas. My friend and I“were packed, apa were packed?” “Not only a book but some books were packed into a huge box packed?”

25. Uses the synonym of a word

“And we were delivered? Delivered? What is the other word the same meaning with delivered? Kata apa yang sama artinya dengan delivered?”

26. Describes the meaning of words,

“Seorang penjual buku, kita harus titik-titik buku itu di depan took.” “Dipajang. Ok and then comfortable?” “Atau nyaman. Kemudian sales girl?” “Penjual wanita?”

“No, a sales girl is a shopkeeper who gives service to the buyer, seorang wanita yang melayani pembeli, apa namanya?” “Pelayan toko atau pramu...”

27. Corrects the answer, “Pramuniaga”

28. Asks the students to guess the meaning from her description of a word.,

“Pramugari is a person who service a passenger in a plane. Yah, kalau pramugari itu orang yang melayani penumpang di pesawat terbang. Pramuniaga and pramugari is different yah. Pramuniaga if a girl pramuniagawati

29. Asks, the student to translate,

“So the translation is eh Agus translate!”

“A sales girl put a tag of 25 thousand rupiahs on my back.”

30. Shows a book and pantomimes,

“Contoh ini buku yang dijual oleh pelayan toko yah. A sales girl put a tag (pantomimes) a 25 thousand rupiah on my back yah. So, she put a tag in front of eh in the back of the book.”

31. Explains the structure of passive voice

“I was displayed. Was (to be) and then following by past verb so, the sentence become passive yah. Jadi artinya pasif. Saya di pajang.”

32. Discusses grammar

“It was a very ... Nah it di situ refers to? Di situ ada it, kembali ke mana?”

“Jadi the book lihat kalimat sebelumnya, the sentence before.

Table D.1
Observed Procedures, Principles, and Methodology

Procedures	Frequency	Principles	Methodology
Focusing on translation	12 (35.3 %)	If students can translate from one language into another, they are considered successful language learners.	GTM
Advocating group works	3 (8.82 %)	In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.	CLL
Combining			

Procedures	Frequency	Principles	Methodology	
target language and native language	4 (11.76 %)	Learning is facilitated through attention to similarities between the target language and the native language.	GTM	LANGUAGE-CENTERED METHOD
Giving commands	4 (11.76 %)	The imperative is a powerful linguistic device through which the teacher can direct student behavior.	TPR	
Discussing structure or grammar.	4 (11.76 %)	The major objective of language teaching should be for students to acquire the structural patterns	ALM	
	2 (5.89 %)			
Correcting mis-pronunciation	4 (11.76 %)	Errors lead to the information of bad habits. When errors do occur, they should be immediately corrected by the teacher.	ALM	
Correcting students' answers	1 (2.95 %)	The teacher is the authority in the classroom. It is very important that students get the correct answer.	GTM	
Showing things to convey the meaning of words		Objects (e.g., realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.	Direct Method	

2. Discussions

The study is aimed at finding out the method and methodology administered by the classroom English teacher in the process of teaching and learning. The results of the study are presented in line with the research questions. The first question relates to what method is expected to use by the teacher; the second is related to whether or not the procedures of the expected method administered conform to its principles; the third is what methodology is actually conducted by the teacher.

a. *What method is expected to use by the classroom English teacher in the process of teaching and learning?*

Regarding the answer of this research question, the data reveal that the classroom English teacher was eager to use the grammar translation method (GTM) as the established method conceptualized and constructed by experts in the field, in the teaching and learning process. In line with this, the teacher definitely enclosed such a method in the lesson plan that she had prepared.

b. *Do the procedures of the expected method administered conform to its principles?*

To a certain extent, about 58.82 %, as it is shown in table 4.1, of the procedures conducted by the teacher conform to the principles of Grammar translation method as the expected method to administer. In this case, she focused on translation, combining target language and native language, and correcting students' answers. In line with these, if students can translate from one language into another, they are considered successful language learners; learning is facilitated through attention to similarities between the target language and the native language; and the teacher is the authority in the classroom. Hence, it is prominent that students get the correct answer. Nevertheless, the teacher also administered some procedures, which do not have something to do with the principles of GTM. In this case, she colored the teaching-learning process using the principles of other methods namely: a) Community Language Learning (8.82%) in which group works are advocated; b) Total Physical Response (11.76%) in which giving command is highlighted; c) Audio Lingual Method (17.65%) in which structure or grammar are the core of discussion and correcting mispronunciation is advocated; d) Direct Method (2.95%) in which objects present in the immediate classroom environment are used to help the students understand the meaning.

c. What methodology is actually practiced by the teacher?

Regarding the answer to this question, the data show that the classroom English teacher applied various procedures conforming to the principles of several methods. Those methods are categorized as Language-Centered Methods (Kumaravadivelu, 2008).

Language-centered methods are defined as those focusing on linguistic forms or grammatical structures. These methods seek to provide opportunities for learners to practice pre-selected, pre-sequenced linguistic structure through form-focused exercises in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language.

A set of grammatical structures and vocabulary items are carefully chosen for their potential use and graded from simple to complex. The teacher's task is to introduce them and help the students practice them until the student internalizes them. Language-centered methods generally put forward explicit introduction, analysis, and explanation of linguistic systems. That is, they believe that the linguistic systems are quite simple and that the explanatory power is sophisticated enough to provide explicit rules, and elaborate them in such a way that the student may comprehend and assimilate them.

E. Conclusions

The expected method or the method proposed by theorists, which is claimed to follow by the classroom English teacher is the Grammar translation method (GTM). Nevertheless the procedures of GTM conducted by the teacher are not exactly conforming to the principles of this method. In other words, though the teacher claims to follow GTM, but she does not actually adhere to the basic principles associated with it. Hence, the methodology which is actually administered by the teacher in the classroom belongs to Language-centered method of which its principles characterize the procedures, which are actually practiced.

REFERENCES

- Alwasilah, A.Chaedar. 2004. *Perspektif Pendidikan Bahasa Inggris di Indonesia dalam Konteks Persaingan Global*. Bandung: CV. ADIRA
- Alwasilah, A.Chaedar. 2006. *Pokoknya Kualitatif: Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: CV. Pustaka Jaya
- Bowen, J.Donald et al. 1985. *TESOL Technique and Procedure*. Singapore: Newbury House Publishers
- Freeman, Diane. L. 1986. *Techniques and Principles in Language Teaching*. England: Oxford University Press
- Hadley, A.Omaggio. 2001. *Teaching Language in Context*. Boston: Heinle & Heinle Publishers
- Kumaravadivelu. 2003. *Beyond Method: Macrostrategies for Language Teaching*. USA: Yale University Press
- Kumaravadivelu. 2008. *Understanding Language Teaching from Method to Postmethod*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Maxwell, Joseph A. 1996. *Qualitative Research Design: An Interactive Approach*. London: SAGE Publication
- Merriam, S. 1988. *Qualitative Research and Case Study Application in Education*. San Fransisco: Jossey-Bass Publishers
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill
- Pusat Kurikulum Balitbang Depdiknas. *Kurikulum Tingkat Satuan Pendidikan: KTSP*. Jakarta
- Reiser, Robert.A & Walter Dick. 1996. *Instructional Planning: A Guide for Teachers*. Massachusetts: Allyn & Bacon Company
- Suherdi, Didi. 2007. *Menakar Kualitas Proses Belajar Mengajar*. Bandung: UPI Press
- Thomas, Jenny. 1995. *Meaning in Interaction: An Introduction to Pragmatics*. New York: Longman Group Limited
- Trochim, William. M.K. 2001. *The Research Methods Knowledge Base*. Cincinnati: Atomic Dog Publishing