

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international languages that are used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, education, economy, social, and politics.

For Indonesia, especially in the Junior High School, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. To cover all of the skills, the teachers have to know some terms that plays important role in it. They are Approach, Method and Technique in teaching-learning process.

Approach is a theory of language and language Learning. It is called Axiomatic. Method is a procedure or overall plan of presentation usually used by the teacher to get their aims in the teaching learning process. It is a procedural of teaching-learning process, although technique is a classroom practices or techniques used by teacher or the implementation of approach and method.

As Anthony (in Allen 1965: 94) views approach as “A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic.” Anthony (1963: 95) also defines 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. An approach is axiomatic whereas a method is procedural”, although technique is an implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well”. (Anthony, 1963: 36).

Classroom techniques plays the important role. To reaches the goal of teaching-learning process, the teacher have to find and used the teaching techniques

which is appropriate with the student's characteristics. Technique is something that actually takes place in language teaching or learning in the classroom.

As Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, technique include all tasks and activities. They almost always planned and deliberate, done on purpose rather than by accident.

Relevant to the above description on approach, method, and technique, Celce-Murcia (2004: 9) in Fauziati (2014: 15) give her summary stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is a very specific type of learning activity used in one or more methods (e.g. using colored rods of varying lengths to facilitate language practice in silent way).

In *SMP N 1 Sawit*, English is one of many subjects which taught there. It is given to the seventh grade students. Curriculum that is used 2013 Curriculum in the teaching-learning proces. The teacher is responsible for the students to give the teaching techniques of learning English easily that is suitable with the student's need. Actually, teaching of English in *SMP N 1 Sawit* is integrated teaching. It is not focused in each aspect of skills. The teacher covers all of the skills in the general English.

Actually, in *SMP N 1 Sawit*, English lessons is done as a whole, has not focused on every skills such as listening, reading, writing, and speaking. The teacher teaches all aspects of it together in one lesson there. Within a meeting of the lesson, the teacher had to explain various aspects simultaneously. It is called integrated teaching.

SMP N 1 Sawit obliges its students to learn the English subjects. In English class, the teacher should play an active role in teaching all aspects of language skills. Some difficulties sometimes occur when the students do not understand what the teacher's said because they are weak in the mastery of vocabulary. The most of Junior High School students are teenager and include to the category of young learners. The young learners have many different characteristics. How to learn and

their capacity is also different. Classroom techniques which appropriate are needed here. *SMP N 1 Sawit* usually find problems for students as they feel bored with English lessons in the classroom. The English class of *SMP N 1 Sawit* consist of 32students each class. It becomes important to make a research because as a researcher who wants to be a teacher, the writer have to know what is the best techniques used to teaching in English. Based on phenomenon above, the researchers try to investigate the teaching and learning process especially the classroom technique when the teacher teaches English to achieve the learning objectives.

The researcher interested in having a study in teaching-learning process especially the classroom technique on teaching of English class at *SMP N 1 Sawit*. The writer wanted to deeply know the process of teaching-learning especially classroom techniques used by the teachers in teaching of English in *SMP N 1 Sawit*.

Because of that reason, the writer wants to describe the classroom techniques in teaching of English which is applied on *SMP N 1 Sawit* and wants to observe and then make a research entitled **Classroom Technique Used in the Teaching of English At SMP Negeri 1 Sawit Boyolali: A Naturalistic Study.**

B. Problem Statement

Based on the background study above, the writer formulates the following problems as follows:

1. What are the types of classroom techniques used at *SMP N 1 Sawit*?
2. What are the purposes in using each technique used at *SMP N 1 Sawit*?
3. What are the teachers' role in each types of classroom techniques used at *SMP N 1 Sawit*?
4. What are the students' role in each types of classroom techniques used at *SMP N 1 Sawit*?
5. What are the instructional material of English teaching used at *SMP N 1 Sawit*?

C. Objective of the Study

Based on the research problems, the writer has the following objectives:

1. To identify the types of classroom techniques used in teaching of English class at *SMP N I Sawit*.
2. To identify the purpose in using each technique to teach English at *SMP N I Sawit*.
3. To describe the teachers' roles in each type of classroom techniques used at *SMP N I Sawit*.
4. To describe the students' roles in each type of classroom techniques used at *SMP N I Sawit*.
5. To describe the instructional material of teaching English used at *SMP N I Sawit*.

D. Limitation of the Study

In doing the research, the writer limits her research on the classroom technique in teaching learning process at *SMP N I Sawit* in 2015 academic year. The limitation is done in order to get the best result from the observation, especially the classroom techniques, the purpose of using the techniques, teachers roles and students roles of the teaching of English in the teaching-learning process. The subject of the study is limited to the English teachers and *SMP N I Sawit* students of English class in 2015/2016 academic year.

E. Benefit of the Study

There are two benefits of this study:

1. Theoretical Benefits

Related to this research, the writer hopes that this research can be used as reference for the other researcher who wants to conduct research about classroom techniques in teaching of English.

2. Practical Benefits

- a. For English teacher, the result of the study can be a reference to improve their ability and competence in mastering classroom techniques of teaching English.
- b. For the students, various classroom techniques will be expected to be able to motivate the students to be interested in learning English.
- c. For the researcher, the result of the research can be the reference for the implementation of the classroom techniques.

F. Research Paper Organization

The organization of the research paper is given to make the readers understand the content of the research paper.

Chapter I is introduction which deals with background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II presents review of related literature. It concerns with Previous Study, Notion of Approach, Method and Technique; Notion of Classroom Techniques of English Teaching, Classroom Technique in Teaching Listening, Classroom Technique in Teaching Speaking, Classroom Technique in Teaching Reading, Classroom Technique in Teaching Writing, and Instructional Material.

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

Chapter IV is result of the research and discussion. It consist of the result are to describe the type of classroom technique in teaching-learning process by the English teachers, the purposes in using each technique, teachers' role, students' role, and the instructional material in teaching-learning process of English at *SMP N 1 Sawit*.

Chapter V is conclusion and suggestion. It presents conclusion of the research and completed by suggestion.