

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next generation through teaching, training or research. Education frequently takes place under the guidance of others, but may also be autodidact. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school, then college or university (higher education). In educational field, there are two main components; teacher and students. Teachers are honorable people because of their broad knowledge in their own fields. Related to teaching, Abu Umamah in his hadith:

عَنْ أَبِي أُمَامَةَ الْبَاهِلِيِّ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ  
فَضْلُ الْعَالِمِ عَلَى الْعَابِدِ كَفَضْلِي عَلَى أَدْنَاكُمْ  
إِنَّ اللَّهَ وَمَلَائِكَتَهُ وَأَهْلَ السَّمَوَاتِ وَالْأَرْضِينَ حَتَّى النَّمْلَةَ فِي جُحْرِهَا وَحَتَّى  
الْحُوتَ لِيُصَلُّونَ عَلَى مُعَلِّمِ النَّاسِ الْخَيْرِ

This hadith is in accordance to a scholar or teacher who works in teaching has a high status in the domain of the heavens (after life).

Furthermore, teaching people knowledge will benefit in the development of education within the country. People whose been educated will most likely wise and creative when solving the problems, they are facing.

In teaching and learning process there is interaction between teacher and students. During the interaction, between teacher and student who have different levels in learning process (advance, intermediate or beginner level), students have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation and approaches to studying. Therefore, teacher should use technique that fit with the students based on their students' level.

In general, the advanced learners are those successful individuals who approach academic tasks with confidence, diligence, and resourcefulness. Advanced learners display planful-ness, control, and reflection; they are aware of the knowledge and skills the possess, and use appropriate strategies to actively implement or acquire them. Advanced are described as being more aware of themselves as learners. (Richard, 2005, p. 57)

Learners who unsuccess are not likely to monitor their own learning and often do not have a very good idea about whether they have comprehended and mastered the information presented.

At UIN Antasari Banjarmasin, there is Language Development Unit (*Unit Pengembangan Bahasa*). It has a program for learning and teaching foreign languages; Arabic and English. It is aimed for all freshmen of UIN Antasari. They must take morning English lesson for three days every week, and the other three days for Arabic. Each class usually has less than thirty students and divided into 109 classes (academic year 2018/2019). The students' classes are divided according their ability from the placement test they had been taken.

In this research, the researcher decided to observed two classes only, which are advanced group; group class 2, and intermediate group; group class 5. The reason why the researcher chooses these classes are both of them have different techniques in delivering the lesson in the class. In group class2, the lecturer use full English when teaching the lesson to the students, also before they started the class the lecturer usually ask them about themselves, while in group class 5 the lecturer use English and Bahasa Indonesia when teaching the lesson and lecturer checking students attendance before they started the class.

(Thomson, 2012, p. 5) in her research *Language Teaching Strategies and Techniques used to Support Students Learning in a Language other than Their Mother Tongue*, states that there are several types of language used during lesson observation; asking open and close questions, asking a specific student, response to the students and repetition of the student's answers, giving instructions, activity related language. While the result of

language teaching strategies and techniques used during lesson observation were vocabulary checks, eliciting, modeling of target language, think aloud, modeling of activities, repetition, error correction. incorporating small group and pair work in lessons, elaborated input. This research was using quantitative method.

Another research related technique in teaching English also have been done by Upadhya (2012) *Techniques in English Teaching as A Second Language in the Kumaun Region of Uttarakhand*. He stated that there are many techniques in teaching English, such as; asking and answering question, imitation and repetition, substitution, simple question-answer dialogues. This research was using quantitative method.

Based on explanation above, there are various techniques in teaching English that the lecturers can used, but the lecturers should use appropriate techniques related the students' need in the classes. In teaching advanced and intermediate students, the lecturers most likely have different techniques that implemented in the classrooms. Due to these differences, the researcher is interested to conduct the research entitle **“English Teaching Techniques to EFL Learners: A Case Study on Advanced and Intermediate Level Students at Language Development Unit of Antasari Banjarmasin.”** This research has similarity with the previous studies. The similarity is that the object of this research also about techniques in teaching English. The difference of this research with the previous studies is that this research will describe the techniques of teaching

English in advanced and intermediate classes and using qualitative design. Furthermore, the researcher will also investigate are the techniques that have been used by the teachers appropriate with the students' level or not. This research will be conducted in Language Development Unit English classes.

### **B. Research Question**

There are two research problems that will be solved in this research:

1. What are the techniques that the lecturers use to the EFL Learners at Language Development Unit?
2. Are the techniques that have been used by the lecturers appropriate with the students' level?

### **C. Objectives of Study**

The objectives of this research are:

1. To describe the techniques that the teacher use.
2. To know whether the techniques that have been used by the teachers appropriate with the students' level.

### **D. Significant of Study**

1. This research will be helpful for lecturers in Language Development Unit, because it will provide information about the techniques that the teachers used in the advanced and intermediate classes and can be applied in another classes.
2. This research can be used as a reference for the next researcher that conducting a research related to this study.
3. And hopefully this research can be useful for all of the readers.

## **E. Definition of Key Terms**

1. **Techniques of Teaching English** in this research refers to techniques that teacher uses at Language Development Unit English classes.
2. **Advanced students** in this research refers to autonomous language learners, which means they can progress on their own but still need teacher's guidance. Students who in this high level are from group; group 2
3. **Intermediate students** in this research refers to the students who have the knowledge or skill who are more advance than a beginner but not yet an expert. Students who in this level are from group; group 5
4. **English as Foreign Language (EFL) Learners** in this research refers to the students who learn about English as foreign language
5. **Language Development Unit** (*Unit Pengembangan Bahasa*) in this research refers to a language learning program in English and Arabic at UIN Antasari Banjarmasin

