Typical English Teaching Methods in Secondary School

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ABSTRACT

This paper strived to portray the typical English teaching Methods applied by English Secondary teachers. To find the answer, there were twenty-two participants involved in this study, they were from public and private schools in East Java. The study employed qualitative methods with questionnaires, interviews and observations as the instruments. To gain the data, the researchers put all possible teaching activities or techniques taken from the theory of teaching English as a foreign language in the questionnaire. Then, the observations were done to see the actual teaching and learning process in the classroom. At last, the interview was employed to enrich the data. This current study found that mostly teachers under the study claimed to use various teaching activities in the teaching and learning process in their teaching. However, during the observations, teaching activities or techniques mainly were done with the Grammar Translation Method. It means that the teaching and learning merely focused on the form and not the language skills, and it was irrelevant with the current curriculum as well as the goals of 21st century teaching and learning.
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Keywords: Teaching methods, Secondary teachers, techniques

INTRODUCTION

English as a means of international language has been placed as the first foreign language that has to be taught in secondary level. In addition, English is seen as important skill for students to face the globalization era, it is believed that students who are good at English will have a better opportunity in the future. Therefore, many schools strive to teach English effectively in the hopes that their students will master it and use it to compete in the workforce after finishing their study. However, a study conducted by English Proficiency Index (EPI) in 2017 revealed that Indonesian English proficiency in Indonesia ranked below other Asian countries

such as Singapore, Malaysia and Vietnam, due to the fact that, teachers have big responsibility and role in doing the execution of the curriculum and assist students to achieve the expected goals. According to Bhattarai (2021) effective teachers are prominent factor in achieving the educational objectives, and in order to have an effective language teaching.

Speaking of effective teacher, it refers to teacher who has the content knowledge, general pedagogical knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational objectives, purposes, and values, and knowledge of educational contexts (Uygun, 2013).

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To put it another way, there are two elements that teachers are supposed to have in order to aim an effective teaching; competency and pedagogical knowledge. Teachers have to be competent and know how to deliver the knowledge.

Teachers should be competent in terms of subject or content teaching; English teachers also have to have a certain level of proficiency to conduct effective teaching. The more teachers have a high level of English proficiency, the better they can make use of English to give students input, they can be a good model of language use, and they can provide a more accurate response and feedback (Sadhegi, Richards, & Ghaderi, 2020).

In addition, pedagogical knowledge is another pivotal factor in conducting teaching and learning activities. Teachers who know what to teach will have difficulty in delivering the lesson if they lack of pedagogical knowledge or knowledge of teaching. In order to deliver the content well, an effective teacher needs both field-specific knowledge and knowledge of how to present it (Dinçer et al., 2013).

To add, good language teachers should be able to use various teaching methods as a means to accommodate all their students, as we know that students vary in terms of learning styles and buckhound of knowledge. According to Rohita, Fitria, Bustan, and Haryadi (2018), pedagogical knowledge is teachers' ability to manage their comprehension of English to maintain the effectiveness of teaching through their various teaching techniques, apply the materials written in the lesson plan, and use teaching principles. It is a teacher's skill in applying various approaches, methods, and techniques in teaching to achieve effective teaching.

However, there are still plenty of ineffective teaching practices that are used in the classroom, such as going to the class and asking the students to open a particular page, asking them to read, and giving them exercises to complete. Further to that, students never receive feedback. It tends merely a routine without considering how to deliver the teaching through effective teaching method to suit the situation. One of the factors probably they lack of English Language Teaching (ELT) knowledge which leads to boring activities (Jon et al., 2021).

English teachers who earned their degrees from the English education department ought to have learned about pedagogy, they are also supposed to learn about approach, methods, and techniques. Those three are hints to conduct effective teaching, according to Edward (1963), the assumption, the nature of language, and the philosophy of teaching and learning are all components of an approach. Meanwhile, a method is what is produced when you put your approach into a well-organized plan to explain or teach the language. In the meantime, techniques are the actions taken in the classroom to implement the strategy (method). In language pedagogical knowledge, there are some methods that can be implemented in language teaching, such as GTM (Grammar Translation Method), DM (Direct Method), ALM (Audio Lingual Method), CL (Cooperative Learning), CLT (Communicative Language Teaching), and many more. Those

methods are well-known since they have been used for a long time, with their pros and cons, of course. Those methods are translated into teaching techniques or activities.

Among those methods, basically, no single method is perfect; no particular method is better than others. Teaching methods are used as a 'weapon' by teachers to adjust to the situations and conditions in the classroom. The activities or techniques are developed based on their beliefs and principles; besides, they have their own advantages and disadvantages, pros and cons. For instance, the Audio-Lingual Method can be applied if teachers expect students to have a native-like pronunciation and communicate with daily language without thinking too much about grammar rules or pattern through drilling. Meanwhile, the Grammar Translation Method (GTM) is probably suitable for the situation where students are expected to have accuracy and be able to understand literature. Here, students are exposed to grammar rules, and vocabulary is taught separately. Another method, the direct method, for example, is used to boost students' daily vocabulary with the exposure of the target language, and no mother tongue is allowed. Again, eventually teachers are the decision maker what to teach and how the teaching and learning process is going to be conducted.

As it was mentioned earlier, methods are still the idea or plan for how teaching and learning are carried out. Then, it should be translated into actions to apply the methods, which are called techniques or activities. Teachers have to be able to use various teaching techniques or activities in order to accommodate students' learning styles or preferences. Being able to use different techniques is one of the characteristics of good teachers (Renandya & Jacobs, 2021). The techniques or activities are supposed to be in line with the curriculum, which is intended to attain national education objectives. Some of the methods stated above can indeed be applied in the English classroom, but they have their own purposes, and some might not be relevant to the idea of the 2013 curriculum in some cases. For instance, GTM is a very old-fashioned method in ELT (English Language Teaching); the notion of this method is to develop students' literacy skills, so it emphasizes vocabulary and grammar (Larsen-Freeman, 2000). One of its techniques is translation and deductive grammar activities, and the class is conducted in the students' mother tongue. Another example that might not be in line with the current curriculum is the ALM (Audio Lingual Method) in terms of not sharpening students' critical thinking because this method mainly uses drilling and spoon-feeds students with the target language without giving students room to explore themselves. Those who oppose this method say the students are like parrots. They can talk, but only with those phrases or words that have been taught.

Speaking of teaching methods, Indonesia is currently implementing Curriculum 2013, where a scientific method is suggested and mandatory. The curriculum mandates the development of students' 4C skills (creativity, critical thinking, collaboration, and communication). The scientific approach itself is a

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teaching approach that is implemented in five stages: observing, questioning, associating, experimenting, and communicating. Besides, teachers can implement the curriculum with project-based learning, problem-based learning, and discovery learning. Those teaching methods are supposed to be the main ones implemented in the classroom. However, teaching cannot only depend on particular methods or techniques; it can be combined with others to attain the teaching and learning objectives since students' cognitive levels and learning styles are different as well.

Scientific approach is claimed to be effective in building students' high-order thinking skills, collaboration, creativity, and communicative skills. However, some studies mention that students' accuracy in terms of grammar is disappointing. Efendi (2017), in his research on project-based learning, stated that the students who were taught with project-based learning (PjBL) could communicate well orally and in writing, but that accuracy was neglected. Still, in his research, the students confirmed that the teacher hardly ever taught them grammar and structure patterns; it made them fluent but not accurate. From this point of view, it can be stressed that no method is perfect; there is always a loophole.

Research has been done before by Anabokay and Suryasa in 2019. They conducted descriptive qualitative research in describing the TEFL methods applied by EFL teachers in Indonesia, specifically English elementary teachers. Based on their research, it was found that Direct Method (DM) was one of the mostly used in Indonesia. The participants believed that DM was the solutions to promote students' communicative competence.

However, this research would like to see what typical teaching methods are used in the English class in secondary schools since the 2013 curriculum has been implemented for more than five years.

METHOD
This current study employed a descriptive-qualitative method. This research method utilized qualitative data, and the data were analyzed descriptively. The data were collected through a questionnaire, observation, and an interview. The questionnaire was derived from the theory of methods in teaching English as a foreign language, such as Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Cooperative Learning (CL), Communicative Language Teaching (CLT), and Scientific Method (SM). Due to the fact that many English teaching methods can be applied in the classroom, the researchers selected basic teaching activities from those methods, which are categorized as common teaching techniques as follows:

Table 1 teaching Methods and Techniques

Methods	Activities
GTM	- Students copying from the board/book - Students translate texts (songs, stories or etc.) - Grammar exercises - Grammar explanation - Reading comprehension questions - Filling gaps/blanks in

	exercise
DM	• Question and answer • Reading aloud • Paragraph writing • Antonyms/synonyms
ALM	• Drilling • Transformation drills • Students repeating after the teacher
CL	• Jigsaw • Think-pair-share
CLT	• Role play • Opinion-sharing activities • Information-transfer activities • Map drawing
SM	• Project-based learning • Problem-based learning • Discovery learning

Then, the questionnaire was administered to English teachers in secondary schools through google form. There were thirteen female teachers and nine male teachers who were willingly involved in this study, so the total participants in the questionnaire were twenty-two English secondary teachers. There were eighteen teachers from public schools and four from private schools. From the questionnaire, it was gathered that only one teacher agreed to be observed. There were only three teachers who wanted to be interviewed. After administering the questionnaire and conducting the interview, then observations were done to see the actual teaching implementation in the classroom. In addition, the observations were done in order to cross-check the claim from the questionnaire. To add to that, the interview was done to ask about and clarify particular activities from the questionnaire and observation. After collecting the data, the researchers then analyzed the data based on the research problems. It was done through coding, transcription, and putting the results on the chart. Then it was analyzed.

FINDINGS AND DISCUSSION

The findings from the questionnaire have found that mostly teachers were qualified as secondary English teachers. As a matter of a fact that One of the requirements to teach English in secondary level is holding undergraduate degree from English education department and based on the questionnaire, it was known that most of the participants earned their undergraduate and master's degrees from the English Education Department and they were teaching grade 7-12 in private and public schools in Surabaya, Sidoarjo and Gresik.

The participants were at the age of 20 to 40 who had quiet number teaching experience in teaching English. Regarding to the teaching experience, approximately half of the participants have gained experiences in teaching English for more than five years as shown in figure 1. More than 30% of the participants had experience more than ten years.
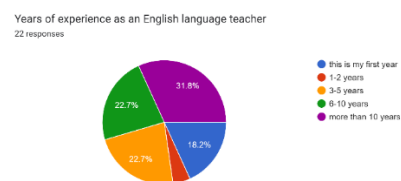

Years of experience as an English language teacher
22 responses

- this is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- more than 10 years

Figure 1 Teachers' Experience

Regarding to their experience in teaching secondary students, it was shown in the figure 2 that almost a half of them they had experience for six years or more. This information indicated that most of the participants were not novice

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teachers, who have taught three years or less, but experienced teachers who have taught at least more than five years. Only 13.6% of the participants were novice English teachers. Students who are taught by experienced teachers are supposed to be at advantage because they have encountered with many implemented curriculums, of course with its preference teaching method and techniques, as it is known that Indonesia has changed the curriculum more than five times since the independence in 1945, each curriculum has its own objectives which suit with the needs of students. Having that thought, the experienced teachers are expected to be familiar and use various English teaching method and techniques as well as handle teaching and learning problems in the classroom to conduct an effective teaching since they are supposed to have faced a lot of problems and situations during their teaching time.

teachers are, the better they can utilize the language to engage students, perform as excellent role models for language use, and give students feedback and answers that are more accurate (Sadhegi, Richards, & Ghaderi, 2020). Provided that, a competency level between B2 and C1 on the CEFR (Common European Framework of Reference) is considered necessary for efficient teaching, as stated by language scholars as well as educators (e.g., Renandya and Jacobs, 2021). Being said so, it was found out that the participants' English proficiency as much as 53% mentioned that their English proficiency level was between intermediate and advanced. So, the majority of the participants were considered qualified.

Figure 3 Participants' English Proficiency Level
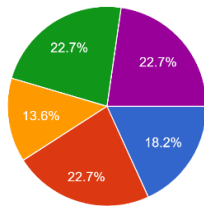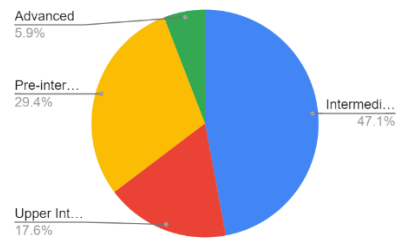

Figure 2 years of teaching experience in Secondary level

Besides the teaching experience, another factor which is important as an English language teachers is the English proficiency. Effective teaching of English requires a particular level of proficiency from English teachers. The more highly proficient English-speaking

Although the participants mentioned that their English proficiency level was in intermediate level, the participants mostly preferred to use in mixed language in their daily teaching activities. Most of them do not use English all the time, yet they combine it with Bahasa Indonesia and local languages such as Javanese. The following is the result of the questionnaire regarding the use of language:
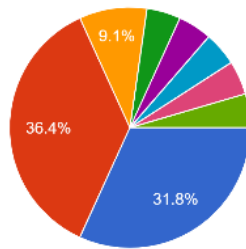
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Figure 4 The use of Language in Daily Teaching

According to the participants, the reason was because the students often did not understand when they used full English in the classroom; they often got perplexed as a result the material was not well delivered. Provided that situation, the teacher used mixed languages, English, Indonesian, and Javanese, in English class to avoid misunderstanding and confusion. The students' level of English proficiency and the proficiency of the language being taught were the primary factors influencing the use of the mother tongue. Actually, the L1 was helpful for teaching and learning difficult ideas like grammar as well as culture-related topics, according to both the lecturers and the students (Agustin & Mujiyanto, 2015). However, since it is an English class and the students are meant to be exposed to the target language, teaching English in the mother tongue all the time should have been minimized. If they are not exposed to the target language, they will not improve their English because they are not receiving input since listening is a way for gathering input or acts as receptive skill.

Teachers who speak English give learners both models and input. In Indonesia, most students are passive and make very little effort to use the target language when studying a foreign language (Mattarima & Hamdan, 2011). When students participate in classroom activities, they continue to speak in their mother tongue, which causes some teachers to give up and cease using the target language in the classroom. Instead, they explain and instruct in Bahasa Indonesia or local language to make them understand. Since English is a foreign language and students must receive a lot of exposure to it, including in the classroom, this type of habit is not ideal in the English classroom. According to research conducted by Wulyani, Elgort, and Coxhead (2019), English teachers in Malang performed poorly on their IELTS reading and writing tests. The results showed that because they do not study or use it frequently, their English was getting worse over time. The study's subjects claimed that they primarily employed Bahasa Indonesia in their day-to-day instruction. The fact that the students prefer Bahasa Indonesia over English is one of the contributing factors. Thus, they hardly ever speak or exercise using English. It can be said that English or learning other foreign language is a matter of habit, once it is not regularly used, we start to lose it.

The next result is about the participants' pedagogical knowledge. Figure 4 is displayed to show the participants' familiarity of the teaching methods in Teaching English as a Foreign Language (TEFL). As previously mentioned, in order to act an effective teaching

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both teachers' competency and pedagogy are important. According to the data found, it can be said that most of the participants were familiar with various English teaching methods. It seemed that they are supposed to be familiar with the teaching techniques used in each method as well. Among the seven selected methods in English teaching, most of the participants were familiar with the Grammar Translation Method (GTM) and the Direct Method (DM). Both of them had equal results. The second most familiar was the Scientific Method, followed by Communicative Language Teaching (CLT).
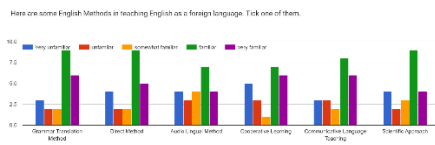

Figure 5 Teaching Method Familiarity

The results seem promising in relevance to the current goal of teaching and learning since those two methods, SA and CLT, are suggested methods by the government. Scientific approach itself are intended to promote students' skills in foreign language through integrated activities.in this study, there are three teaching techniques or methods to represent the SA, they are Project-based learning, Problem-based learning, Discovery learning. Based on the findings, the participants are quite often in using this method through these three teaching models. The following is the result of SA;
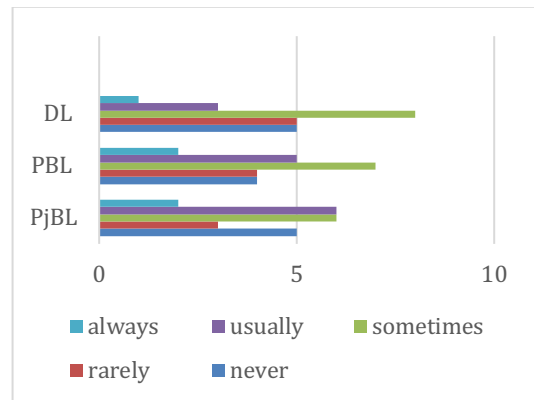

Figure 6 Teaching activities based on Scientific Approach

Next was CLT, it is quiet promising in terms of its idea of enhancing students' language skills. The notion of implementing CLT is to boost students' English skills through interaction as a means of learning the target language. In this study, there are five techniques were mentioned in the questionnaire namely role play, opinion-sharing activities, information-transfer activities, Map drawing. This method and its techniques focus on learner or it can be called as a learner-centered approach. CLT is one of effective methods in teaching and learning language since it gives chance to students to practice and improve their communicative competence in pedagogic and real-life situations (Le Thi Ngoc Hien, 2021). CLT is still in line with the idea of the current curriculum that provides students a real-life situation and opportunities to use the target language through interactions.
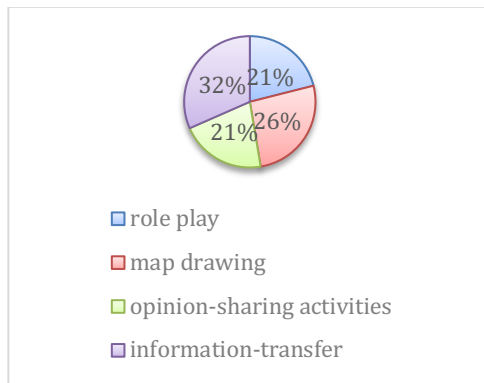
Figure 7 CLT Techniques

Another familiar method used by the participants was Cooperative Learning (CL). There were two techniques mentioned in this study namely jigsaw and think-pair-share. This method emphasizes on facilitating students to work collaboratively in a small group to achieve particular goal. According to Kagan (2009), collaborative learning activities provide an environment for the classroom that has a chance to improve student engagement while allowing them to explore and actively participate in learning. The finding showed that the participants were familiar and did this method in their teaching and learning activities. Both of the techniques were not frequently used by the participants. They just did it sometimes.
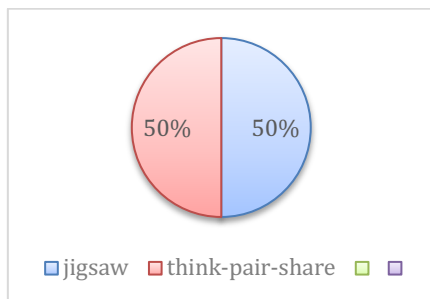

Figure 8 Cooperative Learning Techniques

Direct Method (DM) was also found as the second familiar method used by the participants according to the figure 9. There were three techniques mentioned in this study namely question and answer, reading aloud, paragraph writing and antonym or synonyms. Basically, DM itself is well-known as one of the oldest and respective methods in foreign language teaching, The name itself represents the concept of teaching the target language directly without interference from the L1. Its notion is that the target language should be presented as naturally as possible. That is why in the DM classroom, translation is forbidden. All classroom interactions must be in the target language. In addition, this method pays much attention to the importance of sounds, simple sentences, and the direct association of language with things around them as a means to build as naturally as possible. It can be said that DM prioritizes proficiency by letting students think like natives of the target language. Some of the participants mentioned that they used DM in their teaching as shown in the figure 8 below. However, looking at the characteristics of DM that not allowed to use mother tongue, then DM was not properly implemented since the participants also mentioned that mostly they used mixed language in their teaching activities. It can be inferred that they did not really know about the method itself.
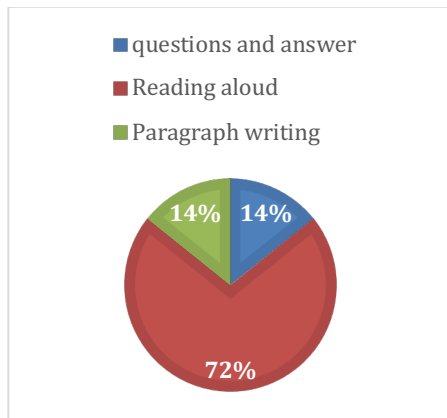
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Figure 9 Direct Method Techniques

It was found the same way with DM, ALM was familiarized and used as well by the participants, it can be seen from the questionnaire showed in figure 9. However, based on the information gathered that mostly the participants used mix languages in their daily teaching, then ALM was also mis practiced due to the use of the language instruction. ALM and DM are quite similar in characteristics, both are emphasized on the use of the target language in the classroom. However, they are different in terms of teaching techniques. This method emphasizes listening and speaking before reading and writing. In ALM, students are taught through drilling and repetition. Students listen to a new language; they speak the language, then read and write it. Vocabulary is taught minimally.
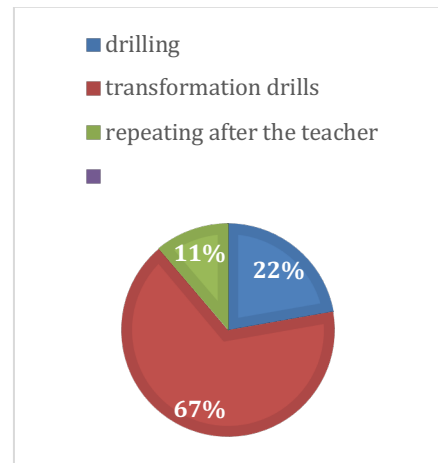

Figure 10 Audio Lingual Teaching Techniques

The last finding is related to GTM. As it can be seen in the figure 10. The response of 'usually, sometimes, and always' are relatively high, especially copying from the book/board, grammar exercises, and filling gaps exercises. It can be an indicator that mostly the participants under this study used this method a lot in their daily teaching.
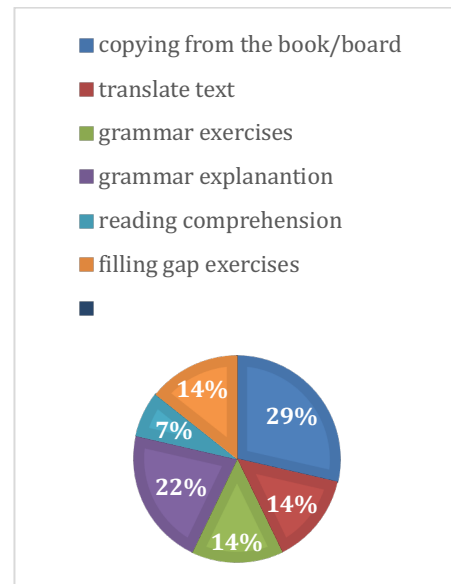

Figure 11 Grammar Translation Method technique

GTM itself is one of a well-known method in TEFL, and it was

categorized as an old and traditional method since it was used during world war. The following are the principles and characteristics of GTM according to Richards *et al.,* (2014: 3-4): (1) Reading and translating texts into the target language is the purpose of learning a foreign language; as a result, grammar rules and aspects are carefully examined; (2) reading and writing are the main areas of emphasis. Speaking and listening are not given much attention, vocabulary is taught through bilingual word lists, sentences are the main building block of language learning, correctness is stressed as a high standard in translation, and grammar is taught and applied through translating foreign literature (Chang, 2011). Based on the principles and characteristics above, it can be inferred that this method benefits to ease teaching and learning process such as explaining abstract words and also this method can help students in advancing their vocabulary and grammar knowledge to understand the reading text in target language.

However, this method with its techniques like translation, grammar explanation followed by exercises, and paragraph writing is no longer consider as an effective teaching technique due to some reasons. For instance, this method does not feel right with the current National learning goal which in attempt to upgrade students' 4C skills (Creativity, critical thinking, collaboration, and communication), with this method students are passive with the teachers as the only source and the teaching center makes this method is not relevant anymore. In fact, many teachers out there who are still applied this method massively.

Although the participant in the study mentioned in the questionnaire that they were familiar and used various teaching methods, and in addition in the interview with one of the participants who said that she applied various teaching activities in her daily teaching and learning, it was found that the following routines were found in the observations with one of the participants: greeting, checking the students, reviewing the previous lesson, telling the next lesson, explaining the current lesson, asking and answering, and giving a task. The class was conducted exactly according to GTM principles, including the use of mother tongue, limited exposure to English, teacher-cantered instruction, grammar instruction, and isolated vocabulary instruction. In addition, the textbook was the main source of the teaching and learning activities, and the teacher followed the lesson based on the textbook. Though the teacher claimed on the questionnaire that she used various techniques and activities in her teaching and learning activities in the classroom, the researchers unfortunately did not see any other techniques used; she mostly used the same teaching pattern and techniques as mentioned above.

It could be understandable that the participants decided to use GTM to be applied in their daily teaching since they mentioned in the questionnaire that mostly their students lacked of vocabulary, the students got difficulty in understanding the lesson. They stated in the questionnaire that many of their students thought that English

was difficult, as a result they got demotivated in learning English.

This should be a concern for the teachers, one of the teachers' roles is how to bring an enjoyable classroom and find a way to assist students in sharpening their skills. Again, one of the ways is how to create such a situation that can accommodate their interest in the lesson. Having this idea, teachers have to keep updated with the development of English language teaching through training and workshop in order to get insight in their teaching. The schools are also supposed to be aware about it. Fortunately, the participants under this study often got training regarding the teaching methods as shown in the figure 12 below. However, looking back at the findings, open-ended questions, interview and observations, the participants mostly used teaching and learning activities which based on GTM principles.
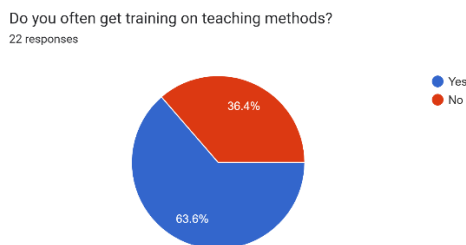
Do you often get training on teaching methods?
22 responses

Figure 12 Teacher training on teaching method

In addition, previously in the interview, it was found out that the participants used student-centered approach, but another fact that GTM which more on teacher-centered was mostly used in the teaching and learning process revealed during the observations, there was inconsistency between the interview and observation.

During the observations, the researchers found that the teacher dominated the classroom while the students acted as listeners. As the observations were being done, the students were attentively listening to the teacher's explanations. She explained about procedure texts in Bahasa Indonesia and sometimes in Javanese; there was a little exposure to English in the classroom. Those can be indicators that the teacher had misconception between teacher-cantered and student cantered.

Despite the fact that the current curriculum requires students to develop their 4C skills, the teaching and learning at the school under study did not adhere to a scientific method that could be observed. The teacher said that the students had difficulty catching up with the scientific method; she had taught using it and followed the teaching steps, but the students did not understand the lesson. Though the curriculum has been implemented for more than five years but still there are teachers who have difficulty in implementing it. Due to the fact that, she went back to using the teaching step as usual. In this case, the teacher mentioned that her students' backgrounds were the reasons why it happened; they came to the place under the study with a lack of English foundation, and she was struggling to improve their English due to some factors such as class size, students' motivation, and limited English time.

According to Gultom (2015) and Irnidayanti & Fadhilah (2023), those mentioned factors above happened to other teachers in Indonesia as well; the majority of teachers had the same

problems and challenges. The typical class size of Indonesian schools is about 30 to 40 students with limited time allocation as the participants mentioned in the questionnaire leads to problems in the teaching and learning processes. Of course, it can cause frustration for the teacher, especially for inexperienced teachers. To add to that, the students' English backgrounds are also varied. Due to the fact that English is a foreign language, students are forced to take it as a required class and have no other options. As a result, they often struggle to stay motivated and find that the material they are learning in class is much more advanced than their real circumstances. There is no doubt that the situation has an effect on both the procedure and the result. Ultimately, teachers have to figure out solutions to accommodate all the students with different abilities and levels. One of the solutions to handle such situation is through various teaching activities and techniques.

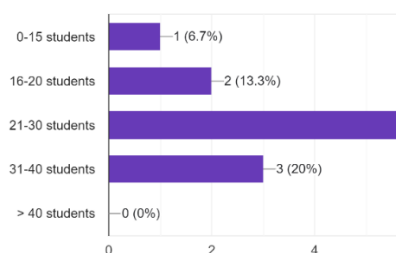How many students are there in your classes on average?
15 responses

Figure 13 number of students in a class

Since teaching is a difficult job with many factors to take into account, particularly in Indonesia, where public school classrooms typically have more than forty students on average, with just one teacher, it is a hefty number to handle. Therefore, pedagogical knowledge aids teachers in making things easier. In order to accomplish effective teaching, it is necessary to identify the most suitable teaching methods and techniques. Additionally, it appears that successful accommodation for students with different learning styles and cognitive abilities can be made by being aware of teaching methods and techniques and adapting them to various contexts. There are ten guidelines for successful pedagogy are provided by Cohen, Manion, Morrison, & Wyse (2010): Effective pedagogy aims to prepare students for life in all its facets, engages with important types of knowledge, and acknowledges the worth of prior knowledge and learning. In order for pedagogy to be effective, learning has to be scaffolded, assessments must be in accordance with learning, learners must actively participate in the learning process, and pedagogy must nurture both individual and social results. Still, according to them, there are ten principles of effective pedagogy; (1) Good teaching prepares students for life in all its aspects, (2) Effective pedagogy acknowledges the importance of experience and prior knowledge, (3) Effective pedagogy combines with various kinds of knowledge, (4) effective pedagogy supports learning through guidance, (5) Effective pedagogy make sure that assessments are in line with the objectives of teaching and learning, (6) Effective pedagogy puts an attempt to encourage the learners to involve in the process of teaching and learning, (7) Effective pedagogy strives to assist learners to promote both individual and social outcomes,

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(8) Effective pedagogy acknowledges the value of informal learning; (9)Effective pedagogy relies on the learning of all those who support the learning of others; and (10) Effective pedagogy calls for consistent policy frameworks with the promotion of learning as their main objective.

Therefore, pedagogical competence is as important as teachers' English proficiency or knowledge. Teachers should aware on this matter. The era and generations now are different from generations back then, the teaching and learning process should follow accordingly. Today's generation seem to learn faster and they can get information from the advanced of the technology. That is why, teachers have to make sure that they conduct the teaching and learning which consider the 21st century skills. As it can be discussed earlier either in the questionnaire, interview or observation that indicated GTM as the main teaching methods does not reflect the teaching and learning process in the 21st century learning. Nowadays, teaching and learning should be emphasized on preparing students to face globalization. In terms of English language teaching, it should not be merely about language components. It is like being discussed above; the government's goals are to make sure the students ready to compete in the workforce. Being said so, looking back to the principles of GTM does not fit with the notion of 21st century learning.

CONCLUSION

Finally, based on the findings and discussion above, it can be concluded that most of the participants in this study were familiar with teaching methods in English language teaching. In fact, there were unmatched statements such as the implementation of ALM and DM with the teaching principles.

To add, the GTM seemed to be the most applied method reflected from the teaching principles. It was also mentioned that SM was not suitable for their students because they had difficulty following the process.

Lastly, the classroom was under the teacher's control. The teacher dominated the time.

Teachers should have adjusted to the current conditions and situations. Teaching and learning are totally different. today's students need to face a future challenge to make sure they are able to meet the future's changes.

To conclude, this research which was focused on figuring out the common English methods and activities used by English teachers in secondary level in ELT found that GTM and its techniques were mostly used by the participants and it was not in line with the current curriculum which strives to implement 21st century teaching and learning. Then, for further research can be done to see the teachers' pedagogical knowledge and its implementation in the daily teaching and learning process since it is one of the pivotal factors to gain an effective teaching and learning.

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