ANALYSIS ENGLISH TEACHING METHOD USED BY EFL (ENGLISH AS A FOREIGN LANGUAGE) TEACHER TO IMPROVE STUDENT ENGLISH ABILITY IN SMPN 1 MAOSPATI

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ABSTRACT

Abstract_This study explores the challenges faced by English Foreign Language (EFL) teachers in Indonesia, particularly focusing on the methods employed to enhance students' English proficiency at SMPN 1 Maospati. EFL teachers encounter diverse student backgrounds, limited resources, heavy workloads, and low student motivation. This study aims to analyze the current teaching methods used by EFL teacher and their impact on student learning outcomes, underscoring the need for innovative practices to foster better English language acquisition among students. This research uses a descriptive qualitative approach by collecting data through interviews, observation, and documentation. This research shows that the results of observations show that the methods applied, especially Communicative Language Teaching (CLT), are very effective in increasing student involvement and understanding. However, challenges related to different student backgrounds and difficulties in mastering mathematics are still obstacles. Through interviews, it was revealed that teachers use varied methods and learning media to attract students' interest. It was also found that the application of modern technology and project-based learning can help overcome these challenges. In conclusion, to increase teaching effectiveness, it is important for teachers to adopt an approach that focuses on students' needs and increases their motivation by using relevant and interesting materials.

***Keyword**s_English Foreign Language (EFL), English Language Teaching, Teaching Method*

I. INTRODUCTION

The profession of English as a Foreign Language (EFL) teacher has an important task in guiding students to learn English. In the learning process, EFL teachers face various challenges, one of which is the differences in students' English language ability backgrounds, from beginner to advanced. This requires teachers to adapt learning materials and methods so that they can be applied at all levels of ability. According to Mahrita and Cahyono (2022), limited facilities and resources, such as a lack of language laboratories, learning media, or stable internet access in some schools, can hinder the implementation of more interactive and innovative learning methods. Heavy workloads, such as the number of students in a class and busy teaching hours, also affect lesson preparation and the provision of quality feedback. In addition, the lack of opportunities to attend training, seminars or workshops related to English language teaching limits EFL teachers' efforts to access the latest information and improve their teaching competencies. Low student motivation, who still view English as a difficult and less meaningful subject, can also affect student participation and enthusiasm in learning.

Despite facing these challenges, EFL teachers in Indonesia continue to strive to improve the quality of their teaching. However, there is a failure to identify students' individual strengths and weaknesses, as well as difficulties in dealing with physical and mental stress, which has an impact on achieving learning outcomes. In addition, a weak relationship between teachers and students hinders the creation of a good learning environment. According to Inayah and Sya (2024), the English teaching methods applied by EFL teachers in Indonesia tend to be more traditional, with the main focus on teaching grammar, translation and structured exercises. Some commonly used methods include the Grammar-Translation Method, which emphasizes mastery of grammar rules and the ability to translate text from English to the mother tongue. The Audio-Lingual method is also widely applied, which focuses on repeating language patterns and pronunciation through practice. Meanwhile, the Direct Method encourages the exclusive use of English in the classroom.

Although traditional methods are still dominant, some EFL teachers in Indonesia are starting to apply more communicative and interactive approaches, such as the communicative approach which emphasizes the use of English for meaningful communication and Task-Based Learning which focuses on completing real tasks that

involve the use of English. Therefore, it is important for EFL teachers to use appropriate methods or strategies in implementing learning. Using inappropriate methods can make the learning process boring and ineffective. On the other hand, using the right methods can make the class more organized and effective.To create an effective English learning process, several ideal conditions need to be met. First, a conducive learning environment is very important, including a comfortable and quiet classroom with adequate learning resources. In addition, the curriculum and learning materials must be well structured according to students' needs and ability levels. Teacher competency in mastering English and effective teaching skills are key factors. Students' active participation in English language activities, such as discussions and presentations, is also needed to support their skill development. Support from various related parties, such as schools, parents and the surrounding environment, also contributes to creating ideal conditions for successful English learning.

According to Maduwu (in Sarwendo et al., 2021:54), the communicative method is an effective method in the process of teaching and learning English, because apart from improving participants' communication skills, this method also motivates participants to develop ideas in interacting using English. One solution to improve English learning conditions is to apply more varied learning methods. An approach that can be considered is adopting interactive learning methods that encourage students to actively participate in English language activities, such as discussions, debates and language games. By understanding students' needs and desires, teachers can design learning that is interesting, interactive, and relevant to students' daily lives. Additionally, teachers can utilize technology and other resources to enhance English language learning. Through this implementation approach, it is hoped that there will be increased student engagement and motivation as well as developing their English language skills more effectively.

Teaching English as a Foreign Language (EFL) is becoming increasingly important in facing global developments that rely on English as a communication tool. Diana (2022) emphasized that English language skills are essential for students to adapt to global technology and as a language of instruction in various aspects of life, including education. Harmer (2015) states that the main goal of EFL teaching is to equip students with adequate English language skills for academic, professional and international communication purposes.

In the EFL context, the use of English is generally limited to formal situations such as at school and the workplace. The aim of learning English here is more practical, not integrative or socio-cultural. This causes student motivation to tend to be instrumental. In addition, English proficiency in an EFL environment is often influenced by the structure of the student's mother tongue, which can lead to the transfer of language patterns. EFL teachers face various challenges, including diverse student backgrounds that require adjustments in teaching methods, as well as low learning motivation and limited resources. Therefore, it is important for teachers to develop effective strategies to meet students' learning needs. In language teaching, the terms approach, method, and technique are often used overlappingly. According to Anthony (in Setiyadi, 2020:6), a method is an organized approach that is applied in practice through procedures. Brown (2015) explains that a method is a set of specifications in the classroom to achieve linguistic goals, while Richards and Rodgers (2014:71) emphasize that an English teaching method is an overall plan for the organized and coherent presentation of language material.

Students' English skills can be defined as the ability to use language communicatively and effectively in various contexts Arianti, (2021). Philips (in Batang, 2016:119) emphasizes the importance of meaningful interaction in communication activities. Therefore, students' English proficiency includes the knowledge and skills that enable them to use English effectively in real situations. Through this research, it is hoped that 1) What teaching methods are used by EFL teachers in SMPN 1 Maospati? 2) What the challenges and obstacles faced in the teaching process? 3) What methods does the efl teacher recommend regarding teaching methods that can be applied at SMPN 1 Maospati. Here the researcher finds out what methods are used by English teachers and what kind of learning process is expected by teachers and students. As well as the inhibiting and supporting factors that EFL teachers have faced. Therefore, researchers interviewed teachers and some students at SMPN 1 Maospati because it is possible to do so. Therefore, the researcher wants to conduct a study with the title "Analysis of English Teaching Methods Used by EFL Teachers to Improve Student English Ability in SMPN 1 Maospati".

II. RESEARCH METHOD

This research in SMPN 1 Maospati Magetan, School year 2024/202. On July 22nd/1to 9th August 2024 for 16 days. This research uses a qualitative approach with a descriptive type. Data was collected through three main methods: interviews, observation, and documentation.

Data collection techniques were carried out through in-depth interviews with EFL teachers and students, followed by observation to get a direct picture of the learning process. In addition, documentation is also explained to complete understanding of the teaching practices implemented. With this approach, it is hoped that research can provide in-depth and comprehensive insight into English language teaching. Data analysis was carried out in three steps, namely data reduction, data presentation, and conclusion.

III. RESULT AND DISCUSSION

RESULT

Observation

Table 1. Result Observation

SMPN 1 Maospati Date : 02 August 2024 Place : 8 C	
Method Used EFL Teacher	**Challenges and Obtracles Faced EFL Teacher**
1.Communicative Language Teaching 2. Discussion 3.Technology Enhanced Learning (Power Point) 4. Ice Breaking/ Quiz before start the study	Different readiness levels Data collection

Ms. Yumi created a calm and conducive classroom atmosphere, starting with ice breaking activities and light quizzes that attracted students' attention. and ensuring all students understand the previous material, Ms. Yumi introduces new material through a clear PowerPoint presentation. Students were then divided into small groups to discuss and use mobile phones as a source of information, demonstrating an adaptive approach to technology.

Interview

Table 2. Result Interview

Method Used EFL Teacher	Method Recommendation By EFL Teacher	Lack and Obtracles Faced EFL Teacher
1. Communicative Language Teaching 2. Question and Answer Method	1. Technology enhances language learning 2.Variant method	1. Lack of vocabulary knowledge 2. Readiness and different backgrounds, either internally (interest, motivation and concentration)or externally (classroom atmosphere or personal problems students can be maximally involved in the learning process

Regarding the teaching methods used by EFL teachers at SMPN 1 Maospati and the challenges faced. Most teachers, including Mrs. Sri Wahyumi, Mrs. Sri Wahyuni, and Mrs. Sri Jayarni, implemented Communicative Language Teaching (CLT) with a focus on engaging students in authentic communication activities, such as role plays and group discussions. In addition, Ms. Sri Wahyuni "cool" uses the Question and Answer method to evaluate students' understanding of the material, which helps to increase student participation and stimulate critical thinking.

Documentation

The documentation results collected from this research include an analysis of four important components in the EFL learning process at SMPN 1 Maospati: Teaching Modules, Assessment Documents, Student Worksheets (LKS), and Teacher Interview Documentation.

DISCUSSION

What method used EFL teacher In SMPN 1 Maospati ?

The results of observations carried out on August 2 2024 in class 8C of SMPN 1 Maospati showed that the learning method applied by Mrs. Yumi, the EFL teacher, was very effective. He started by creating a calm and conducive classroom atmosphere, followed by ice breaking activities and light quizzes which succeeded in attracting students' attention and creating a fun learning atmosphere. Mrs. Yumi then repeated the

previous material to ensure all students were on the same understanding before introducing the new material through a clear PowerPoint presentation. After that, students were divided into small groups to discuss and use mobile phones as a source of information, showing an adaptive approach to technology. Students' enthusiasm was visible when they presented the results of group discussions, reflecting their self-confidence and involvement. The class ends with a reflection that helps students reflect on the learning they have done. Overall, the combination of interactive methods and a positive atmosphere succeeded in increasing students' motivation and understanding in learning English.

This study aims to identify the teaching methods used by English as a Foreign Language (EFL) teachers at SMPN 1 Maospati, as well as the challenges and barriers they face. The results of the analysis show that most teachers, including Mrs. Sri Wahyumi, Mrs. Sri Wahyuni, and Mrs. Sri Jayarni, apply the Communicative Language Teaching (CLT) approach. They emphasize student engagement in authentic and meaningful communication tasks and activities, such as role plays, group discussions, and missing information exercises. This approach is in line with previous findings by Thahir (2018), which showed that students had a positive view of the teaching method applied, feeling that it helped them understand the material better. However, there was one teacher, Mrs. Sri Wahyuni "cool," who used the question and answer method more often. This method serves to assess students' understanding of the material that has been taught. By asking questions, teachers can trigger students' mental activity, evaluate their understanding, and encourage active participation in the learning process.

What Challenges and Obstacles Faced by EFL Teachers in SMPN 1 Maospati?

As stated by Brown (2014), it is important for teachers to use teaching strategies that focus on students' needs. Brown suggests using communicative approaches and task-based learning to improve vocabulary comprehension. Dörnyei (2015) adds to this by emphasizing that students' different backgrounds can affect their motivation in learning vocabulary. Thus, teachers need to create strategies that can increase students' motivation, such as using materials that are interesting and relevant to their daily lives.

From the opinions of both experts, it can be concluded that the challenges faced by EFL teachers related to students' different backgrounds and lack of vocabulary knowledge can be overcome through approaches that focus on students' needs and

increase motivation. By combining communicative approaches and efforts to increase motivation, teachers can overcome the challenges in EFL teaching and promote more optimal vocabulary acquisition. In addition to communication approaches and efforts to increase motivation, EFL teachers can overcome challenges by utilizing modern technology, such as language learning applications and dare platforms that make learning more interactive. Project-based learning can also help students use new knowledge in real contexts, while implementing learning differentiation allows teachers to adapt teaching methods according to individual ability levels. Building a positive and inclusive learning environment is essential so that students feel comfortable participating. By implementing these strategies, EFL teachers can be more effective in overcoming the challenges faced and supporting students' vocabulary mastery.

Recommended Methods for EFL

Teachers at SMPN 1 Maospati All teachers at SMPN 1 Maospati recommended the application of varied methods in the classroom, including communicative methods. They also emphasized the importance of media utilization to increase learning effectiveness and prevent students' boredom with English lessons. In agreement with previous findings by Bunga (2019), who stated that a variety of methods, such as lectures, questions and answers, discussions, and assignments, aim to facilitate students' understanding of the subject matter. The use of learning media, such as slide presentations, is also recognized as an effective way to support the teaching process and increase student engagement.

IV. CONCLUSION AND SUGGESTION

CONCLUSSION

This study finds that EFL teachers at SMPN 1 Maospati use various teaching methods, especially Communicative Language Teaching (CLT), which emphasizes student interaction and engagement in learning. Despite the many methods used, challenges remain, especially related to students' different backgrounds and lack of vocabulary knowledge. To overcome these challenges, teachers need to adopt approaches that focus on students' needs and increase their motivation. Therefore, teachers need to apply varied methods and utilize learning media to make the teaching and learning process more interesting and effective.

SUGGESTION

To increase the effectiveness of teaching at SMPN 1 Maospati, several steps can be implemented. First, it is necessary to hold regular training for teachers to deepen their understanding of various teaching methods and strategies to increase student motivation. Second, it is recommended that teachers continue to apply varied methods, such as communicative approaches and task-based learning, to maintain student engagement. In addition, the use of interesting and relevant learning media, such as videos and interactive applications, needs to be encouraged to improve students' learning experiences. Finally, regular evaluation of the effectiveness of teaching methods is essential so teachers can make adjustments based on student feedback. With these steps, it is hoped that the English learning process will become more effective and enjoyable.

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