

TEACHER TECHNIQUES IN TEACHING ENGLISH AT SMPIT NURUL ILMI JAMBI

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Abstract

In this research study, the researcher want to know deeply about what techniques are used and goal of learning by the English teacher in teaching English in Junior High School of SMP NURUL ILMI JAMBI. The method used in this research is descriptive qualitative study. The data are collected through only observation sheet. Based on the data analysis shows that teacher usually use discussion technique, group work technique, partner work technique role play, a short conversation, listening story, write based on picture, explaining the lesson, develop a story based on words cards, playing a game, and gallery walk in teaching English. From the observation it can be seen that students enjoy teacher techniques. Teacher's technique can influence students' Interest in learning English.

Key words: Teacher's techniques, teaching English.

1. INTRODUCTION

Teaching English is carried out by English teacher, children arrive at school with a wealth of existing language experience, the goals of English are not simple subject specific ones, but are concerned with all aspects of learning and living English teaches the abilities that underlie the learning of all other subjects (Brindley, 2000:9).

English teaching and learning is started from elementary until high level. The teacher should be creative in choosing the materials and able to stimulate the students' interest, the teacher needs to manipulate some techniques to support the teaching and learning process. Teaching and learning process are not all the same techniques but have differences, many teachers have been focusing on finding the right way or technique to teach the students in the classroom. In English subject there are four skills that will be gotten by student; listening, speaking, writing, and reading, each skills has important roles in English subject.

In this article, as long as the observation made by researcher at SMPIT NURUL ILMI JAMBI. The researcher found some several of teachers' techniques in teaching, including one teacher with some of other teachers. Based on researchers' observation there, most of students always want to involve themselves in teaching learning process in English subject. They are happy fun, enjoy or relax, they were enthusiastic and pay attention to the teacher have been focusing on finding lesson plan and teaching technique are necessary for a teacher to solve these problem.

Based on the explanation about, the researcher interested to conduct a research at SMPIT NURUL ILMI JAMBI. In the case, the researcher can found out the techniques that English teacher use in teaching English because techniques that are used by teacher can affect students; interesting and finally students can involved them in learning English. The purpose of the research is to identify what techniques that are used by English teacher at SMPIT NURUL ILMI JAMBI.

2. REVIEW OF RELATED THEORIES

Definition of Teaching

Teaching may be defined as showing or helping someone to learn how to do something giving instruction, guiding, in the study of something, providing with knowledge, causing to

know or understand, teaching is guiding and facilitating learning, enabling the learner learns will determined your philosophy of education, your teaching style, your approach, methods, and classroom techniques (Brown, 2008:7).

Teaching as process of imparting knowledge and skill to the students, in the sense that another, also explained that teaching is an activity professional requiring skill a high degree and prospects for decision making (Hamalk, 2001:44)

Teaching in virtually is a process namely the process of arranging, organizing the environment around the protégé, so as to be to cultivate and propped student perform the protégé in conducting the process of learning (Sudjana, 1999).

Based on the definition above, it can be concluded that teaching is a process the expels, not only function as convey information from the teacher to the students. Much activity or course of action must be done. Especially when desirable result Slearn more all the students, teaching is also activities where by the involvement of individual studnets absolute absence.

Definition of Teaching Techniques

Teaching technique is step of activity in the classroom. Based on (Sani, 2013: 281-292) there are some learning or teaching techniques that are often used to train students in listening, speaking, reading, and writing are as follow:

Listening Skill

1. Listening Story

This technique is done to make students understand the story quickly and accurately.

Teacher or students need to provide a tape recorder and story to listen to these stories or the tales presented other orally. This learning can be done individually or groups.

2. Listen Chain

This technique is done to students can understand the information whispering with thoroughly, quick, and accurately. Students listening information presented his neighbor and then conveying information to the friends they heard successively in groups.

3. Sequential Story

This technique is done by students to continue the story conveyed his friend properly. Students are divided into groups in which one group of five or six people standing in front of class and then told me a certain topic that started, from the left, and then forwarded to the right or vice versa. Activities performed by the individual.

Speaking Skill

1. A Short Converssation

This activity is diagnostic technique to know the difficulty students and practice speaking free. This technique is used to develop the students ability to learn a foreign language.

2. Conversation by Asking

This technique is used to improve the ability of students to ask question and develop the ability to communicate conversation performed by two students in the class.

3. Explained Object

This technique is done that the students can explain things coherent and right. Students are to describe the character of an object that they know in a short time. An instrument that are needed for the event, describe the object activities within study groups.

4. Role Play

This technique is done in learning a language in which a student must portray the character of certain with the phrase, right. The program is held individually students' imitative figure identified with word similar or equal.

Reading Skill

1. Change of Reading Picture

Technique is done so that the student can interpret the reading and how to make the image according to its perception, students are asked to read passage and create an

image that can accommodate the of the reading. This activity can be done either individually or groups.

2. Read Alternately

These learning techniques are used to read so that students can read aloud with intonation and pronunciation correctly.

3. Reading Scan

This technique is done so that students can quickly find words, number, symbols, and what is needed from a long list, announcements, advertisement, phone list, a random number.

4. Extensive Reading

This technique is done so that students can integrate the works of literature according to perception each after reading the same topic of various reading (newspaper, a magazine, textbook, and of knowledge about the same topic).

5. Competition Reading

This technique is used for raising student skill in reading. The teacher asked the students in class to read the text and other groups taking into account if there is a mistake.

6. Reading Comprehension

The reader used knowledge, skill, strategies, and technique to determine what the meaning. Reading comprehension is understood text that was read or the process of constricting meaning from a text.

Writing Skill

1. Writing Based on Picture

Writing intended for students to writing quickly based on picture are viewed, for example, the teacher show a picture of the fire which hit a village. Based on these image students can make writing coherent and logical based on a picture.

2. Writing a Direct Object

This technique is intended for students to write quickly based on which objects are viewed. The teacher indicating the object to the students in classroom a puppet eggs, vases, and others.

3. Compare with an Indirect Object

The purpose of engineering this research for a student to write these comparisons based on the object being viewed.

4. Continue Writing

Technique learning allows students to continue writing complement as good idea in a paper by adding a few paragraphs.

5. Develop a Story

Teacher need to prepare card empty 20 cm x 5 cm from board poster and markers for writing a word on each card. Students be handled a number of card and write a few words with the same or different theme/topic.

6. Crafting Used to Word Cards

The technique can be conducted by using card said written by students or uses a blackboard and markers.

- a) Partner Work: Study buddies or learning partner is study by partner in the classroom.
- b) Palying Game: Students ask to guess a picture or thing already spoken. This game is used to practice about vocabulary and pronunciation. Game can motivate students in language learning.
- c) Gallery Walk: Students work in group to solve the problem from the teacher. This technique can use to evaluate and examate.
- d) Discussion Breaks: Teacher gives direction to students for doing exercise. In this technique teacher doesn't use group work, but the teacher used partner work.

- e) Group Work: This activities asked students to undertake their groups are defined by the teacher and discussed first with the class as whole but once this has been done, the students should be allowed to work to large extent in their own.

Teaching and Learning English

Teaching English is being increasingly construed as a diagram to follow, a technology to employ or a method to adopt in order to achieve specific ends, it has even been asserted that construing teaching as an art rather than a technology may be responsible for a lack of excellent teacher in our shoot because such a view result in attention being devoted to personal factors and qualities which are difficult to manage (Pike, 2004: 3).

Similarity defines that teaching English from a linguistic perspective is an exciting and complex challenge. It suggests that all primary teacher and all secondary English teachers would do well to take linguistics at an advanced level, perhaps even as a complete degree. However, this is simply not the case, although there has been some increase in people entering the profession with some level of linguistics qualification, the great majority of secondary teacher and primary English specialist choose English because of their love and passion for literature these are the emotive words constantly used by interview explaining their motives for wanting to teach English (Goodwyn, 2005:3)

3. METHOD OF THE RESEARCH

Design of the Research

The design of this research was descriptive. Here, the research designed to describe the researcher the techniques in teaching English at SMP IT Nurul Ilmi Jambi. The researcher used descriptive analysis with qualitative approach (Sugiyono, 2012:8) stated that qualitative research concern for the text or subject or object the research in natural setting which produce descriptive data. Descriptive data is used to describe how teacher’s techniques in teaching English.

Subject of the Research

The subject of the research is the teachers of SMP IT Nurul Ilmi Jambi. It can be proved that every English teacher at this school has a teaching devise compressing. There are two teachers who teach English in SMP IT Nurul Ilmi Jambi. To keep teacher’s identity, the teachers are identified as teacher A and B.

Technique of Data Collection

The researcher used descriptive method, so the data is qualitative in nonnumeric data. The data is taken from the teacher in SMP IT Nurul Ilmi Jambi to know techniques that are used by the teachers in teaching English.

In collecting the data, the researcher used one technique there is observation, here, the technique is linked to each other. The researcher was following the English teacher to teach in the classroom and make a note about the activity and technique of teacher A and B. Then, the researcher compiled a list of observations that have been made in field notes, and make conclusion from observation result. The specification can be seen as follows.

Table 3.1
Specification of Observation

TECHNIQUES IN TEACHING ENGLISH	OBSERVATION	
	YES	NO
<ul style="list-style-type: none"> • Listening Activity <ul style="list-style-type: none"> a. Listening Story b. Listening Chain c. Sequential Story 		

<ul style="list-style-type: none"> • Speaking Activities <ul style="list-style-type: none"> a. Short Conversation b. Conversation by Asking c. Explained Objects d. Role-Play 		
<ul style="list-style-type: none"> • Reading Activities <ul style="list-style-type: none"> a. Change of Reading Picture b. Read Alternately c. Scan Reading d. Extensive Reading e. Competition Reading f. Reading Comprehension 		
<ul style="list-style-type: none"> • Writing Activities <ul style="list-style-type: none"> a. Write based on a Picture b. Write to Direct Object c. Compare to Direct Object d. Continue to Written e. Developed a Story based on Cards f. Crafting Used to Word Card <ul style="list-style-type: none"> • Partner Work • Discussing Breaks • Gallery Walk • Playing Game 		

Sani (2013: 281-292)

4. DATA ANALYSIS AND DISCUSSION

Based on observation in teaching English at SMP IT Nurul Ilmi Jambi, the researcher conducted a survey and confirmation to two teachers to schedule implementing data collection and observation of teaching in class, in order to help researcher carry out research.

Table 4
Observation Result

No	Items	Observation Teacher A				Observation Teacher B			
		I	II	III	IV	I	II	III	IV
1	Group Work								
2	Partner Work						√		√
3	Discussion Break		√	√				√	
4	A Short Conversation	√							
5	Role Play	√							
6	Read Alternately		√			√		√	
7	Write Based on a Picture					√			√
8	Gallery Walk								
9	Playing Game								
10	Explaining the Lesson	√	√		√			√	√
11	Listening Story			√					
12	Develop Stories Based on Word Card			√					

Based on observation sheet, researcher found the technique used by the teachers of SMP IT Nurul Ilmi Jambi; explanation the lesson, discussion breaks, group work, role play, a short

conversation, reading by turn partner work, develop story based on word card, gallery walk, and playing a game. Those techniques spend time rather than any other teaching technique.

Techniques Used by Teacher A

Teacher techniques are explain the lesson, partner work, discussion a short conversation. The teacher purposes to increase ability for students in speaking English. Although those techniques used by teacher A are time consuming but more effective way to create an orderly classroom atmosphere. In a short observation when the percentages of students have difficulties in speaking English well.

Technique Used by Teacher B

Teacher B used explaining the lesson, group work, and write based on picture. These techniques used group work to describe about when the picture and enthusiastic students worked with partner using a picture.

5. CONCLUSION

After analyzing the data, the researcher drew several conclusions the result of the observation indicate that the teacher's techniques in teaching English at SMP IT Nurul Ilmi Jambi as follows:

1. The teacher used some technique in teaching English, they are: explaining the lesson, a short conversation, listening story, write based on a picture, read alternatively, group work, partner work, role play, discussion breaks, gallery walk, playing a game, and develop based on word card.
2. The result of observation teacher A are; explaining the lesson, discussion breaks, a short conversation, partner work, role play, playing a game, listening story, and develop based on word card. The result of observation of teacher B are; explaining the lesson, read alternatively, group work, gallery walk, partner work, and write based on picture. Teacher collective use start speaking before the class and the activities, in presenting all of students doing this technique to speak and increase ability English.
3. From observation, students are being right and fun when they do that presentation. Teachers made learning visual, teach with based on a picture, and gallery walk techniques that inquires students to be active in learning (students center learning).

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