

CHAPTER I

INTRODUCTION

1.1 Background of the Study

All people in the world are indeed in needs of communicating, interacting with others using language. This is in line with Lim (1975:1) and Brown (1987:5) who claim that language is a means of communication. Nowadays, English is the most widely used language in the world since it has become one of the international languages that will affect our life. As Brown (1994:122) states, "English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research".

Learning English since young age is considered a wise choice to do. The aim that is mostly expected is that to be able to communicate in English. In line with this, Elwel and Zollinger (1963:19) state that the language arts are a way of communicating through words by Speaking, Listening, Reading, and Writing. For instance, English is a language with great reach and influence; it is taught all over the world under many different circumstances (2006 from http://www.en.wikipedia.org/wiki/ESL/ESOL/EFL/ELT#Qualifications_for_teachers). Therefore, it can be understood why the Indonesian Government made it one of the compulsory subjects in Indonesian school curriculum for Elementary, Junior, and Senior High Schools. To clarify this statement, Sulaiman (1970:20) explains that English has been an important part of the curriculum of Indonesian

schools ever since it was adopted as the official second language of this nation over 20 years ago.

In the teaching of English in this modern age, an English language teacher has to bear in mind some requirements. It is a fact that the teacher has to be creative in order to attract the students' attention for learning English better than before by using various techniques that are suitable with the learning objectives and condition of the class. Rivers (1968:380) supports the statement above by saying that many English language teachers need to improve their own foreign-language skills. Others need opportunities to keep their aural-oral skills at a high level. As priorities of objectives change, so do techniques.

In this study, the writer is interested in observing the teaching techniques, especially applied by the expatriate teachers of the First Year students of Senior High School, in this case "SMKN 3" Denpasar. The writer preferred to take expatriate teachers in Bali since Bali is known as the tourist destination. Therefore, most of the state schools give more attention to the teaching of English by using expatriate teachers.

Finally, the writer would like to observe the varieties or kinds of language teaching techniques as adapted from Crookes & Chaudron (1991:52-54) which are applied by expatriate English teachers of Senior High School during the teaching-learning process in order to enhance the application language teaching techniques.

1.2 Statement of the Problems

In line with the background of the study, the writer would like to conduct a study in order to find the answers of the following questions:

1. What kinds of teaching techniques are applied by the expatriate teachers in the teaching and learning of English for the first year students of “SMKN 3” Denpasar?
2. How are the students’ responses throughout the teaching techniques applied by the expatriate teachers?

1.3 Objectives of the Study

The objective of this study is to observe the activities during teaching-learning process in the classroom. In details, this study further intends to:

1. Observe and elaborate the kinds of teaching techniques applied by the expatriate English teachers in the teaching and learning of English for the first year students of “SMKN 3” Denpasar
2. Find out the students’ responses throughout the teaching techniques applied by the expatriate teachers.

1.4 Significance of the Study

The writer hopes the results of this study can give a clearer description of the application of some teaching techniques, especially based on the taxonomy of language teaching techniques, which are applied by the expatriate English teachers of the first year students of “SMKN 3” Denpasar. Furthermore, the study

is expected to give a contribution for improving the teaching of English by applying some techniques by considering on the taxonomy of teaching techniques and the students' responses. Overall, the objectives of the teaching will be obtained and the students' interest in studying English will arise.

1.5 Scope and Limitation of the Study

Being aware of how broad the topic about classroom observation, the writer decides to limit the scope of the study.

The writer only observes the teaching learning activities of English for three times and discusses the kinds of language teaching techniques applied by the expatriate teachers. Since there are many expatriate teachers who do teaching in some schools, the writer then decides to take two expatriate English teachers who teach the first grade students in SMKN 3 Denpasar as the subjects under her study. Besides, she also observes the students' responses during the application of the teachers' teaching techniques.

1.6 Theoretical Framework

This study is based on four basic theories. The first theory is the Language Teaching Learning Theory. To define language teaching itself, Stern (1983:21) states that language teaching is the activities which are intended to bring about language learning. To teach language is not as easy as it was thought. Language teachers have to provide the interesting and meaningful activities for the students.

In this case, the students' learning activities should be as interesting as possible in order to keep their attention from wandering (Sulaiman, 1970:21).

The second theory is the theory of TEFL (Teaching English as a Foreign Language) which covers The Language Teaching Techniques and The Taxonomy of Language Teaching Techniques.

The third theory is Behaviorism Theory which frame the relation between the students' responses and the teacher's teaching techniques. The theory of The Use of Media in Teaching English as well as Kinds of Media that can be used to support the application of the teaching techniques are the last theory of this study.

1.7 Definition of the Key Terms

Attempting to enable the readers to understand the topic being discussed, and eliminate any misinterpretation as well, the writer finds it is necessary to define the following key terms, namely:

1. Teaching

According to Kimble and Garnezy as quoted by Brown (1987:6), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Technique

As stated by Richards and Rodgers (1986:15), a technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an

immediate objective. In addition, it is also a way of efficiently accomplishing a task in a manner that is not immediately obvious or straightforward (2006 from <http://en.wikipedia.org/wiki/Technique>).

3. A teaching technique

A teaching technique is defined as a way in which the information to be learned is presented (2007 from http://library.thinkquest.org/C005.704/content_teaching_it_techniques.php3).

In this study, the writer uses the combination of techniques as a particular trick and a way of teaching. Hence, the definition of technique becomes a way of teaching that involves a particular trick in the teaching – learning process.

4. Response

Response is the act of responding/ a reply or an answer/ a reaction, as that of an organism or a mechanism, to a specific stimulus (2007 from <http://www.answers.com/topic/response>). In short, it is defined as the result of a stimulus.

In this study, the generalized level of student responses limited an understanding of the particular actions or behaviors of the teachers (2007 from <http://www.sedl.org/change/issues/issues53.html#responses>).

5. Expatriate Teacher

Expatriate teacher is usually called Native English Speaker or imported teacher that has become a status symbol for many schools in non-English-speaking countries (Bedford, 1970:7).

In this study, the term expatriate teacher is limited only to one who teaches English in a school.

6. SMKN 3 Denpasar

It is a government trade school which is located at Jl. Tirtanadi No.19 Sanur, Denpasar and specified for Senior students who want to go to work instead of going to University after accomplishing their study for three years.

1.8 Organization of the Study

This thesis consists of three Chapters. The first chapter is Introduction that presents Background of the Study, Statement of the Problems, Objectives of the Study, Significance of the study, Scope and limitation, Theoretical Framework, Definition of the Key Terms and Organization of the study.

The second chapter entitled Review of Related Literature discusses some theories that support this study. They are Language Teaching-Learning Theory, Theory of TEFL (Teaching English as a Foreign Language) which covers Language Teaching Techniques and Taxonomy of Language Teaching Techniques. Other theories are Behaviorism Theory, The Use of Media in Teaching English and Kinds of Media as well.

Finally, the third chapter of this thesis is about Research Method which concerns with Subjects of the Study, Research Design, Research Instrument, Data, Procedures for Collecting the Data, and Procedures of Data Analysis.