

## A STUDY OF TEACHING TECHNIQUES USED BY TEACHER IN TEACHING ENGLISH AT SMAN 1 JAYAPURA

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**Abstract:** *Teaching techniques are commonly used by English teacher in teaching English in Indonesia. The teacher uses teaching techniques to create equal learning opportunities to each student because each student has different needs and interests. SMAN 1 Jayapura is the first senior high schools in Jayapura, which was built on 1<sup>st</sup> August 1965. This school is also a favorite school. The students are from many ethnics in Indonesia such as Javanese, Sudanese, Melanesia, Toraja, Bugis, Moluccas, etc.*

*In this descriptive qualitative research design, the researcher limited the problem to the teaching techniques used by English teacher in the ten<sup>th</sup> and eleventh<sup>th</sup> classes at SMAN 1 Jayapura. The subject of this study was one of the English teachers at SMAN 1 Jayapura. Therefore, the purposes of this research were to describe kinds of teaching technique used by the English teacher, and to explain the strengths and weaknesses the teaching technique used by the teacher in teaching English at SMAN 1 Jayapura. In collecting the data, the researcher used three kinds of instruments. They were observation checklist, interview guide and documentation.*

*Based on the data, the researcher found that the teacher used complete the dialogue, transformation drill, antonyms/synonyms, scramble sentences, question and answer exercise, peer correction, fill the blank, reading aloud and small group tasks as the teaching techniques used in teaching English. Additionally, the researcher also found that there were several strengths of using teaching techniques in teaching English. Those strengths were the techniques could make students active in learning process and the students were focus to understand the material and also it can improve the Students' skill in English. However, the researcher also found that the weakness of using teaching techniques in teaching English. The weakness was it was difficult for the teacher to get students' attention.*

**Key words:** *teaching techniques, teaching English SMAN 1*

### **A.Introduction**

Language is a tool that is used to transfer and understand information in a communication. We cannot share and receive anything without language. English plays an important role in society because English is an international language that is widely used around the world. Darningsih (2005:2), stated that today, English is used as an international language. It's important to master English. English is a language that is widely used in every aspect of life such as science, education, business, and entertainment.

The graduated students, from senior high schools in Indonesia, are required to have good competitiveness and mastering in English. They can continue their study to university or get a job easily if they can master it well. Another important thing to master English is to face ASEAN Economic Community in 2015. It means that the graduated students from developing countries such as Indonesia should master English to face the ASEAN Economic Community. Without mastering English well, they can't communicate with other people in ASEAN countries and they also cannot participate on competition in working field at the ASEAN Economic Community.

In fact, the recent results of learning and teaching English in Indonesia are unsatisfactory. Ambarwati (2007), in last few Decades, most students had felt unsatisfactory with the result of the English teaching. This is because teaching and learning product is not applicable in real life because most of the teaching is centered to text book that is seldom relieved by more exiting activities or more interest readings. The lessons are most frequently lecturers, recitation,

questioning, or detailed workbook exercises, and quizzes largely limited to facts and information without much change for students to think, act, react, or enjoy. It is a problem, because teacher must have technics of teaching to make English easy to learn.

Learners are unique individuals and have different interests. There are learners who have auditory; some have visual interests and the other have kinesthetic interests. Teacher should understand the student's interests and have ability to create creative variations in teaching and learning process, that makes students increase their motivation to learning English and avoid boredom then the result of learning and teaching English is satisfactory. The ability of the teacher to use technics in teaching and learning process is important because the graduated students are expected not only get the knowledge, but also can implement their ability in using English in the real life such as to continue their study at university or find a job in the work field.

In his research, Wardana (2013) investigates the techniques used by the English teacher in teaching English at SMK Muhammadiyah 1 Kepanjen-Malang. He found several techniques applied by the teacher in teaching and learning process. They are lecture technique, drilling technique, demonstration technique, question-answer technique, and song technique. Lecture technique was preferred technique because the students enjoyed the lesson and interested in getting more lesson from the teacher, while in research that was conducted by Faizin (2009) in Wardana (2013), found out kinds of techniques, namely lecturing, direct experience, demonstration, game and discussion. The different technics that are used by the teacher depend on the student's needs, student's interest and the condition of the school. From the statements above, the solution that can be increase the student's ability and the result in learning and teaching English is the implementation of using techniques that used by the teacher.

Based on the statement presented above, the researcher conducts this research to find out suitable technique in teaching and learning process. It can help the teacher to find the suitable technique that can be used to teach effectively, especially in SMAN1 Jayapura. This school is chosen because it is one of first senior high schools in Jayapura, which was built on 1<sup>st</sup> August 1965. This school is also a favorite school. The students are from many ethnics in Indonesia such as Javanese, Sundanese, Papuan, Toraja, Bugis, Ambonese, etc., which has different background. It makes challenge to teach them effectively. The teacher must know and have the ability to apply suitable technique that may arouse student's attention and avoid boredom in learning English. That is why the researcher need to know more about the English teaching and learning activities in this senior high school.

## **B. Methodology**

In this study the researcher used descriptive qualitative research design. According to Ary (2010:640), descriptive research is the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but, not manipulating variables. This means that it is intended to explain or describe a situation, event, objects whether people or objects of everything related to variables and can't be manipulated.

The subject of this study was Mr. Roland Manurung, S.Pd. He is one of English teachers at SMAN 1 Jayapura. The subject graduated from University HKBP Nommensen Medan, North Sumatera. The researcher chose him as the subject because he taught the ten, eleventh, twelve, the teacher had been teaching for fifteen years at SMA 1 Jayapura. The teacher had more experiences in teaching English by using Teaching Techniques at SMA 1 Jayapura. To obtain the data, the researcher uses three kinds of instruments; they are observation checklist, interview guide and documentation.

## **C. Findings and Discussion**

The researcher discusses three items related to this study namely the technics used by teacher in teaching English, the strengths of using teaching technic in teaching English, and the weaknesses of using teaching technic in teaching English

### **1. Antonyms / Synonyms**

In the observation conducted on 17<sup>th</sup> March at X12 class, Mr. Roland used some techniques. One of them was Antonyms / Synonyms. The researcher found that teacher asked every student to describe their classroom. After that the teacher wrote down the description by the students using words, such as *narrow, wide, large, small, dark, light, lively, quiet, hot, cold*, etc., then the teacher asked the students to find antonyms and synonyms and write it in the book. After all students have completed the task, the students exchange and correct their work with other students. Teacher used this technique to make the students know to describe something and they are able to find the antonyms/ synonyms of the words in English.

### **2. Fill the Blank**

In the observation conducted on 28<sup>th</sup> March at XI social 5, The teacher used this technique to make the students know about polite phrase and able to answer questions in the form of fill the blank exercises, teacher explains how to make a good "spoof text" by using polite phrase; modal verbs such as can, may, shall and will. After explaining the teacher commanded students to do the task of "fill in the blanks" in the students' books. After the students finish their work, some students were asked to write down the answers already earned, on the board, then the teacher and students were looking for the right answer.

### **3. Question and Answer Exercise**

In the observation conducted on 21<sup>th</sup> March at XI social 4 class, the teacher used this technique, the teacher asks the students to open the text "lipstick at school" found in textbooks. After that, the teacher asked one student to read the text. After the students finished reading the text, the teacher started the answering questions session about the text "lipstick at school" without seeing the text. Teachers using this technique in order to motivate the students to speak and students can improve their listening skills in learning English. Teacher used this technique to make the students able to find any information that is needed to answer some questions about the text.

In this study, the researcher found that the teacher used Direct Method in teaching and learning English process. Simpler and the most interesting Direct Method was question and answer exercise. The teacher used Question and answer technique to teach "lipstick text". By using this technique, the teacher could know the students' ability in speaking, grammar and listening and the students could be focus to and more active in the class. Diller in Larsen & Freeman (2000) stated that in direct method, translation is not allowed. The learning process of Direct Method uses demonstration and visual aids, without students' native language. the goal of learning from the past and now days is different, in the past, the goal of learning is to appreciate and make students familiar about foreign language's grammar and their native's grammar but, nowadays the goal of learning to communicate. And also, the teacher used Community Language Learning in teaching English. The teacher used Small Group Tasks to teach "Spoof text". By doing task in small group, each student could express their idea to make a good text and they could share their idea to other in group by teacher's guidance.

### **4. Reading Aloud**

In the observation conducted on 28<sup>th</sup> March at XI social 5, the teacher used this technique, the teacher asked the students to create a mini-drama about "spoof story" in a group in front of the class. One group consisted of 5 students, each student has a dialogue to be memorized and played with his group while the other students become the audience. Teachers use this technique so that the students can improve their speaking ability in English. Teacher used this technique to make the students able to play drama in front of the class and avoid boredom.

### **5. Question and Answer Exercise**

In the observation conducted on 21<sup>th</sup> March at XI social 4 class, the teacher used this technique, the teacher asks the students to open the text "lipstick at school" found in textbooks. After that, the teacher asked one student to read the text. After the students finished reading the text, the teacher started the answering questions session about the text "lipstick at school" without seeing the text. Teachers using this technique in order to motivate the students to speak and students can improve their listening skills in learning English. Teacher used this

technique to make the students able to find any information that is needed to answer some questions about the text.

### **The Weaknesses of Using Teaching Techniques in Teaching English.**

Based on observation and interview, the researcher found the weaknesses using of teaching techniques at SMAN1 Jayapura. The weaknesses of teaching techniques used by the English teacher are as follows:

Firstly is The Grammar-Translation Method. There is strength in this method's techniques such as in Synonyms/Antonyms technique. In the use of this technique the teacher experiences a bit of difficulty in teaching, because every student has limitations in memorizing vocabulary items in English. So that, when the teacher asks the students to look for synonyms and antonyms of a word some students have difficulty.

Secondly is Direct Method. There is strength in this method's techniques such as in Reading Aloud technique. The disadvantages of this technique is that the teacher cannot control the entire room so, the classroom atmosphere during the role-play is little bit crowded, some students choose not to pay attention and speak for themselves at the back of the class.

Thirdly is The Audio Lingual Method. There is strength in this method's techniques such as in Complete the Dialog technique. In the use of this technique, the teacher had a little problem on the procurement of equipment to play the conversation contained on cassette, because the media to play cassette is not available at SMAN 1 Jayapura. So, the teacher directly read the text several times until the students understand the text content and then the students read the answer to their book.

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