

CHAPTER I

INTRODUCTION

A. Background of the Study

English is international language that it is used by people of the world to communicate with other people in different countries. In Indonesia, English language is used as standard to pass school or to get a job. English is not national language in Indonesia. It means that English language in Indonesia acts as foreign language. Learning a foreign learners is more difficult rather than to learn national language or mother language. Many kinds of technique are used by English teachers in teaching process to make the students mastering English language. The technique that the teachers use to teach their students is teaching technique.

Teaching technique is also the important part in teaching-learning process. The technique of the teacher in teaching process established success of teaching in classroom.

Technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to particular method. In other words, technique is classroom practices done by teacher when presenting a language program. (Fauziati, 2010: 17).

Based on this statement, teaching technique is a technique that teachers used in their class. Teaching techniques influence implementation of teaching which takes place in classroom. Teachers should understand the concept of teaching techniques and how to apply these techniques in their class. Teaching

language also need teaching technique to acquire language. Thus, teaching technique is also important in teaching English language.

According to Fauziati's (2010: 25) book there are many ways for English teaching techniques, namely: techniques for teaching listening, reading, speaking, and writing. Teacher in the class needs different techniques in teaching aspect skills in English language. These techniques help the teacher teach English ability or skills. The teacher is called successful in teaching their students when students understand the materials and teachers can encourage students' participation.

Participation is taking a part in activity. Students' participation is the students' activities to take a part in classroom activities. The teachers cannot deliver knowledge, if there is no students' participation. It is caused students' participation can evaluate the teaching-learning process. Thus, students' participation is needed by teachers in teaching-learning process.

Teaching English in junior high school is the basis of understanding English. There are four skills in teaching English, namely speaking, reading, listening and writing. Beside the language skills, English has some aspects which can be taught to the students, such as vocabulary, pronunciation, spelling and structure. So, teaching English for junior high school needs more techniques such as role playing, games, discussion, work pair, etc. To encourage teenager learners' or junior high school students is more difficult rather than children learners. It is because in teenager period, the learners influence emotional factors or puberties

factor. So the teachers should be more creative in using teaching techniques to encourage the students' participation.

SMP N 2 Ngemplak is favorite school in Kecamatan Ngemplak Kabupaten Boyolali. The background of SMP N 2 is national standard school. This school is located in the strategic area. This school is near with Main Street of Kecamatan Ngemplak. In this school, there are three English teachers. Curriculum that is used curriculum education unit (KTSP). There are eighteen classes in this school from seventh grade until ninth grade.

There are some problems faced by English teacher in teaching-learning process. The students come from different background family and knowledge. So, the teachers faced many variations students' English skills. The problems are faced by the English teachers namely: having limited vocabulary, pronunciation, and less confident. The teachers sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students interested in with the materials. The teachers are hard to get students' participation because the students' interest to learn is low. Those problems made the teachers have to applying different techniques to get their attention and participation. English teachers of SMP N 2 Ngemplak have different strategies solve those problems.

From the above explanation the writer intends to examine the teaching techniques used by English teacher in SMP N 2 Ngemplak. The writer interested in doing the research entitled "*ENGLISH TEACHING TECHNIQUES APPLIED*

TO PROMOTE STUDENTS' PARTICIPATION IN THE CLASSROOM: A CASE STUDY AT SMP N 2 NGEMPLAK."

B. Problem Statement

In this study, the writer focuses on the English teaching techniques used by English teachers of SMP N 2 Ngemplak Boyolali to promote students' participation in classroom activities. Based on this general problem, the writer raises specific problem as follows:

1. What are kinds of teaching techniques used by English teachers in the classroom activities?
2. What are relevant materials used by English teachers in teaching-learning process?
3. What are the relevant media used by English teachers in teaching-learning process?
4. What are the teachers' roles in the classroom activities?
5. What are the students' roles in the classroom activities?
6. How does the teaching technique promote students' participation

C. Limitation of the Study

In this research, the writer limits the problem on English teaching techniques applied to promote students' participation by English teachers in SMP N 2 Ngemplak Boyolali. This research focuses on English teaching techniques applied by the teachers and students' response to the teacher's techniques in getting students' participation. The writer takes one class where the teachers teach English in 2011/2012 Academic Year.

D. Objective of the Study

Generally, this study is intended to describe on the teaching techniques used by the teachers of SMP N 2 Ngemplak to promote students' participation in the classroom. Specifically, it is to:

1. describe the kinds of teaching techniques are used by English teachers in the classroom activities.
2. describe the relevant materials are used by English teachers in teaching-learning process.
3. describe the relevant media are used by English teachers in teaching-learning process.
4. describe the teachers' roles in the classroom activities.
5. describe the students' roles in the classroom activities.
6. describe the teaching technique promote students' participation.

E. Benefit of the Study

In this study, the writer expects that the research paper has benefits both theoretical and practical.

1. Theoretical benefits

- a. The result of the research paper can be useful to increase English teaching techniques especially to promote students' participation.
- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical benefits

- a. The research will improve the writer in mastering English
- b. The reader will get a large knowledge about English teaching techniques used to promote students participation.
- c. For English teachers, the result of the study can help them to increase knowledge of teaching techniques used to promote students' participation.

F. Research Paper Organization.

The writer organizes the research paper into five chapters as follows: Chapter I, Introduction, consists of Background of the Study, Problem Statement, Limitation of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II, Review of Related Literature, deals Previous Study, and Theoretical Review. The Theoretical Review consists Notion of Teaching Technique, English Teaching Techniques, Taxonomy for Language Teaching

Techniques, The Theory of Classroom Participation, Techniques in Promoting Students' Participation, The Material on Teaching English, Teaching by Using Media, Teacher Role, Student Role, and Active Learning.

Chapter III is research method. It presents Type of the Research, Subject of the Study, Object of the Study, Data and Data Sources, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV presents Research Finding and Discussion.

Chapter V is Conclusion and Suggestion. After Chapter V, the writer presents Bibliography, Virtual References, and Appendix.