

# An Ethnographic Study of Teaching Methods Used by English Teachers

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**Abstrak:** Penelitian ini bertujuan untuk mengidentifikasi metode pengajaran yang digunakan oleh guru bahasa Inggris di SMK Darul Falah untuk meningkatkan kemampuan bahasa Inggris siswa. Dengan menggunakan pendekatan kualitatif dan desain studi kasus, data dikumpulkan melalui observasi kelas, wawancara dengan guru, dan kuesioner umpan balik siswa. Temuan penelitian mengungkapkan bahwa dua metode pengajaran utama—Metode Langsung (*Direct Method*) dan Metode Penerjemahan Tata Bahasa (*Grammar Translation Method/GTM*)—digunakan, dengan tambahan teknik inovatif dan aktivitas di luar kelas. Metode Langsung berfokus pada penggunaan bahasa secara imersif melalui kegiatan berbicara dan mendengarkan, role-play, serta pembelajaran kontekstual yang menekankan penerapan di dunia nyata. Sementara itu, GTM memprioritaskan ketepatan tata bahasa dan keterampilan penerjemahan melalui pengajaran tata bahasa yang sistematis dan analisis teks. Di luar kelas, integrasi teknologi, pembelajaran berbasis proyek, imersi budaya, dan konsumsi media semakin memperkuat pengalaman belajar bahasa siswa. Penelitian ini memberikan kontribusi dengan menunjukkan adaptabilitas metode tradisional ketika dikombinasikan dengan pendekatan inovatif, sehingga tetap relevan di era digital. Penelitian ini juga menyoroti strategi untuk mengatasi tantangan, seperti menangani kesenjangan dalam keterampilan komunikasi lisan dalam GTM. Temuan ini memberikan wawasan praktis bagi pendidik yang ingin menciptakan lingkungan pembelajaran bahasa yang seimbang, efektif, dan menarik.

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## INTRODUCTION

Language education English is one of components important in curriculum education in Indonesia, especially at the level of education intermediate. (Jono, 2016) At Darul Falah Vocational School, a school intermediate vocational that focuses on the development of Skills vocational, teaching Language English play a role key in preparing students to enter an increasingly global world of work. Various methods of teaching are used by teachers to facilitate learning Language Effective and engaging English (Tran, 2013). Study This aims for analyze methods applied by language teachers in English at Darul Falah Vocational School and evaluate their effectiveness in increasing the ability of Language English students.

In the world of education, methods of learning are an aspect crucial to influence the effectiveness of the learning process. Learning methods refer to the various strategies and techniques used by educators to convey material learning and facilitate the understanding of students (Prince & Felder, 2006). Various methods aim to accommodate styles learn different things, improve the involvement of students, and ultimately, achieve the objective education that has been set.

In the middle of changing times and developments in technology, the world of education is faced with challenges new in conveying material lessons. Globalization and progress in technology information have influenced methods of student learning and the way teachers teach (Susilo & Sarkowi, 2019). Effective learning methods Not only help students understand material lessons but also prepare them for face changing world demands complex and changing fast (Diana & Rofiki, 2020). Therefore

that's important to keep going with research and evaluating methods of existing learning so that you can get it adapt to needs of the times and the characteristics of continuing students.

Every student's style of learning (Hawk & Shah, 2007). More students like visual learning, while others may more effective with learning kinesthetic or auditory. Learning methods applied must capably accommodate various styles of study to reach optimal results (Claxton & Murrell, 1987). With research on various methods of learning, educators can find the method best for reaching every student in a way individual, improving the effectiveness of teaching, and reducing the gap in achievement academic.

Selected learning method influential straight to the results Study student. The method is not in accordance and can cause students to feel bored, lack motivation, or even experience difficulty in understanding material lessons (Cicekci & Sadik, 2019). On the contrary, the method is appropriate and can increase the involvement of students, facilitate more understanding, and improve performance academic. Therefore, research about method learning is very important for determining which method is most effective in the context certain. (Meilani, 2022)

With innovation in education, like learning-based technology, e-learning, and new approaches pedagogical, research about method learning helps educators adapt to change (Lytvynov dkk., 2022). Research and evaluate methods new and possible educators for integrating technology and techniques innovative to in the learning process teach, ensure that they still relevant and effective in educating students in the digital era.

Study about methods learning also contributes to the improvement of sustainability in education. With evaluation and analysis of existing methods, educators and makers' policy can identify strengths and weaknesses of the method, as well as implement necessary repairs. This matter will increase the quality of education in a way overall and provide a benefit long period for students and systems of education.

Research method learning steps are important for ensuring that the educational process is still effective (Andrini, 2016), relevant, and capable of fulfilling students' needs. Through in-depth research, we can understand various existing methods, evaluate its effectiveness, and make informational decisions about which method is better. applied. Thus, the research contributes to the improvement of the quality of education and the readiness of students to face challenges in the future.

Darul Falah Vocational School was founded in Stand with the initiative to increase the quality of education in the vocational school in Mataram. School This is built with the vision of becoming a centre superior in education vocational, providing various study programs designed to fulfil job market demands as well as needs of local and national industries. With adequate facilities and a relevant curriculum, Darul Falah Vocational School continues to develop and adapt to current developments.

Capability students at Darul Falah Vocational School use English Enough Good in speaking and reading even one flagship of the Darul Falah Mataram Islamic Boarding School Foundation. Every there is a big event at Darul Falah Islamic Boarding School, confirmed Darul Falah Vocational School students perform in show Language Skills and English grades above average. Based on matter the researcher's interest for study based on study ethnography with the theme "Ethnography Study of Methods Used By Teachers Teaching English At Darul Falah Vocational School Pagutan Mataram"

## **METHODOLOGY**

This research is a qualitative study using a case study design, which aims to understand human or social phenomena by creating a comprehensive and complex picture through words and detailed reports from informants, typically conducted in a natural setting (Creswell, 2012). Qualitative research focuses on investigating and understanding what happens, why it happens, and how it happens in real-life contexts,

often exploring specific cases in-depth. The subjects of this study are English teachers from Darul Falah Vocational School, selected through purposive sampling, and the students as the object of study to gather feedback on the teaching methods applied. Data collection techniques include classroom observation to analyze teaching methods, interviews with teachers to explore the rationale behind their methods, and questionnaires to gather student feedback on their experiences with these methods. The data analysis involves identifying patterns in the observation and interview data, and categorizing teaching methods based on student feedback to evaluate their effectiveness.

## FINDING

Based on the results of observations, interviews, and document analysis, it was found that the English teacher at Darul Falah Vocational School employs two teaching methods: the Direct Method and the Grammar Translation Method, enhanced with contemporary innovations and outside-the-classroom learning activities.

### Implementing Methods in the Classroom

#### 1. Implementation of the Direct Method in the Classroom

The Direct Method is an approach to teaching that aims to immerse students in the target language as naturally as possible. This method avoids translation and explicit grammar instruction, encouraging students to think and communicate directly in the target language. In the Direct Method, the target language is the sole medium of communication in the classroom. For example, in an English class, all instructions, explanations, and interactions are conducted in English. This approach challenges students to understand the language contextually and promotes active use of vocabulary and structures in real-life scenarios. The student's mother tongue is avoided to ensure they rely on the target language for comprehension and expression.

##### 1.1 Teacher Activities at Darul Falah Vocational School

Teachers implement several activities aligned with the Direct Method, including *First*, the English teacher at Darul Falah Vocational School places a strong focus on developing speaking and listening skills. These oral skills are prioritized over reading and writing because they are considered foundational to effective communication. Classroom activities include dialogues, role-plays, and discussions that mimic real-life conversations. These activities immerse students in practical language use, helping them build confidence and fluency. Grammar is taught implicitly, allowing students to encounter and practice grammatical structures in context. For example, rather than explaining verb conjugations, the teacher provides sentences like, "She is running" and "They are running," to illustrate verb usage naturally.

*Second*, visual media and demonstrations are extensively used to support students' understanding of new vocabulary and concepts. Teachers utilize images, gestures, real objects, and even videos to make lessons engaging and concrete. For instance, when introducing the word apple, the teacher might show a picture of an apple or present a real apple while saying, "This is an apple." This approach helps make abstract words tangible and easier to remember. Students are further encouraged to engage with context by participating in role-plays and simulations, such as acting out shopping scenarios or giving directions, ensuring vocabulary retention and practical application.

*Third*, the teacher incorporates practice and feedback to strengthen students' language proficiency. Listening practice is facilitated through audio or video materials containing dialogues in the target language. These activities help students improve their comprehension skills by extracting meaning and answering related questions. Speaking practice is equally emphasized, with structured exercises like describing objects or discussing daily routines. Teachers provide immediate feedback on pronunciation and vocabulary usage, allowing students to correct errors and improve continuously.

*Fourth*, class sessions are concluded with specific closing activities designed to reinforce learning. Vocabulary reviews are conducted to recap the words and phrases introduced during the lesson. Students are asked to apply these in sentences, ensuring retention and comprehension. Additionally, homework assignments are given, such as writing sentences or short paragraphs using the vocabulary and grammatical structures learned in class. These tasks encourage students to continue practicing at home and prepare them for subsequent lessons.

*Fifth*, the teacher addresses challenges inherent in this immersive learning environment. Some students, especially beginners, may feel overwhelmed by the exclusive use of the target language. Without translation or explicit explanations in their native language, they may struggle to grasp certain concepts. To overcome this, teachers employ strategies such as body language, gestures, and visual aids to enhance comprehension. Extra exercises outside the classroom, such as audio lessons or peer practice, are also introduced to reinforce learning and build confidence.

*Finally*, the teacher implements solutions to ensure the effectiveness of these methods. Visual aids and demonstrations remain central to helping students understand and retain new material. Teachers also provide additional practice opportunities outside of class to reinforce the language skills developed during lessons. By addressing these challenges and continuously adapting teaching techniques, the English teacher at Darul Falah Vocational School ensures that students receive a balanced and effective language-learning experience, equipping them with the skills needed for real-world communication.

## **2. Implementation of the Grammar Translation Method (GTM) in the Classroom**

The Grammar Translation Method (GTM) adopts a contrasting approach to language instruction, emphasizing a systematic understanding of grammar and the ability to translate texts accurately. This method, historically rooted in the teaching of classical languages like Latin and Greek, continues to be widely used in settings where grammatical precision and literary comprehension are highly valued. It prioritizes mastery of linguistic structures and the development of analytical skills, making it particularly suitable for students aiming to gain a deep understanding of a language's written and grammatical complexities.

A key principle of GTM is its emphasis on grammar rules. Students are introduced to the structural aspects of the language methodically, learning the rules for forming sentences, conjugating verbs, and using prepositions correctly. This systematic approach equips learners with the tools needed to construct grammatically accurate sentences. Instead of focusing on conversational skills, GTM ensures that students develop a strong foundation in the mechanics of the language, which is essential for advanced proficiency in reading and writing.

Another core element of GTM is its reliance on translation exercises as a primary learning activity. Students are tasked with translating sentences and texts between the target language and their native tongue. This not only improves linguistic accuracy but also sharpens analytical skills by requiring learners to carefully consider meaning, context, and grammatical structure. By engaging in such exercises, students develop a deeper understanding of both languages, enabling them to bridge cultural and linguistic gaps effectively.

### **2.1 Implementation of the Grammar Translation Method at Darul Falah Vocational School**

*First*, the preparation and introduction phase in the Grammar Translation Method (GTM) begins with teachers setting specific objectives for each session. These objectives focus on mastering particular grammatical rules, such as verb conjugations or the use of prepositions. To support these goals, teachers select relevant texts or sentences that illustrate the targeted grammar. For example, if the lesson emphasizes past tense, a chosen text might include sentences like, "He visited the park yesterday." Teachers then straightforwardly explain the grammar rules, often

using students' native language to ensure that the explanations are clear and accessible.

*Second*, classroom activities in GTM involve structured grammar exercises designed to reinforce the rules introduced during the lesson. These activities include filling in blanks, matching verbs to subjects, and other exercises that require students to apply grammatical concepts directly. Additionally, translation tasks are a central element of GTM. Students translate passages between the target language and their native tongue, then discuss their work with the teacher. The teacher provides corrections and explanations to improve linguistic accuracy. Another important activity is text analysis, where students read passages to identify grammatical structures and expand their vocabulary.

*Third*, the practice and feedback phase is crucial for reinforcing students' learning. Teachers carefully review students' grammar exercises and translations, offering detailed feedback on their mistakes. By highlighting errors and providing precise corrections, teachers help students refine their understanding of grammatical rules and improve their translation skills. This immediate and targeted feedback ensures that students can address gaps in their knowledge effectively.

*Fourth*, class closing activities are designed to consolidate what students have learned during the session. Teachers conduct review sessions where students revisit the rules covered in class and practice applying them in new contexts. This may involve constructing sentences or translating short texts. To further reinforce learning, students are assigned homework that includes additional grammar or translation exercises. These tasks encourage students to practice independently and prepare for upcoming lessons.

*Fifth*, one of the primary challenges of GTM is its limited focus on speaking and listening skills, which are critical for effective real-world communication. Students often become proficient in grammar and translation but lack confidence in oral expression and comprehension. This gap can hinder their ability to use the language fluently in everyday situations, making it necessary to address these deficiencies within the teaching process.

*Finally*, to overcome these challenges, teachers can supplement GTM with oral activities. For example, students may be encouraged to read passages aloud or discuss their translations in pairs, fostering speaking practice alongside grammatical mastery. These interactive activities not only enhance oral skills but also make lessons more engaging and dynamic. By combining GTM with opportunities for speaking and listening, teachers can create a more balanced approach that supports both linguistic accuracy and communicative competence.

### **Outside Classroom Learning**

At Darul Falah Vocational School, teachers actively encourage students to extend their English language learning beyond the classroom by employing a variety of innovative strategies. These methods aim to provide students with practical exposure to the language, foster independent learning, and enhance their overall proficiency in a meaningful and engaging manner.

*First*, *technology integration* plays a significant role in the students' learning journey. Teachers recommend using language-learning apps like Duolingo and Memrise, which enable students to practice vocabulary and grammar independently at their own pace. These apps offer interactive exercises and gamified elements that make learning enjoyable. Additionally, teachers encourage students to use social media platforms and online forums to engage with native English speakers or participate in English-language discussions. This real-time interaction allows students to practice conversational skills while gaining cultural insights.

*Second*, *project-based learning* is a central approach to promoting teamwork and practical language application. Collaborative activities such as creating videos, delivering group presentations, or conducting interviews in English help students develop their communication skills while working towards a shared goal. For instance,

a group might create a short video about daily life at school, integrating vocabulary and grammar structures they have learned. Such projects not only reinforce language skills but also build students' confidence and creativity.

*Third, cultural immersion* activities provide students with direct exposure to English-speaking environments. Visits to cultural centers, international events, or even participation in exchange programs allow students to interact with English speakers in real-world contexts. These experiences enhance their listening and speaking skills while broadening their understanding of different cultures. For example, a visit to a local English-speaking community or a guest lecture by a native speaker can create a rich, immersive learning experience.

*Fourth, community engagement* is encouraged through participation in language clubs and discussion groups. These settings offer students a supportive environment where they can practice English regularly and receive constructive feedback from their peers. Such activities help students develop fluency and build a sense of camaraderie, making language learning a shared and enjoyable pursuit.

*Lastly, media consumption* is a fun and effective way for students to enhance their language skills. Watching English-language films, TV shows, or YouTube videos and reading books or articles in English expose students to new vocabulary and idiomatic expressions in authentic contexts. For instance, watching a movie with subtitles or reading a novel allows students to observe how language is used in different situations, improving their comprehension and retention.

By combining these strategies, Darul Falah Vocational School ensures that students engage with the English language beyond the classroom, equipping them with the skills and confidence needed for real-world communication. This holistic approach fosters not only language proficiency but also a lifelong interest in learning.

## DISCUSSION

Combining the Direct Method and Grammar Translation Method (GTM) in language instruction provides a well-rounded and holistic approach to teaching and learning. Each method brings distinct strengths to the classroom, addressing different aspects of language acquisition. The Direct Method emphasizes the importance of oral communication by fostering listening and speaking skills through immersive, real-life interactions. Students are encouraged to think and communicate directly in the target language without relying on translation, which helps develop fluency and spontaneity. In contrast, GTM focuses on the analytical side of language learning, prioritizing a deep understanding of grammar rules and the ability to translate texts. This approach provides students with a systematic framework to comprehend and construct sentences accurately, which is particularly beneficial for academic or formal writing.

Together, these methods create a balance between communicative competence and linguistic accuracy. The Direct Method nurtures the ability to express ideas clearly and confidently, essential for real-world communication, while GTM builds precision and an understanding of the structural aspects of language. For instance, while the Direct Method might involve role-plays, discussions, or conversational exercises to encourage active use of the language, GTM complements this by reinforcing the correct use of grammatical structures through translation exercises and textual analysis. This combination ensures that students are not only able to communicate effectively but also understand the mechanics of the language, enabling them to use it appropriately in diverse contexts.

The integration of these methods, however, requires careful planning and thoughtful classroom management to achieve optimal results. Teachers must tailor their lessons to the specific needs of their students, considering factors such as proficiency level, learning goals, and individual preferences. For example, beginners may benefit more from the structured explanations provided by GTM, while more advanced students might thrive in the immersive environment of the Direct Method. By blending the two approaches, teachers can create a dynamic learning environment

where students are exposed to both practical language use and theoretical understanding.

Additionally, striking the right balance between immersion and grammatical instruction is crucial. Overemphasis on one method at the expense of the other can lead to gaps in language proficiency. For example, solely focusing on the Direct Method may result in fluent but grammatically inaccurate communication, while relying exclusively on GTM can produce students who are adept at grammar and translation but struggle with oral fluency. Alternating between activities aligned with both methods, such as starting a lesson with a conversational exercise and transitioning to a grammar-focused task, ensures a comprehensive learning experience.

Effective implementation also involves integrating both methods into varied contexts to enhance learning outcomes. For instance, students can participate in role-plays or real-life simulations to practice conversational skills taught through the Direct Method while simultaneously working on translating and analyzing the dialogues used in those simulations as part of GTM. This dual application reinforces learning and bridges the gap between theory and practice.

Ultimately, the combination of the Direct Method and GTM fosters comprehensive language proficiency by addressing both communicative and analytical skills. When implemented thoughtfully, this hybrid approach not only enhances students' ability to use the language effectively but also builds their confidence in understanding and manipulating its structure. This integration prepares students for real-world communication while equipping them with the tools needed for academic, professional, and formal language use, ensuring success across multiple domains.

## CONCLUSION

The integration of the Direct Method and Grammar Translation Method (GTM) in language instruction offers a balanced approach to language learning by addressing both communicative and analytical skills. Key aspects include the Direct Method's emphasis on immersion and fluency, encouraging students to use the target language actively, while GTM provides a systematic understanding of grammar and translation, ensuring linguistic accuracy. The success of this approach relies on thoughtful lesson planning, careful balancing of methods, and adapting to students' needs and proficiency levels. This research contributes to the field by highlighting the complementary nature of these methods, providing practical strategies for integrating them effectively, and demonstrating their potential to foster comprehensive language proficiency. It also offers insights into how innovative teaching practices can meet the diverse challenges of modern language education.

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