APPROVAL

ENGLISH TEACHING TECHNIQUES USED BY THE SIXTH SEMESTER STUDENTS OF DEE UMS IN MICROTEACHING CLASS

RESEARCH PAPER

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Abstract

This research was a descriptive qualitative study aimed to classify the types of English teaching used by the sixth semester students of DEE UMS in microteaching class and to investigate whether the trainees vary their teaching techniques in relation to different teaching materials. The data of this research were 20 video of the thirteen teacher trainees which is transcribed into the written form. The result of the study was that the writer has found fifteen types of English teaching techniques used by the teacher trainees, i.e Grammar activity, Reading comprehension activity, Reading aloud, Getting students to self-correct, Listening practice, Building up to a new model, Substitution drilling, Correction, Repetition, Authentic materials, Language games, GBI cycle, Inquiry cycle, and Language focus. Almost all of teacher trainees combined one until three teaching techniques to deliver some types of teaching materials. The trainees were also combined the technique by using media such as application and audio recorder.

Key Words: types of teaching techniques, combined techniques, microteaching

Abstrak


Kata Kunci: tipe teknik pengajaran, kombinasi teknik, microteaching
1. INTRODUCTION

As we know that nowadays English language becomes very popular as an International language that makes people around the world used it to communicate each other in the global communication. In Indonesia, English language as a foreign language which means that English is not the main language in Indonesia, but it is taught to people who live in Indonesia. It was taught in Indonesia from the elementary school, junior high school, senior high school until the college educational level. According to Wachendrof (1967) “The purpose of teaching English language in Indonesia is to introduce people that English language is as a foreign language that should be taught in almost all of the intermediate school”. It is enforced by the National Policy Number 096 Year 1967 that being exists until today. The end purpose of teaching English as a foreign language in Indonesia is to make the students mastered the English skills such as listening, reading, writing, and speaking skill.

In order to deliver the teaching material, the teacher should use the suitable method and technique. There are many teaching methods in Indonesia that has been developed by the time to improve students’ English skill. In the 19th century, there was Grammar Translation Method (GTM) that emphasizes the teaching learning process on the grammar, vocabularies, and reading comprehension activity. Every teaching method consisted of some teaching techniques. Anthony (1963) in Fauziati (2014) defined technique as an implementation consisted of trick and strategy actually applied in a classroom. Thus, every English teacher especially the trainee of educational program should has an ability to understand the teaching method in order to make their own lesson planning and also the classroom technique in order to have an implementation of teaching learning process in the classroom. The teacher trainee may has the teaching learning process in microteaching class.

Microteaching class is a class used for the trainees to practice teaching learning process. It becomes an important subject that should be mastered by the educational faculty students of UMS supposed that they can practice a real teaching learning process. Microteaching class is conducted in the sixth
semester. It consists of 20 students for each class and takes time is about 100 minutes as same as the other subject. It is aimed in preparing them before doing the job training in some schools.

There have been some researches which is investigated microteaching and the implementation of English teaching method and technique in certain place and time. Each of the previous research was divided into three groups with different object of the study. This study intended to extend previous work. It attempted to answer the following questions; what are the types of English teaching technique used in English teaching process by the sixth semester students of DEE UMS in English microteaching class? And do the sixth semester students of DEE UMS in English microteaching class vary their teaching techniques in relation to different teaching materials?

2. RESEARCH METHOD

The type of this research was descriptive qualitative research. The object of the study was the English teaching techniques used by the sixth semester of DEE UMS students in microteaching class as the teacher trainees. The data of this research were 20 videos of the thirteen students in microteaching class. The data were collected by using documentation by making the transcript of those videos. The data validity was by using triangulation related to the trainees and the lecturer in microteaching class.

3. FINDING AND DISCUSSION

Research Finding

This section presents the findings of the research. The writer has found the types of teaching techniques used by the sixth semester students of DEE UMS in microteaching class from the 20th videos. The writer found fifteen teaching techniques used by the thirteen trainees in English teaching–learning activity, such as: Grammar activity, Reading comprehension activity, Reading aloud, Getting students to self-correct, Building up to a new model, Listening practice, Substitution drilling, Correction, Repetition, Language games, GBI cycle, Inquiry cycle, and Language focus. It would be clearly seen in the table below:
Table 2. The frequency of types of teaching technique used by the sixth semester students of DEE UMS in microteaching class

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
<th>TYPES OF TEACHING TECHNIQUES</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Translation Method (GTM)</td>
<td>Grammar Activity</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension Activity</td>
<td>1</td>
</tr>
<tr>
<td>Direct Method (DM)</td>
<td>Reading Aloud</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Getting Students to Self-Correct</td>
<td>3</td>
</tr>
<tr>
<td>Situational Language Teaching (SLT)</td>
<td>Listening practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Building up to a new model</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Substitution drilling</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Correction</td>
<td>2</td>
</tr>
<tr>
<td>Audiolingual Method (ALM)</td>
<td>Repetition</td>
<td>1</td>
</tr>
<tr>
<td>Communicative Language Teaching (CLT)</td>
<td>Language Games</td>
<td>3</td>
</tr>
<tr>
<td>Genre-Based Instruction (GBI)</td>
<td>GBI Cycle</td>
<td>17</td>
</tr>
<tr>
<td>Inquiry-Based Learning (IBL)</td>
<td>Inquiry Cycle</td>
<td>2</td>
</tr>
<tr>
<td>Task-Based Learning (TBL)</td>
<td>Language Focus</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

Based on the table above, there were totally fifteen teaching techniques used by the trainees in the teaching learning activity. However, there were three trainees who used the different technique with other trainees. They prefer to use media such as audio an application in the teaching learning activity. The way how the trainees used the types of media was because of some reasons, one of the reason was to make the students interest on the material.

In addition, the writer has found 3 ways of how the trainee adopted the English teaching techniques, such as: finishing a certain technique completely, incompletely, and combining one technique with other teaching techniques. The table below drawed the detail of the way how the trainee used the technique:

Table 3. The frequency of the way how the trainee use a certain technique

<table>
<thead>
<tr>
<th>The way how the trainee used the technique</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished the technique completely</td>
<td>5</td>
</tr>
<tr>
<td>Passed the technique incompletely</td>
<td>2</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Combined more than two techniques</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Based on the table above, there were five trainees who finished teaching techniques completely even three of them combine it with an other techniques (See Analysis Data 7, 8,10, 17, and 19). However, there were two trainees who used the techniques incompletely which means that they did not finish the technique (See Analysis Data 2 and 11). So as to, there were 13 trainees who combined more than two teaching techniques to deliver the teaching materials (See Analysis Data 1, 3, 4, 5, 6, 9,12, 13, 14, 15,16, 18, and 20).

The writer also found that some trainees used the different techniques related to the teaching materials. There were four types of teaching materials delivered by the trainees, such as: types of texts, short functional texts, tenses, and transactional texts. Almost all of trainees combined one until three teaching techniques in the teaching learning activity. However, the writer concluded the technique based on the technique which is mostly used by the trainee in delivering the material (See Data Analysis/ Types of teaching technique) in a table below:

**Table 4. The table frequency of English teaching technique in delivering the teaching material**

<table>
<thead>
<tr>
<th>Teaching Material</th>
<th>English Teaching Technique</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Functional Text</td>
<td>Inquiry cycle</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Language focus</td>
<td>1</td>
</tr>
<tr>
<td>Types of Text</td>
<td>GBI cycle</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Language focus</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Language games</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Inquiry cycle</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td>1</td>
</tr>
<tr>
<td>Tenses</td>
<td>Grammar activity</td>
<td>3</td>
</tr>
<tr>
<td>Transactional Text</td>
<td>GBI cycle</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Listening practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Language games</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Based on the table above, the writer found that some trainees used the different teaching techniques even though they delivered the same materials. However, there were also three trainees who used the same technique to deliver the same material such as types of tenses that was by using grammar activity technique.

Thus, the writer had found the 15th teaching techniques used by the teacher trainees in delivering the teaching materials. However, there were some ways how the trainees used the technique, and the way which is mostly used by the trainees was by combining the technique. Three of the thirteen trainees also combined the technique with their own technique in which by using media such as audio and application. So as to, some of the trainees might use the different techniques even though they deliver the same teaching materials.

**Discussion of the Findings**

The objectives of this study was to classify the types of teaching techniques and to investigate whether the trainees combined the techniques to deliver different teaching materials in microteaching class activity. Microteaching class was a class conducted in the sixth semester that facilitated the teacher trainees to have a teaching-learning process before they passed the internship or job training activity. Every sixth semester students of DEE UMS should prepare the lesson planning included of the teaching technique to deliver different types of teaching materials. EFL teachers require specialized knowledge about language, teaching theories and beliefs, and pedagogy.

The result of the study showed that there were fifteen types of teaching techniques in which the trainees combined one until three techniques to deliver some types of teaching materials in the activity. Using a variety of teaching styles appropriately would ensure that the needs of all students are met. The trainees combined the techniques and media to attract the students’ interest so that trainees could manage the classroom atmosphere. Thirteen out of the total twenty video of the trainees showed that the trainees combined the different teaching techniques even some of them delivered the same teaching materials. Teaching materials in general mean “any systematic description of the techniques
and activities to be used in classroom teaching” (Brown, 1995, p. 139) and include various “experiences and activities by which, or as a result of which, the (teacher) learner develops knowledge of the profession” (Day, 1993, p. 2).

Based on the 20th video from the thirteen trainees, the writer found that there were four types of teaching materials delivered by the trainees, such as: types of texts, short functional texts, tenses, and transactional texts. In delivering the materials, the trainees matched the teaching technique with the material. The choice between the two approaches depends also on the characteristics of the learner, such as the age, the development of students and their abilities. It depends on the conditions and context of learning (Creemers, 2005).

When the material was about tenses, there were three of the thirteen trainees who used Grammar activity as the teaching technique. In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. The finding was in line with Doff (2000) who states that by learning grammar students can express meanings in the form of phrases, clauses and sentences. In addition, Long and Richards (1987) affirm that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. According to Larsen-Freeman (2000) and Richards and Rodgers (2002), when using such a method, learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.

Regarding the types of English text and transactional texts, the technique which was mostly used by the trainees was GBI cycle. There were seven of the thirteen trainees who used GBI cycle to deliver those teaching materials. Genre-based approaches begin with the whole text as the unit in focus rather than sentence, that is, language at the level of discourse, since it is only through whole or complete texts that an act of communication achieves its purposes. Here, a “text” refers to “a piece of language in use”, which is a “harmonious
collection of meanings appropriate to its context” and hence has “unity of purpose” (Butt et al. 2001, p.3). Hammond (in Fauziati, 2014: 148) described the GBI first cycle started with Building Knowledge of the Field (BKOF); Modeling of Text (MOT); Joint Construction of Text (JCOT); and Independent Construction of Text (ICOT). However, almost all the trainees adopted this technique incompletely and they combined it with other teaching techniques.

The result of this study was in line with the previous research by Kartikawati (2015) who found that the implementation of scientific approach in teaching English especially at the eighth grade of SMP Muhammadiyah 10 Surakarta is not always implemented fully because of some reasons such as students are not ready yet, and the teacher are confused and felt difficult about the implementation of the scientific teaching learning process. However, this research was also supported by Guntoro (2015) who conducted a research to investigate the implementation of scientific approach in teaching English at the eighth grade of SMP Negeri 1 Colomadu.

The writer has found that GBI cycle became the technique which was mostly used by the trainees because of some reasons, such as: this technique was suitable to the materials about the types of texts because it gave the students more opportunity to have a practice. On other hand, the trainees understood this technique better than other technique. Some trainees did not understand to other technique as well as GBI cycle. Understanding GBI cycle could influence the trainees of applying this technique as it is simpler than other techniques. Nevertheless, the way how the trainees used GBI cycle was different each other. There were some trainees who adopted GBI cycle completely but the other trainees adopted it incompletely and combined it with other teaching techniques.

There were three of the thirteen trainees who delivered a material about short functional texts. Short functional text is a text to help the reader accomplish an everyday task. The types of short functional text delivered by the trainees such as greeting card, invitation, and schedule. However, all of the three trainees used the different techniques even though they delivered the same teaching material. The techniques used by the trainee such as repetition,
language focus, and inquiry cycle. This result was dissimilar with previous research conducted by Yulianto et al (2011) who conducted a study of students’ reading comprehension of short functional text by using Team-Pair-Solo technique at SMP PGRI 4 Pontianak in Academic Year 2011/2012.

The writer has also found that three of the thirteen trainees in the 20th videos used teaching media. Using media could engage students, aid student retention of knowledge, motivate interest in the subject matter, and illustrate the relevance of many concepts. There are two major approaches to using media and technology in schools: students can learn “from” media and technology, and they can learn “with” media and technology (Jonassen & Reeves, 1996). Learning “from” media and technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning systems (Hannafin, Hannafin, Hooper, Rieber, & Kini, 1996; Seels, Berry, Fullerton, & Horn, 1996).

Here, the writer found that the types of media used by the trainee such as web application and audio recorder. The previous research by Oyedele et al (2013) studied secondary school trainee teachers’ views and their use of Educational Media and Technology (EMT) during teaching practice, the results indicated that while trainees use EMT during their teaching, there were inadequate and functioning EMT facilities in the practicing schools. However, the result of the study was dissimilar with this current study because the trainees understood well how to apply the media in order to support them in delivering the teaching material.

In summary, this study has shown that there were totally fifteen English teaching techniques used by the thirteen trainees in which the trainees might combine one until four techniques in microteaching class. The result of this study has a similarity and some disimilarities with previous research that had been conducted by the other researcher. The similarity was found on the way how the trainee used a technique incompletely because of some reasons. On other hand, the dissimilarities found in the use of the different technique to deliver the same material and also the way how the trainees used the types of media in delivering the teaching material. The finding implicates the trainees to
know the types of teaching technique beside of GBI cycle, and also to know more about media in teaching learning activity.

4. CONCLUSION

After analyzing the data, the writer found fourteen types of teaching techniques used by the sixth semester students of DEE UMS in microteaching class. The fourteen types of teaching techniques such as: grammar activity, reading comprehension activity, repetition, reading aloud, getting students to self-correct, substitution drilling, building up to a new model, correction, language games, authentic materials, GBI cycle, inquiry cycle, language focus, and the trainee’s own technique by using an application.

From this study, the writer also found that in doing a teaching learning activity, a trainee might combine one until four teaching techniques in order to deliver the materials. The way how the teacher trainees combined some teaching techniques in a teaching process was because of some reasons, such as: to make the materials clearly, have active and communicative students, make an enjoy teaching learning process, etc. The teaching technique which is mostly combined by the trainees were GBI cycle and reading aloud. However, the other trainee might also combine GBI cycle with other teaching techniques, such as language focus and authentic materials technique.
BIBLIOGRAPHY


