

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion technique of teaching English used by lecturers in UPB (Language Development Unit) class with different level of students; Advanced and Intermediate level. This chapter is divided into two sections. Part one presented lecturers' teaching technique in UPB (Language Development Unit) class with different level of students; Advanced and Intermediate level. Part two discussed findings from research questions about whether the techniques appropriate to the students or not.

A. Findings

1. Techniques of Teaching English in different level of students

There are 8 techniques in total observed by the researcher in this research. Those techniques were derived from Freeman and Anderson's book entitled Techniques & Principles in Language Teaching. The findings are displayed below:

a. Advanced Students

METHOD	WEEK					
Grammar Translation Method	1	2	3	4	5	6
	a. Translation of Literary Passage					

<p>students translate a reading passage from the target language into their native language.</p>						
<p>b. Reading Comprehension Question</p> <p>Students answer questions in the target language based on their understanding of the reading passage.</p>				√		
<p>c. Antonyms/Synonyms</p> <p>Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.</p>						
<p>d. Deductive Application of Rules</p> <p>Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to</p>						

apply it to some different examples.						
<p>e. Fill in the blanks</p> <p>Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.</p>				√		
<p>f. Memorization</p> <p>Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.</p>						
<p>g. Use Words in Sentence</p> <p>In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.</p>						

Direct Method						
<p>a. Reading Aloud</p> <p>Students take turns reading sections of a passage, play, or dialogue out loud.</p>						
<p>b. Question and Answer</p> <p>Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.</p>	√	√	√			
<p>c. Getting students to self-correct</p> <p>a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student then knows that the</p>						

next word was wrong.						
<p>d. Conversation Practice</p> <p>The teacher asks students a number of questions in the target language, which they have to understand to be able to answer correctly. The questions contained a particular grammar structure.</p>				√	√	
<p>e. Fill in the blanks</p> <p>This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied.</p>						
<p>f. Dictation</p> <p>The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second</p>						

<p>time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.</p>						
<p>g. Paragraph Writing</p> <p>The teacher asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.</p>						√
<p>Audio Lingual Method</p>						
<p>a. Dialogue memorization</p> <p>Dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through</p>						

<p>mimicry; students usually take the role of one person in the dialogue, and the teacher the other.</p>						
<p>b. Repetition drill</p> <p>Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.</p>						
<p>c. Use of minimal pairs</p> <p>The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.'</p> <p>Students are first asked to perceive the difference between the two words and later to be able to say the two words.</p>						
<p>d. Complete the dialogue</p> <p>Selected words are erased from a dialogue student have learned. Students complete the dialogue by filling</p>						

the blanks with the missing words.						
<p>e. Grammar game</p> <p>Games like the Supermarket Alphabet Game described in this chapter are used in the Audio-Lingual Method. The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although in a limited way.</p> <p>Notice there is also a lot of repetition in this game.</p>						
Silent Way						
<p>a. Sound-color chart</p> <p>The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.</p>						
b. Teacher's silence						

<p>The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'Take a ___ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.</p>						
<p>c. Peer correction</p> <p>Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.</p>						
<p>d. Self-correction Gesture</p> <p>In the class, teacher put his palms</p>						

<p>together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.</p>						
<p>e. Word Chart</p> <p>The teacher, and later the students, points to words on the wall charts in a sequence so that students can read aloud the sentences they have spoken. The way the letters are colored (the colors from the sound-color chart are used) helps the students with their pronunciation. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English.</p>						

<p>f. Fidel Charts</p> <p>The teacher, and later the students, points to the color-coded Fidel Charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ei/ are ‘ay,’ ‘ea,’ ‘ei,’ ‘eigh,’ etc. showing that these are all ways of spelling the /ei/ sound in English (as in the words ‘say,’ ‘steak,’ ‘veil,’ ‘weigh’).</p>						
<p>g. Structured Feedback</p> <p>Students are invited to make observations about the day’s lesson and what they have learned. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class.</p>						

Suggestopedia / desuggestopedia						
<p>a. Classroom set up</p> <p>The challenge for the teacher is to create a classroom environment that is bright and cheerful.</p>						
<p>b. Positive suggestion</p> <p>It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them.</p>						
<p>c. Choose a new identity</p> <p>The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves.</p>						
<p>d. Role play</p> <p>Students are asked to pretend temporarily</p>		√	√		√	

<p>that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.</p>						
<p>e. Creative adaptation</p> <p>The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games.</p>						
<p>Community Language Teaching</p>						
<p>a. Tape recording student conversation</p> <p>By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation</p>						

<p>using their native language or a language common to the group.</p>						
<p>b. Transcription</p> <p>The teacher transcribes the students' recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written up on the board or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security.</p>						

<p>c. Reflection of experience</p> <p>The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another.</p>						
<p>d. Human computer</p> <p>A student chooses some part of the transcript to practice pronouncing. She is 'in control' of the teacher when she tries to say the word or phrase. The teacher, following the student's lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that the</p>						

student self-corrects as she tries to imitate the teacher's model.						
Total Physical Response						
a. Using commands The commands are given to get students to perform an action; the action makes the meaning of the command clear.						

Based on table 1, the techniques of teaching English used by the lecturer were 6 in total. They are: Reading comprehension question, fill in the blanks, question and answer, conversation practice, paragraph writing, role play.

The reason why these 6 techniques are mostly appeared in the learning process because the lecturer wanted students to develop their understanding about English and also their ability to speak in English fluently.

b. Intermediate Students

Table 2 Class observation group 5						
METHOD	WEEK					
Grammar Translation Method	1	2	3	4	5	6

<p>a. Translation of Literary Passage</p> <p>Students translate a reading passage from the target language into their native language.</p>	√	√	√		√	√
<p>b. Reading Comprehension Question</p> <p>Students answer questions in the target language based on their understanding of the reading passage</p>				√		
<p>c. Antonyms/Synonyms</p> <p>Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.</p>						
<p>d. Deductive Application of Rules</p> <p>Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students</p>						

<p>understand a rule, they are asked to apply it to some different examples.</p>						
<p>e. Fill in the blanks</p> <p>Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses</p>	√		√	√		√
<p>f. Memorization</p> <p>Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.</p>						
<p>g. Use Words in Sentence</p> <p>In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.</p>						

Direct Method						
<p>a. Reading Aloud</p> <p>Students take turns reading sections of a passage, play, or dialogue out loud.</p>	√	√	√		√	√
<p>b. Question and Answer</p> <p>Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.</p>	√					
<p>c. Getting students to self-correct</p> <p>a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student then knows that the next word was wrong</p>						

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<p>f. Dictation</p> <p>The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by</p>						

<p>phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work</p>						
<p>g. Paragraph Writing</p> <p>The teacher asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.</p>					√	√
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<p>dialogue, and the teacher the other.</p>						
<p>b. Repetition drill</p> <p>Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.</p>						
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<p>b. Teacher's silence</p> <p>The teacher gives just as much help as is</p>						

<p>necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'Take a ___ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.</p>						
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<p>outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.</p>						
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<p>d. Role play</p> <p>Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that</p>	√		√			√

<p>person. They are often asked to create their own lines relevant to the situation.</p>						
<p>e. Creative adaptation</p> <p>The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games.</p>						
<p>Community Language Teaching</p>						
<p>a. Tape recording student conversation</p> <p>By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language or a language common to the group.</p>						

<p>b. Transcription</p> <p>The teacher transcribes the students' recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written up on the board or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security.</p>						
<p>c. Reflection of experience</p>						

<p>The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another.</p>						
<p>d. Human computer</p> <p>A student chooses some part of the transcript to practice pronouncing. She is 'in control' of the teacher when she tries to say the word or phrase. The teacher, following the student's lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that the student self-corrects as she tries to imitate the teacher's model</p>						

Total Physical Response						
<p>a. Using commands</p> <p>The commands are given to get students to perform an action; the action makes the meaning of the command clear.</p>						

Based on table 2, the techniques of teaching English used by the lecturer were 7 in total. They are: translation of literary passage, reading comprehension question, fill in the blanks, reading aloud, question and answer, paragraph writing, role play.

The reason why these 7 techniques are mostly appeared in the learning process because the lecturer wanted students to develop their understanding about English.

2. The Compatibility of Teaching English Techniques with the Students

Based on the observation above, the researcher interviewed the students regarding those techniques used by the lecturer to find out whether those techniques were appropriate with the students or not.

a. Advanced Students

From 6 techniques that have been observed displayed on table 1, all of those techniques appropriate with the students because of several reasons.

- 1) To improve students reading comprehension skill
- 2) To improve student's grammar skill
- 3) To improve students speaking skill
- 4) To improve students writing skill grammatically
- 5) To improve student's vocabulary

b. Intermediate Students

From 7 techniques that have been observed displayed on table 2, all of those techniques appropriate with the students because of several reasons.

- 1) To improve student's vocabulary
- 2) To improve student's reading comprehension
- 3) To improve student's pronunciation
- 4) To improve students writing skill grammatically
- 5) To improve students speaking skill
- 6) To improve student's grammar skill

B. Discussion

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the findings of the two proposed research questions. The first discussion is about the techniques of teaching English used by the Lecturer with different

level of students; advance and intermediate, in UPB (Language Development Unit) class. Second, focuses on the techniques of teaching English that appropriate to the students with different level in UPB (Language Development Unit) class.

1. The techniques of teaching English used by the lecturer with different level of students

a. Advanced Group

Based on the finding in the table 1, there are six techniques used by the lecturers.

1) Reading Comprehension Question

In six times observation, the researcher found one meeting used Reading Comprehension Question technique. The lecturer used the text in the book for the material.

2) Fill in the blanks

In six times observation, the researcher found one meeting used Fill in the blank's technique. The lecturer used the book as the material and use this technique by asking and instruct the students to fill the blanks in the question from the book. The materials were presented from their book that is why the lecturer did not make any new materials while using this technique.

3) Question and Answer

In six times observation, the researcher found three meetings used Question and Answer. The lecturer instructed students to asked

question to other students about the material when they had a presentation. Either the students who sit on their seat, or the presenter.

4) Conversation practice

In six times observation, the researcher found two meetings used Conversation practice technique. The lecturer asked them about themselves usually as a brainstorming to start the class.

5) Paragraph writing

In six times observation, the researcher found 1 meeting used Paragraph writing technique. The students wrote according to the topic in their book.

6) Role play

In six times observation, the researcher found three meetings used Role play technique. The first meeting the lecturer asked students to make a group to presented about Celebration. The seconds was about media social, also in group the students talk about if they have Facebook, WhatsApp, Instagram, etc.

b. Intermediate group

Based on the finding in table 2 there are seven techniques used by the lecturer

1) Translation of literary passage

In six times observation, the researcher found five meetings used Translation of literary passage technique. The lecturer usually translated the material into Bahasa Indonesia to make students understand about the lesson they are going to learn.

2) Fill in the blanks

In six times observation, the researcher found four meetings used Fill in the blank's technique. There was no difference between those four meetings regarding the media. The lecturer used the book as the material and use this technique by asking and instruct the students to fill the blanks in the question from the book. The materials were presented from their book that is why the lecturer did not make any new materials while using this technique.

3) Reading aloud

In six times observation, the researcher found five meetings used Reading aloud technique. It is the same with the previous technique, fill in the blanks. The lecturer asked students to read the passage based on the topic from their book. The lecturer asked the students to read the sentences on their seat or sometimes in front of the class.

One time after the lecturer asked them write a passage, he instructed them to read aloud in front of the class.

4) Question and answer

In six times observation, the researcher found one meeting used Question and Answer. The lecturer instructed students to asked question to other students about the material when they had a presentation. Either the students who sit on their seat, or the presenter.

5) Paragraph writing

In six observation, the researcher found two meetings used Paragraph writing. The lecturer asked students to write based on the topic in their book. The difference were the students sometimes read their passage in front of the class after they write them or they read them only in their seat facing their friends.

6) Role play

In six times observation, the researcher found three meetings use Role play technique. The lecturer usually asked students to work in pair or group before they showed their performance.

2. The techniques of teaching English that appropriate to the students with different level

a. Advanced Students

From 6 techniques that have been observed displayed on table 1, all of those techniques appropriate with the students because of several reasons.

1) To improve students reading comprehension skill

This reason came from reading comprehension question. The students felt this technique appropriate with them because they could understand the reading text also to exercise their vocabulary.

2) To improve student's grammar skill

This reason came from fill in the blank's technique. The students felt about this technique appropriate with them because they have the guide book called "My English Partner". The lecturer asked the students to fill the blanks statement from the book regarding the material. By doing that activity the students improved their grammar skill because the statements were made in grammatical rule. The students need to fill the blanks using the appropriate grammatical rule taught by the lecturer.

3) To improve students speaking skill

This reason came from question and answer, conversation practice, role play techniques. The students felt this technique appropriate with them because for question and answer the lecturer gave students opportunity to practice their English as much as possible using this activity so that they can

fluent in English. For the conversation practice, the students felt this technique appropriate with them because as a drill to practice their English regarding conversation using conversation practice. The last, for the role play technique, the students felt this technique appropriate with them because they were played role play instructed by the lecturer using teaching material as the theme. By doing this activity the students improved their speaking skill because this activity requires students to speak in English and made conversation with each other.

All three techniques above used by the lecturer to make students to get used to talk in English with confidence.

4) To improve students writing skill grammatically

This reason came from paragraph writing. The students felt this technique appropriate with them as a practice to make a sentence using the foreign language with the appropriate grammar rule.

5) To improve student's vocabulary

This reason came from reading comprehension question. The students felt this technique appropriate because they can practice

their vocabulary while using this technique in their activity in the class during the learning process.

b. Intermediate Students

From 7 techniques that have been observed displayed on table 2, all of those techniques appropriate with the students because of several reasons.

1) To improve student's vocabulary

This reason came from translation of literary passage. The students felt this technique appropriate with them because it was improved student's vocabulary knowledge about the material from the guide books. Also, to increase student's vocabulary building literary.

2) To improve student's reading comprehension

This reason came from reading comprehension question. The students felt this technique appropriate with them because they could understand the reading text. This was similar with the reason in the advanced students above.

3) To improve student's pronunciation

This reason came from reading aloud. The students felt this technique appropriate with them because for reading aloud technique the activities

they did about read the passage used the appropriate pronunciation and corrected the mistake they did during the activities repeatedly.

- 4) To improve students writing skill grammatically

This reason came from paragraph writing. The students felt about this technique appropriate with them as a practice to make a sentence using the foreign language with the appropriate grammar rule. This was similar with the reason in the advanced students above.

- 5) To improve students speaking skill

This reason came from question and answer and also from role play. The students felt this technique appropriate with them because for question and answer, the lecturer gave students opportunity to practice their English as much as possible using this activity so that they can fluent in English. This was similar with the reason in the Advanced students above. And for the role play technique, the students felt this technique appropriate with them because by doing this activity the students improved their speaking skill because this activity requires students to speak in

English and made conversation with each other and also learn how to work in teamwork.

Both the techniques above used by the lecturer to make students to get used to talk in English with confidence. This was similar with the reason in the advanced students above.

6) To improve student's grammatical skill

This reason came from fill in the blank's technique. The students felt about this technique appropriate with them because they have the guide book called "My English Partner". The lecturer asked the students to fill the blanks statement from the book regarding the material. By doing that activity the students improved their grammar skill because the statements were made in grammatical rule. The students need to fill the blanks using the appropriate grammatical rule taught by the lecturer.

According to the result above the researcher found 8 techniques of 34 techniques, there are: Translation of Literary Passage, Reading Comprehension Question, fill in the blanks, Reading Aloud, Question and

Answer, Conversation Practice, Paragraph Writing, Role play and all of them were appropriate with the students.

For the first technique called Translation of Literary Passage, this technique appropriate with the students because its improved student's vocabulary knowledge about the material from the guide book. Also, to increase student's vocabulary building literary. This statement was in line with the theory from Freeman and Anderson's theory which was said that the passage excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary, in this research the source of the passage was the guide book called "My English Partner". The translation was spoken literary by the lecturer to the students and vice versa.

For the second technique called Reading Comprehension Question, the students felt this technique appropriate with them because they could understand the reading text also to exercise their vocabulary. This statement showed the similar result with the theory which was students answer questions in the target language based on their understanding of the reading passages. Often the questions are sequenced so that the first group of questions ask for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not

contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

For the third technique, Fill in the blanks, this technique appropriate with the students because they have the guide book called “My English Partner”. The lecturer asked the students to fill the blanks statement from the book regarding the material. By doing that activity the students improved their grammar skill because the statements were made in grammatical rule. The students need to fill the blanks using the appropriate grammatical rule taught by the lecturer. This statement in line with the theory which was said that the students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

For the fourth technique, Reading Aloud, the students felt this technique appropriate with them because for reading aloud technique, the activities they did about read the passage used the appropriate pronunciation and corrected the mistake they did during the activities repeatedly. This shown different result with the theory. The result only mention that students take turns reading sections of a passage, but for play, or dialogue out loud did not appear. At the end of each student’s turn, the teacher did not use gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

For the fifth technique, Question and Answer, the students felt this technique appropriate with them because for question and answer the lecturer gave students opportunity to practice their English as much as possible using this activity so that they can fluent in English. This shown different result with the theory which said that this drill gives students practice with answering questions. The students should answer the teacher's questions very quickly.

For the sixth technique called Conversation practice, this technique appropriate with the students because as a drill to practice their English language regarding conversation using conversation practice. The result for this theory is different. The teacher asks students a number of questions in the target language, which they have to understand to be able to answer correctly. The teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

For the seventh technique called paragraph writing, this technique appropriate with the students because as a practice to make a sentence using the foreign language with the appropriate grammar rule. This statement in line with the theory which was said that the teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, regarding to their material in the learning process from their own book

called “My English Partner” or they could have used the reading passage in the lesson as a model.

For the 8th technique called role play, this technique appropriate with the students because they were played role play instructed by the lecturer using teaching material as the theme. By doing this activity the students improved their speaking skill because this activity requires students to speak in English and made conversation with each other. This statement showed the similar with the theory which was students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In learning process, the students were asked to pretend that they were someone else and to introduce themselves as that person.

The result of this research was surprisingly similar in some aspects with the previous studies. Natascha Thomson (2012) 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. Asking open and close questions, incorporating small group, pair work in lessons, and think aloud were appeared with different name in this research but for the rest techniques were not.

For another research related technique in teaching English have been done by Ankur 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. Asking and answering question and simple question answer dialogues were appeared in this research with different name but for the rest techniques were not.

The reason why other techniques did not appear in this research because it was unappropriated with the students.