

CHAPTER 1

INTRODUCTION

A. Background of the Study

Basically language is one of the most important aspects of human relationships. According to O'Grady (1987:1) in Srijono (2010:1), "Language is many things – a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building." While based on Sapir (1921:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols."

From the definitions above the writer concludes that language is an instrument of human for communication to express their opinion related to their social culture and reflection of their nation. Human learns to use language appropriate to their residence. The use of language in society cannot be separated from the influence of culture of each area. Because of that it is become the diverse languages such as Arabic, Malay, Indonesian and many other languages. Among all languages, English is being an international language to facilitate communication between countries.

Foreign language, especially English language becomes important language, nowadays. Because of its importance, many countries in the world use English language as their formal language. Although in Indonesia, English is not formal language, but English is very important language in globalization era. Because of that

English language need to applied by children early. English is being one of the subjects of instruction in schools from kindergarten until college level. This is done to prepare the students in the face of growing globalization. And with English as a subject of instruction is expected that the students are able to follow the times than that of the students also has ability to compete with other countries.

One of Junior High School in Indonesia that applying English as one of subject of instruction is SMP Muhammadiyah 5 Surakarta. SMP Muhammadiyah 5 Surakarta is a school-based Islam which has vision and mission to make students excel in academic and non-academic areas according to the demands of Islam. SMP Muhammadiyah 5 Surakarta is very Islamic school. Nevertheless, SMP Muhammadiyah 5 Surakarta also contains English subject and English extracurricular which is mandatory for the students. There are intended to improve student's knowledge in English Language. In addition, the English teaching staffs also have experience as a teacher. Despitefully, the teacher makes the best use of facility in teaching and learning process of English. Thus students hope able to communicate with English.

English teaching and learning process in SMP Muhammadiyah 5 Surakarta is very interesting. The teachers use a variety of ways to improve the teaching and learning process of the students' English language skills. In the teaching-learning process of English, teachers use a variety of approach, methods and different techniques to attract the attention of students in learning English.

According to Anthony cited by Fauziati (2009:14) defines approach as “A set of correlative assumptions dealing with the nature of language teaching and learning. An approach is an axiomatic.” Fauziati (2009:14) views “An approach describes the nature of the subject matter to be taught. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it”. Then Anthony (1963:95 in Fauziati, 2009:15) views method as “An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural.” Fauziati (2009:17) explains technique is classroom practices done by the teacher when presenting a language program.

By the definition about approach, method and technique, we can conclude the difference among them. Approach is the basic acceptance of teacher’s personal philosophy about teaching-learning. Method is action of teacher such as teacher and learner’s role and instructional materials by selected approach. While technique is the real application happen when teaching-learning process in the classroom.

Techniques that used by the teacher of teaching-learning English at SMP Muhammadiyah 5 Surakarta are very attractive. The teacher delivers the materials by using collaborative learning techniques that appropriate with English skills. Some techniques that used by the teacher are role play, discussion, answering question, jigsaw and etc. The purposes of using different techniques in every meeting of English lesson are to make the students easily in accept the material and also get the

goal of teaching-learning of English. Despitefully, the students don't feel bored and they are interested with English lesson.

The writer interests to choose SMP Muhammadiyah 5 Surakarta as a place of observation due to several reasons. First, SMP Muhammadiyah 5 Surakarta promotes discipline in carrying out learning activities in the school environment.

Second, the teaching staffs are competent and responsible for each task. The teachers always help students who have difficulty in teaching and learning. So, it makes the students more aware about what are being taught.

Last, SMP Muhammadiyah 5 Surakarta is a place where writer doing teacher apprentice, it is making easier for the writer to conduct the observation. Therefore, the writer is interested in selecting SMP Muhammadiyah 5 Surakarta as a place of observation.

Based on the explanation above, the writer makes this research paper with the title: **Techniques of English Teaching used at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study.**

B. Problem Statement

Problem statement of this research is :

1. What are techniques used by the teacher ?
2. What are the learning objectives of using the technique ?
3. What are the teacher's role ?
4. What are the learner's role ?
5. What is the dominant technique used by the teacher?

C. Objective of the Study

1. To describe techniques are used by the teacher.
2. To describe the learning objectives of using the technique.
3. To describe the teacher's role.
4. To describe the learner's role.
5. To describe the dominant technique used by the teacher.

D. Limitation of the Study

To make this research focus, the writer limits the research. In this research, the writer observes the English teaching-learning process in the classroom by the teacher in SMP Muhammadiyah 5 Surakarta. It consists of subject and object:

1. Subject

The subject of this research is the students of SMP Muhammadiyah 5 Surakarta, especially the writer takes the sample from the class 7F which is consists of 34 students. The teacher's name is Dwi Winarni, S. Pd who teaches English Lesson in class 7F of SMP Muhammadiyah 5 Surakarta 2012/2013 Academic Year.

2. Object

The object of this research is techniques implemented by the teacher in English teaching-learning process at SMP Muhammadiyah 5 Surakarta.

E. Benefit of the Study

Benefit of this study divided into two parts there are theoretical benefit and practical benefit.

1. Theoretical Benefit

- a. The writer hopes that the result of this research give benefit in English teaching, especially for teaching English in Junior High School.
- b. The result of this research can give reference for the next research.

2. Practical Benefit

- a. The result of this research will help the teacher when applying the techniques which appropriate to the students for English lesson.
- b. This result of this research can make the students interested in English lesson and can increase their knowledge of English lesson.

F. Research Paper Organization

This research has 5 chapters as follows:

Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It relates to previous study that related of this research and theoretical review consists of difference of approach, method and technique, notion of technique, English teaching technique, teacher's roles, and learner's roles.

Chapter III is research method. This chapter presents type of the study, data and data source, method of collecting data, subject of the study, object of the study, setting, technique for analyzing data and data validity.

Chapter IV is research finding and discussion. This chapter has two subchapter; they are research finding and discussion. First part is data research finding. It elaborates of the technique applied by the teacher, the learning objectives of English teaching-learning process using the technique, teacher roles and the learner roles. The second part is discussion.

Chapter V is conclusion, pedagogical implication and suggestion.