

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Basically language is one of the most important aspects of human relationships. Language is the main communication tool for human life. Language has a central role for the development of intellectual, social, and emotional to support the learner to reach the success in another lessons. According to Sapir (1921: 8) “Language is a purely human and non-instinctive method of communicating ideas, and emotions, and desires by means of voluntarily produced symbols.”

From the definition above the researcher concludes that language is an instrument of human for communication to express their opinion related to their social culture. Language learning is a practicing form because without learn the human cannot uses the language well. The use of language in society cannot be separated from the influence of culture of each area. It is become the diverse languages such as Indonesian, Malay, Thai, Korean, Arabic, English and many other languages. But among all languages, English is being an international language to facilitate communication between countries. Language can also become an education in the learning process. In Indonesia, English becomes a part of learning process. It is purpose to make the Indonesian students will be competitive with the foreigner. And it happens in many countries too.

English as a foreign language (EFL) becomes an important language. The reason why English becomes an important language is because many countries in the world use English language as their formal language. Although in Indonesia, English is not formal language. Because the citizen still have a culture to use Indonesian as their formal language. But in globalization era, English is very important. Because human thinks that using English as their formal language is like lifestyle. This phenomenon makes some people think to use English language as their formal language to follow the lifestyle in globalization era. Because of that English language need to applied by

children early. English is also being one of the subjects of instruction in schools from kindergarten until college level. It becomes a way to prepare the students in the face of growing globalization. It is also to make the student has ability to compete with the foreigner and other countries. English has four language skills in English teaching cover: speaking, listening, writing, and reading. The four language skills are the ability in learning English that is used to understand about English.

One of Junior High School in Indonesia that applying English as one of subject of instruction is SMP Muhammadiyah 1 Kartasura. SMP Muhammadiyah 1 Kartasura is a school-based Islam. Nevertheless, SMP Muhammadiyah 1 Kartasura also contains English subject and English extracurricular which is English Club for the students of seventh and eighth grade. There are intended to improve student's knowledge in English language. The English teaching staffs also have experience as a teacher. The teacher makes the best interaction and gives some facilitation in teaching-learning process of English. Thus the students hope able to communicate with English correctly. The students are able to practice to speak in English to foreigner.

English teaching-learning process in SMP Muhammadiyah 1 Kartasura is very interesting. The teacher uses variety of ways to make the student's are interested to learn about English skills in teaching-learning process. It aims to attract the attention of students in learning English.

According to Anthony (1963: 94) in Fauziati (2014: 11), identifies three levels of conceptualization and organization, which are termed as approach, method, and technique. The first level of trio terms is approach. According to Anthony cited by Fauziati (2014: 11) defines 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." Then Anthony (1963: 95) in Fauziati (2014: 12) 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. An approach is axiomatic whereas method is procedural". Method is treated at the level

design in which the roles of the teacher, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design. Then Fauziati (2014: 13) views technique as the third level. It is “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which used to accomplish an immediate objective. According to Anthony (1936: 96) in Fauziati (2014: 13) states that technique must be consistent with a method, and therefore in harmony with an approach as well. Fauziati (2014: 13) explains technique is classroom practice done by the teacher when presenting a language program.

Based on the definition about approach, method and technique above, 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’s role and learner’s role and instructional materials by selected approach. While technique is the real application happened when teaching-learning process in the classroom.

Techniques that used by the teacher of teaching-learning English at SMP Muhammadiyah 1 Kartasura are very interesting and attractive. The teacher delivers the material well by using collaborative learning techniques that appropriate with English skills. Some techniques that used by the teacher are role play, oral repetition, summarizing, discussion, reading aloud, and answering question. The purposes of using different techniques in every meeting of English lesson are to make the students easily in accept the material. The goals of teaching-learning of English are the students don’t feel bored and they are interested with English lesson.

Based on the background above, the writer observes the teaching English in the classroom. Meanwhile, the data are analyzed by using descriptive qualitative method. Therefore, the writer is interested in conducting a research entitled “CLASSROOM TECHNIQUES USED BY THE TEACHER IN THE TEACHING OF ENGLISH: A NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 KARTASURA IN 2015/2016 ACADEMIC YEAR.”

## **B. Problem Statement**

Based on the problem statement above, the writer proposes the research questions:

1. What are the kinds of classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year?
2. What are the purposes of using each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year?
3. What are the teacher's roles in each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year?
4. What are the student's roles in each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year?
5. What are the instructional materials used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year?

## **C. Objective of the Study**

Based on the problem statement mentioned above, the researcher has the object of the study as follows:

1. The researcher describes about the kinds of classroom techniques which used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.
2. The researcher describes about the purposes of using each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.
3. The researcher describes about the teacher's roles in each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.

4. The researcher describes about the student's roles in each classroom techniques used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.
5. The researcher describes about the instructional materials used by the teacher in the teaching of English at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.

#### **D. Scope of the Study**

To make this research focus, the researcher limits the research. In this research, the researcher observes the English teaching-learning process in the classroom by the teacher in SMP Muhammadiyah 1 Kartasura. It consists of subject and object:

##### 1. Subject

The subject of this research is the students of SMP Muhammadiyah 1 Kartasura, especially the researcher takes the sample from the class 7D and 8C which consists of 36 students (7D) and 32 students (8C). The teacher's name is Mrs. Mega Dwi Prastika Sari, S. Pd. as the English teacher of seventh grade and Mrs. Fauzia Nur Hayati, S. Pd. as the English teacher of eighth grade of SMP Muhammadiyah 1 Kartasura.

##### 2. Object

The object of this research is techniques implemented by the teacher in English teaching-learning process at SMP Muhammadiyah 1 Kartasura.

#### **E. Significance of the Study**

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

##### 1. Theoretical Significance

- 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 writer hopes that this research as one as of references for another researchers who conduct the same object with different perspective.

## 2. Practical Significance

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

## **F. Research Paper Organization**

The researcher organizes this research with research paper organization. It is divided into five chapters in order to make easier to understand.

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 review of related literature. It discusses previous study, and theoretical review consists of approach, method, and technique, notion of classroom technique of English teaching, teacher's roles and student's roles, and instructional material.

Chapter III is research method. It deals with type of the research, setting of the study, object and subject of the study, data and data source, method of collecting data, technique of 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 techniques applied by the teacher, the purposes of English teaching-learning process using the techniques, teacher's roles, student's roles, and instructional material. The second part is discussion.

Chapter V is conclusion, pedagogical implication and suggestion.