

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Many people try to learn English since they are in elementary school until university. English also as an obligation subject in formal school, because students are required to be able to communicate in oral and written English accurately. Mastering that competence, the students need to have ability in four basic skills, they are listening, speaking, writing, and reading. English is an obligation language for people to learn because of modernization and everything is use English as a general guider. Because it is the easiest way to communicate with other people from other countries. Now, not only Indonesia, many countries in the world include the compulsory study of English as a foreign language from primary school, and many parents of students are aware that some knowledge of English will help their children to get a better job in the future (Dudeney & Hockly, 2010, p.1). The importance of language it self has already been in the Holy Qur'an as the explanation of God about the role of language as communicative system in the world. He said in Holy Qur'an Ar:Rum, verse:

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وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي  
ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ (٢٢)

The verse above explains about the importance of language that has given by God. Every ethnic group has their own language for communicate each other. In real situation, language is not only uses for communicate, but also needed for deliver knowledge between mankind in the world.

In this case, the role of English teachers to be very considered, they have to think about subject matter, what native language is, what culture is, and about the students are very important to know. Based on Dianne Larsen (2000, p. 1), “it is very important for teacher to become aware of the thoughts that guide the action in the classroom. With this awareness, teacher will be able to things differently”. It means that teacher should be someone who cares to the students, so that teacher will know what thing that students need. Then, teacher must be a creative person to face their students in learning.

Although English has been taught and used for years in Indonesian schools, whether in formal or informal school, its role is still as a foreign language. And the outcomes still has not satisfied. Very few of graduating students are able to communicate well. So that, many people feel that learn English in formal school is not enough. Most of them try to take English course for mastering English, because a course sometimes uses a great and unique strategy for teaching English in order to make the students enjoy but success in learning process. Certain course also has special program for the students to learn a subject, especially to learn language. Some teachers need to do a good approach for delivering knowledge in fun situation, so that the

students feel not bored while learning process and the aim of the learning is transferred successfully.

In English learning process, techniques play important role to gain success. The teacher must be creative to choose the technique that he uses in teaching English, because if the teacher chooses inappropriate technique, he probably fails to reach the successful in language teaching. Because most of unsuccessful factors in teaching learning process is caused by inappropriate techniques usage in the class room. the reason of this problem is because the teachers do not know about the characteristic of students and there is no good communication that happen in the class room. Students worry to do mistakes, and scary to ask. sometimes they are forced to memorize but feel ashamed to practice. That is why a good technique is the key for successful teaching.

In this paper, the writer tries to observe one of course in English village. It is GENTA (Golden English Training Area) course. GENTA course is one of informal institution for studying English which is located in English village - Pare, Kediri – East Java.

In the first writer's observation at GENTA course, writer saw that the course has it's own dormitory for their students in order to take care of them for speak English intensively. While at the class room, the teacher applies various techniques in English teaching learning process in order to help students understand English quickly and easily. It also has strategies to make their students have fun in English learning without worrying to do

mistakes. And in the end of the course, most of students feel hard to leave the course because they consider it as they are feel at home. GENTA course has a good togetherness among students and teachers.

From the description above, writer wants to know more what techniques are applied in learning process, especially for intermediate program that has speaking and grammar classes and what factors that influences student's interest in English learning at the course. So writer conducts some researches and writes about in entitled **TECHNIQUES OF ENGLISH TEACHING FOR INTERMEDIATE PROGRAM IN GENTA COURSE PARE-ENGLISH VILLAGE.**

#### **B. Statement of Problem**

Based on the background above, the writer will investigate the following questions:

1. What techniques are used in teaching English in grammar and speaking class and how to apply them at intermediate program of GENTA course?
2. What is the students' response toward teachers' technique in teaching process?

#### **C. Objective of Study**

The purposes of this research are:

1. To know the techniques are used in teaching English in grammar and speaking class and how to apply them at intermediate program of GENTA course?

2. To know the students' response toward teachers' technique in teaching process.

#### **D. Significant of Research**

The results of this research are:

1. To inform how English taught in GENTA Course in intermediate program for increasing English teaching quality.
2. To know the reason of the students' response toward teachers' technique in teaching process.
3. To give basic information for other researchers who want to do the same research in more enriched one.
4. To enlarge the literary source of Antasari State Institute for Islamic Studies library.

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

To avoid misinterpretation to the title of the research, the writer will explain about the title:

1. technique

A.S Hornby in *Oxford Advance Learner's Dictionary of Current English* says that "technique is method of doing something expertly" (1995, p:887). Anthony as quoted by Jack C. Richards says that "Techniques is implementation that which actually takes place in a class room. It is a particular trick, strategy, or contrivance used to accomplish an immediately objective".

So it means technique is a way to do something. As regards, the technique is the teachers' strategy how to explain the lesson more detail in the implementation of teaching learning process directly.

## 2. Teaching

Teaching is a verbal noun or gerund, it is consist of “*teach*” and “*ing*”. According to *Oxford Dictionary*, teach is gives instruction to somebody about knowledge, skill, etc. It means teach is some instruction effort to reach the goal and to find the knowledge and skill. There is no denying that teaching is challenging, teachers should make a good connection to the students to know the ability of them. In certain times, teachers can get inspiring in their life while teaching.

### **F. Intermediate**

Intermediate means “occurring between two points or stages, between elementary and advance”. It comes from Latin word ‘*intermedia*’ that consist of ‘*inter*’ means among, ‘*media*’ means middle.

### **G. GENTA Course**

GENTA (Golden English Training Area) course is one of informal institution for studying English that is located in English village – Pare, Kediri – East Java. It has four programs, they are Basic Holiday Class for two months, Intermediate Class for two months, micro teaching for six months, and Diploma 1 for one year program. The course teaches for three skills: speaking, grammar, and vocabulary. And also there are some additional programs for speech presentation and morning conversation.

## CHAPTER II

### THEORETICAL REVIEW

#### A. English language Teaching

In education system, teacher and student has their own role for achieving the goal of learning. Especially for teacher that the successful of learning is depend on how teacher transfer the knowledge to the students. In Oxford dictionary teaching is from “teach” word, means give lesson, knowledge, or skill to other people (2009, p.455). According to H. Douglas Brown (2007, p.8) in his book *Principles of Language Learning and Teaching*, “teaching is 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.” It means that teaching is the way how someone (teacher or parent or etc.) helps other people (student or child or etc.) to have information, to get knowledge, and to know something else. Teaching cannot be defined apart from learning. Teaching is how the teacher’s guiding and facilitating learning process, enabling the learner to learn, setting the conditions for good learning. The understanding of learner will be determined of teacher’s teaching style, approach, method, and classroom techniques. In Indonesia, the focus of national education reform requires change to education policies and strategies. The poor achievement of students can be attributed the poor quality of teachers (Fasli Jalal at all, 2009, p. 7). In this case, the role of teacher in teaching language

is very important, because the process of good learning is depend on how teacher teach the students.

## **B. Methods in Language Teaching**

Foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language. Teachers need to show the great strategies for transferring English knowledge to the students by mastering the methodology and the techniques of teaching foreign language. Method in *Latin* is "medium", means mediator or conductor (Arief. S. Sadiman and all, 1990, p:6). According to Penny Ur ((2012, p. 7) in her book *A Course in English Language teaching*, "Methodology is a collection of teaching procedures that accord with and apply a particular approach. A wide variety of approaches and methodologies has been used for language teaching in the last century, and many continue to be used today." And then, Suryobroto in his book *Mengenal Metode Pengajaran di Sekolah* says that method is a way, a tool in achieving the aim of learning (1986, p:3). From that definition, methodology is a procedure about how teacher teaches the students in the classroom by applying some strategies for achieving the goal of the learning.

Whereas Jack C. Richards and Theodore S. Rogers ( p. 19) in the book *Approaches and Methods in Language Teaching* stated that "method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order



in which the content will be presented”. That definition shows that method is the way how teacher practice the strategy about the skill and content of learning in the classroom. Those all describe how important method for known and used by teacher while teaching learning process.

### **C. Techniques in Language Teaching**

In the method of language teaching, teacher also uses some techniques for supporting the implementation of teaching. Based on Jack C. Richards and Theodore S. Rogers ( p. 19) “Technique is the level at which classroom procedures are described, it is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well”. It means that method can not be separated from techniques, because technique shows the teacher’s trick, strategy, and tactics in how foreign language must be transferred to the learner well. Below are the functions of techniques based on Wilga M. Rivers (1981, p.25) in his book *Teaching Foreign-Language skills*:

1. Teacher applies the techniques for some section of the work and for some levels of instruction.
2. Technique will help teacher to know their own personality, and to what they feel is appropriate for the particular classes they are teaching.
3. By using technique, teacher will know the interest and enthusiasm of the learner, and at what level of instruction.

4. By using technique, teacher also can consider whether the techniques are appropriate for all types of students and whether they can be easily adapted.

From all the above function of techniques, teachers are able to know what technique that available to use in the classroom, and what strategy that acceptable for the students. Teacher also can consider what technique that is understood by the range of the class.

#### **D. Kind of methods and the techniques in Language Teaching**

In Language teaching, method and technique have an important role to achieve the aim of learning process. According to Diane Larsen & Freeman in their book *“Techniques and Principles in Language Teaching”*, in English teaching there are many method that is used by teacher, they are:

1. Grammar translation method (GTM)

This method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, student would become familiar with the grammar of their foreign language and this familiarity will help them speak and write their foreign language better. GTM is explanation of grammar rules and translation of text from and to the target language. It focuses on the written form of the language and more formal registers (Penny Ur. 2012, p.7). Finally, it does not include very much oral of communicative work between the students and the teacher. It was trough that from GTM, foreign language

learning would help students grow intellectually. Below is an expanded description of some techniques of Grammar-Translation Method.

a. Translation of literary passage.

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes; vocabulary and grammatical structures. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

b. Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks 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.

c. Antonyms/synonyms

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 particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

d. Fill-in-the-blanks

Students are given a series of sentences with word 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.

e. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize grammatical rules and grammatical paradigms such as verb conjugations.

2. Direct method

The Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native

language (Diller 1978). The following expanded review of techniques of Direct Method.

a. Reading aloud

Students take turns reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teachers use gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

b. Question and answer exercise

This exercise is conducted only in the target language. 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.

c. Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

d. Dictation

The teacher read the passage three times. The first time teacher read it at a normal speed, while the students just listen. The second time the teacher reads the passage phrase by phrase, pausing long enough to allow students to write down that they have heard. The last time the teacher again reads at a normal speed, and students check their work.

e. Paragraph writing

The teacher asked the students to write a paragraph in their own depend on the theme that teacher has given. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

3. Audio-lingual method

In this method was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers. Here the techniques those are able to use in Audio Lingual Method:

a. Dialog memorization

Dialogs or short conversation between two people are often use to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person's line, they switch roles and memorize the other person's part. Certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

b. Repetition drill

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 dialog.

c. Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep'. Students are first asked to perceive the difference between the two words and later to be able to say the two words.

d. Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

e. Grammar game

Games like the supermarket alphabet game 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 it is rather limited in this game. Notice there is also a lot of repetition in this game.

4. Silent way

This method is being responsive to stimuli in the environment, learners were seen to be much more actively responsible for their own learning, engaged in formulating hypotheses in order to discover the rules of the

target language. This method believes that to teach means to serve the learning process rather than to dominate it (Gattegno). Below are kind of techniques for Silent Way.

a. Sound-color chart

The chart contains blocks of color. Each one representing a sound in the target language. The teacher, and later the students, point to blocks of color on the chart to form syllables, words, and even sentences. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound combinations in the target language without doing so through repetition. The chart draws the students to concentrate on the language. Finally, since the sound-color chart presents all of the sounds of the target language at once, students know what they have learned and what they yet need to learn.

b. Teacher's silence

The teacher gives just as much help as it necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation, and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.



c. Peer correction

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.

d. Word chart

The teacher, and later the students, point to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are colored helps the students with their pronunciation. Students also work with silent way wall pictures and books to further expand their vocabularies and facility with the language.

e. Fidel charts

The teacher, and later the students, point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling. For example, listen together and colored the same as the color block for the sound /ey/ are ay, ea, e, eight, etc. Showing that these are all ways of spelling the /ey/ sound in English. Because of the large number of ways sounds in English can be spelled, there are eight Fidel charts in all. There are a number of charts available in other languages as well.

5. Desuggestopedia

This application of study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help students' mental reserves are stimulated is through integration of the fine arts. Below are some elements that could usefully adapt for teaching style.

a. Classroom set-up

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible.

b. Positive suggestion

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. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: a teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two.

c. Choose a new identity

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. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family.

d. Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target languages if they were that person. They are often asked to create their own lines relevant to the situation.

e. Creative adaptation

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. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

6. Community language learning

This method advises teachers to consider their students as ‘whole persons’, means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among

students' feeling, physical reaction. Instinctive protective reactions, and desire to learn. By understanding students' feeling and being sensitive to them, teachers can help students overcome their negative feelings and turn them into positive energy to further their learning. Here some techniques of Community Language Learning.

a. Tape recording student conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. 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 as the common language of the group. In multi-lingual groups, other means will have to be employed. After each native language utterance or use of a gesture, the teacher translates what the students say or act out into the target language.

After a conversation has been recorded, it can be replayed. Since the students had choice in what they wanted to say in the original conversation, it is easier for them to associate meaning with a particular target language utterance. Being able to recall the meaning of almost everything said in a first conversation is motivating for learners. The recording also can be used to simply listen to their voices in the target language.

b. Transcription

The teacher transcribes the students' tape-recorded target language conversation. Each student is given the opportunity to translate their 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 on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript can be put up in the classroom for later reference and for the purpose of increasing student security.

c. Reflection on experience

The teacher takes time during 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. As the students give their reactions, the teacher understands them—shows that teacher has listened carefully by giving an appropriate understanding response to what the students have said.

d. Human computer

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 students self-corrects as they tries to imitate the teacher's model.

#### 7. Total physical response

TPE is the way teacher examines in detail in order to see how the principles of the Comprehension Approach are put into practice. James Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow direction uttered by the instructor (without native language translation). Here are some techniques of TPR.

##### a. Using commands to direct behavior

It should be clear that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the leaning of the command clear. The teacher needs to perform the action with the students. Later the teacher directs the students alone. The students' action tells the teacher whether or not the students understand.

##### b. Role reversal

Students command their teacher and classmates to perform some actions. Although some students may take longer to speak, students should not be encouraged until they are ready.

c. Action sequence

Teacher gives three connected commands. For example, the teacher tells the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. The series of command is called an action sequence, or an *operation*. Many everyday activities, like writing a letter, can be broken down into an action sequence that students can be asked to perform.

8. Communicative language teaching (CLT)

CLT aims broadly to apply theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the independence of language and communication (Dianne & Larsen, 2000, p.121). Below are techniques that apply in CLT.

a. Authentic Materials

In this lesson, teacher uses a real target language newspaper article. Teacher also assigns the students homework, requiring that they listen to a live radio or television broadcast. It is suggested only for high intermediate level of proficiency. For students with lower proficiency in the target language it may not be possible to use language materials such as these. It is

possible to use realia that do not contain a lot of language, but about which a lot of discussion could be generated.

b. Scrambled Sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. In addition to written passage, students might also be asked to unscramble the lines of a mixed-up dialog. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

c. Language Games

Games are used frequently in CLT. The students find them enjoyable and students get valuable communicative practice. For example, card game; an information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she doing would predict (which sport) and how she would predict it (which form her prediction would take). The speaker received feedback from the members of the group. If her prediction was incomprehensible, then none of the members of



her group would respond. If she got meaningful response, she could presume her prediction was understood.

d. Picture strip story

One student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like. An information gap existed- the students in the group did not what the picture contained. They had a choice as to what their prediction would be and how they would word it. They perceived feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

e. Role Play

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

Those all some description of method and technique that teacher can use in the classroom, and to be suggested for teacher to know the ability of students before the teacher decides to apply them in practice.

#### **E. Genta Course**

GENTA (Golden English Training Area) course is one of course in Kediri, East Java at Pare village. Pare is also called as English village, because most every house is an English course. Most of societies in Pare are students that come from many cities around Indonesia. They visit this village for master English in short time intensively. GENTA course has its own dormitory for the students. In the dormitory, speaking English is must for the occupant. The course also has special program for studying English, GENTA course is special for Islamic students, so every girls that take course here have to use veil as Islamic rule and must pray together in *Shubuh* and *Magrib*.

Vision of Genta course is to build a generation with good quality and good morality.

Mission of Genta course are:

1. To make students able to master English easier and faster with boarding system.
2. To help parents to create religious children.
3. To build an independent and innovative student.
4. To build an empathy, and sympathy each other in the society.

### **a. Course Program**

Genta as a course that was built for 11 years of course has significant improvement not only in the infrastructure, but also in the program. In the first time Genta existed, it only had four program such as morning class, A class (now: basic class), B class (now: intermediate class), micro teaching. Now, Genta has already performs with more attractive class, they are course program and diploma program:

#### 1) Course program :

- a) Private class : student study English privately with conditionally meeting schedule.
- b) Intensive class : consists of Basic class for 1 month, Intermediate class for 1 month, and advance class for 1 month
- c) Regular class : consists of basic class for 2 month, Intermediate class for 2 month and advance class for 2 month.
- d) Micro teaching: 6 months program
- e) Holiday class : exists when school holiday, in January and July.

#### 2) Diploma program:

Language program for one year, students will be facilitated to study English, Mandarin, Japan, computer skill and Mathematics.

Genta English course provides some special quality for attracted people to study English in this course:

- a) Students able to master English in short time.
- b) Students are able to live in the dormitory with religious environment and togetherness system.
- c) Five times classes in one day.
- d) English area 24 hours.
- e) Counseling programs are available.
- f) Affordable cost.
- g) Using Quantum Teaching and Learning method.

Schedule of Genta Course:

Table 1.

*Daily schedule*

<b>Program</b>	<b>Time (WIB)</b>
Pray shubuh together	04.05-04.30
Vocabulary class	05.15-06.30
Grammar class	07.30-09.00
Speaking class	09.00-10.30
Pray Dzuhur	12.15-13.30
Taking rest	13.30-15.00
Pray Ashar	15.00-15.30
Grammar club class	15.30-17.00

Taking rest	17.00-18.00
Pray Magrib together	18.00-18.15
Speech program	18.15-19.00
Pray Isya	19.00-19.30
Speaking club class	19.30-20.45
Taking rest/go to bed	21.00/22.30

Table 2.

*Special program*

<b>Program</b>	<b>Day</b>	<b>Time</b>
Morning conversation	Friday	05.15-06.45
Meeting program	Saturday	05.15-07.30
Sport program	Sunday	05.15-07.30
Out bond	Once in a month	Conditional
Oral and written test	Friday	Conditional
Training program	Conditional	Conditional

**b. Students Condition**

Genta course maximally has 20 students in a class, most of the students come from many cities in Indonesia. Before taking class, they have to follow placement test for knowing their ability in English and what class that suitable for them. Student who takes course in Genta is not recommended to take any other course more, because they must

stay in the dormitory and will be monitored by the functionaries intensively to follow all the schedule of the course. Before starting to the lesson, students have to recite holy Qur'an for about five minutes. By this technique, Genta course makes students use to recite Qur'an every day. According to Erwati Aziz in the book *Prinsip-Prinsip Pendidikan Islam*, education method based on al-Alaq is about refraction and implementation (2003, p:31). This kind of method makes Genta different from other courses. Many of students in Genta are come from Islamic Boarding School, it because Genta has good relation with many Islamic Boarding Schools, and also has religious program for the learners. So it makes many Islamic Boarding Schools recommend their students to choose Genta to learn English. There is also good relation between student to student and between student to teacher each other, that is because they are united by the program such as pray together, meeting program, out bond, and sport program every week. In this course, teachers also become an example for students to do a good thing. For example, wearing polite clothes, guide to pray together, keeping cleanliness, and having a good relation to others. According to Said M. Maulawy in his book *Mendidik Generasi Islami*, success teacher is a teacher who understands the knowledge that he/she delivered, and have a good attitude (2002, p:30). It means that Genta not only gives about English education, but also about Islamic education to the students.

In Genta course, every student must follow the rule of the course, for example the rule that obligating all occupants to speak English every day. It is related to the book *Active Learning* by Melvin L. Silberman, he says that one of the way to build a picture about the material of learning is trough asking students to practice and apply with a good procedure (2011, p:134). So, the punishment for students who break the rule will get a piece of vocabulary paper that must be memorized to the functionaries. In the dormitory, there is also speech presentation after praying *Magrib*. The occupants of the dormitory are gathered and will be there one speaker that chosen orderly every day. This program makes relationship in dormitory area stronger and pleasure than other courses. In the end of the program there will be celebrated of farewell party for students who have finished their study. It purposes is to give appreciation for students' struggle for learning English intensively in Genta course. Appreciation for students is a good idea for become a motivation to them to study harder, based on H. Douglas Brown in his book *Language Assessment Principles and Classroom Practices* about informal assessment as a feedback to the student, examples include saying "nice job!", "Good work!", or putting a smiley face on some homework (2010, p:6). So, giving feedback to students, especially in the end of program will motivate them to learn more and more.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

The approach of this research is qualitative approach. The writer needs to describe the situation, the daily process obviously, the custom reality, grounded theory, and develop the understanding by collecting some data from documentary, interview, and observation.

In conducting the data, the writer uses descriptive method. According to Richards & Schmidt (2002, p.152), descriptive research is “an investigation that attempts to describe accurately and factually a phenomenon, subject or area”, which the writer tries to give conclusion for current problems based on data, gives data, analyzes and interprets it. So, the research that is done by writer is descriptive quantitative research.

##### **B. Research Setting**

GENTA (Golden English Training Area) course is one of course in English village. This research takes place in Kediri, East Java at Pare village. Pare is famous by its title as English village, because most every house is an English course. Most of societies in Pare are as students that come from many cities around Indonesia. They visit this village for master English exactly in short time. The writer refers to choose GENTA course for research because the course has its own dormitory for the students. In the dormitory, speaking English is must for the occupant. The course also



has special program for studying English, and applies good strategies in learning process. GENTA course is special for Islamic students, so every girls that take course here have to use veil as well as Islamic rule and must pray together in *Shubuh*, *Magrib* and *Isya* times. Below is the identity of Genta Course:

Name of Course	: GENTA (Golden English Training Area)
Address	: Jl. Kemuning Tulungrejo No. 39 Pare, Kediri regency - East Java
Date of Built	: 12 <sup>nd</sup> March, 2003
Language Style	: British English
No. SK	: SK.      DEPDIKNAS      No.      421 .9/235/418.47/2010
Email	: <i>gentaenglishcourse@gmail.com</i>
SK Status	: SK Depdiknas

### C.     **Subject and Object of Research**

Subject and object of research are:

- a. Subject of research are two English teachers and 10 students of grammar and speaking class at intermediate program in Genta course, Pare – English Village.
- b. Object of this research are techniques of English teaching and the students' response toward teachers' technique in teaching at intermediate program in GENTA course, Pare – English Village.

#### **D. Source of Data**

##### **1. Data**

The data of this research are divided into two kinds as follow:

- 1) The data of techniques that used in teaching English.
- 2) The data of students' respond in teachers' way in teaching English are divided into two kinds:
  - a) Student's motivation
  - b) The active of students in learning process

##### **2. Source of data in this research are:**

- a. Respondent : two English teachers in GENTA course and Students of Intermediate class

#### **E. Data Collection Procedure**

The technique of data collection that the writer uses are :

##### **1. Observation**

The writer directly comes to observe Intermediate class in Genta Course to get the data about what technique that is used in teaching English.

##### **2. Interview**

In this way, the writer takes a number of interviews some related people like two English teachers in Intermediate class to get data about what technique that teachers use in teaching English and other related information.

##### **3. Questionnaire**

It is a number of within questions for students which are used to gain information about they respond toward teachers' technique in teaching English.

#### **F. Data Analysis Procedure**

In processing the data, the writer uses some techniques such as;

##### **1. Editing**

This technique is used in the purpose of examining all the collected data to make sure whether the data are already completed or no.

##### **2. Coding**

The writer then classifies the data that had been edited before, in accordance to their kinds.

##### **3. Data interpretation**

The data are described by the writer's interpretation without changes means of the data.

After the data are collected and processed, and then the data is analyzed by using descriptive qualitative analysis, namely the problems is classified and connected by other problems those are found in research. The analysis helps the writer to highlight some important conclusion from this research. The conclusions are taken through inductive way (make conclusion from specific facts to general).

#### **G. Research Procedure**

In research procedure, the writer directly observes to Genta course in Pare, Kediri. And then, the writer follows in learning English as

Intermediate student for easily dividing questionnaire to the students and interviewing the teachers to collect data. Below is the table for research procedure:

Table 3.

*Research Procedure*

No.	Date	Schedule	Information
1	Jan, 27 - 2014	Go to Genta course	-
2	Jan, 28 – 2014	Follow intensive intermediate program in Genta course	-
3	Feb, 5 – 2014	Divide questionnaire	Intermediate students
4	Feb, 7 – 2014	Interview	Speaking teacher and grammar teacher
5	Feb, 10 – 2014	Interview for Collecting information of Genta course	Head of Genta course
6	Feb, 22 – 2014	Back to Banjarmasin	-

After all the obtained data are completed, the writer soon organizes them in the form of this study based on thesis writing and consultation with writer's advisor.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

Intermediate means occurring between two points or stages, the class between elementary and advance program (oxford, 2011, p:233). in Genta course, intermediate class is a second program after basic and it has higher level of materials. In this research, the class that is observed by the writer are:

Grammar class : 15.30-17.00 WIB

Speaking class : 19.30-20.45 WIB

Before starting to study, the students have to recite Holy Qur'an for about 5 minutes. And then, students prayer together. The prayer also includes with English translation, in order to make students understand the means of their prayer in English. Below are two English teachers from grammar and speaking class of Intermediate program followed by the topics of the subjects:

1. Grammar class is taught by Miss HM. She is 20 years old, comes from Lamongan, East Java. She has been teaching for about 7 months. He was graduated from Genta Diploma in 2013. The topics of grammar class are:
  - a) Modal
  - b) Elliptical sentence
  - c) Direct indirect

- d) Degree of comparison
- e) Word order
- f) Complex sentence
- g) Participle
- h) Gerund
- i) Infinitive

2. Speaking class is taught by Mr. HB. He is 27 years old, comes from Pasuruan, East Java. He has been teaching for about 7 years.

The topics of speaking class are:

- a) May I take your order, please?
- b) Ways to keep phone calls short
- c) The future looks bright
- d) Addiction
- e) Unfold your future
- f) The daily grind
- g) The practice of English Language teaching
- h) English conversation for hotel
- i) Emotion
- j) Intelligent
- k) Mental health
- l) Personal qualities

**a. Techniques of English Teaching in Grammar Class of  
Intermediate program**

Grammar class that is taught by Miss HM is attended by 10 students. Based on the observation, the writer found that the teacher uses four techniques for delivering the material to the students. Below are the techniques used by Miss HM:

**1) Memorization**

Memorization is from “memorize” word, means learn something well enough to remember it (Oxford Dictionary, 2011, p:276). In this technique, students are asked to memorize the grammar rule, formulation, and the vocabularies that used in kinds of grammar those are given by teacher every day. And then, the students must report it to the teacher every Thursday. In order to get the high score, students should report it clearly and fluently followed by the sentences as the example of grammar usage.

**2) Use words in sentence**

Use words sentence is a way from teacher 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 (Dianne & Freeman, 2000, p:20). Every material of grammar which teacher gives is always

followed by example to make students understand the usage of it. After giving example to students, the teacher then asks the students to make some sentences by using the words of the grammar that is explained. Teacher always change her material every day based on the content of grammar book by Genta course, except the students ask the teacher to explain more to get the material clearly to be understood.

### 3) Fill-in-the blank

Fill-in-the blank is about students who are given a series of sentences with word 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 (Dianne & Freeman, 2000, p:20). To collect students' score, teacher needs to make some question as an exercise or examination. So, fill-in-the blank is one of techniques that teacher uses to make students able to apply the grammar that they have learned.

### 4) Multiple choice

Teacher also uses kind of question such as multiple choices to give students an exercise about the material.

## **b. Techniques of English Teaching in Speaking Class of Intermediate program**



Speaking class that is taught by Mr. HB is attended by 10 students, the same students with grammar class. The writer also found that the teacher uses some techniques for delivering the material to the students. Below are the techniques those are used by Mr. HB:

1) Word chart

Word chart is the way the letters are colored helps the students with their pronunciation (Dianne & Freeman, 2000, p:69). In this technique, teacher uses word chart to make students easily to learn English, teacher explain about the pronunciation of vocal and consonant followed by example in word and sentence. So, teacher ask students to make colorful word chart in order to help them understand and know differentiate of the sounds in unique way.

2) Repetition drill

Repetition drill is the way teacher asks students to repeat the teacher's model as accurately and as quickly as possible (Dianne & Freeman, 2000, p:48). In this way of teaching, teacher wants students to memorize some content of learning. Teacher asks students to repeat after him in order to make students familiar with the words and easy to memorize.

3) Memorization

Teacher needs this technique to make the students remember the lesson. So teacher ask students to memorize every single of content that teacher gives and report in examination every Thursday night.

#### 4) Question and answer exercise

This exercise is conducted only in the target language. 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 (Dianne & Freeman, 2000, p:49). This technique forces students to speak English full time fluently, because in this way of teaching, teacher divides students into some groups and then in the group they free to ask about everything to the member of the group. So the person who gets question must answer the question honestly. This game uses English language the whole time in classroom.

#### 5) Human computer

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 (Dianne & Freeman, 2000, p:104). In

this technique, teacher asks student to repeat some words that is also followed by other students. The aim is to make students familiar with the word by repeat it many times.

#### 6) Authentic materials

In this lesson, teacher uses a real media from the target language. Teacher also assigns the students homework, requiring that they listen to a live radio or television broadcast or newspaper. (Dianne & Freeman, 2000, p:132). In this technique, teacher gives audio from English native speaker, and then asks students to memorize it with very same pronunciation and intonation.

#### 7) Video recording students conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. 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 (Dianne & Freeman, 2000, p:103). In this case, Teacher asks students to make video conversation with students from other courses. The conversation is using English. In the conversation, student should ask about the comment and difficulties of other students in learning English at their own course.

#### 8) Listening music

When lesson is started, teacher always plays a song after reciting Qur'an. So, all students are given the text of the song and must singing together to exercising the pronunciation and the fluency of the tongue.

### c. Students' response toward teachers' technique in Teaching English

This research also intended to find the students' response toward teachers' technique. There are two classes attended by the same students (10 students). The writer has given the students questionnaire to know how their response about the learning process.

#### 1) Grammar class

This class is attended by 10 students, when the teacher presents the lesson, the students should pay attention and respond what the teacher asked. The respond about whether students feel suitable with the technique or not, 30% students said yes, 30% students said not really, and 40% students doesn't feel any suitable with the technique that teacher uses.

The response about whether the teacher uses different technique in every meeting or not, no students opine the teacher used different techniques, 30% students said not really, and 70% students said there was not different technique in every meeting.

Next, response about whether the students understand the lesson quickly and easily or not, 30% students said yes, 50% students said not really, and 20% students said difficult to understand the lesson.

Students' response about whether the teacher can make grammar class to be an interesting class or not, 10% students said the class was interesting, 40% students said not really, and 50% students said the class is not interesting.

Students' response about the confidence to master Grammar, 80% students said that they are confident to master it. 20% students said not really.

Students' response about teacher motivation to learn Grammar, 80% students said yes, and 20% students said not really.

Here is the table about Students' response toward teacher's technique for grammar class to make easier to understand.

Table 4.

*Students' response toward teacher's technique for grammar class.*

No.	Questions	Number of Students	Percentage
1	I feel suitable with the technique that teacher uses for teaching grammar.		
	Yes	3	30%
	Not really	3	30%

	No	4	40%
2	Teacher uses different way of learning in every meeting		
	Yes	-	-
	Not really	3	30%
	No	7	70%
3	I understand the lesson quickly and easily.		
	Yes	3	30%
	Not really	5	50%
	No	2	20%
4	The teacher can make speaking class to be an interesting class.		
	Yes	1	10%
	Not really	4	40%
	No	5	50%
5	I feel confident to master grammar		
	Yes	8	80%
	Not really	2	20%
	No	-	-
6	Teacher motivates me very well to master grammar.		
	Yes	8	80%

	Not really	2	20%
	No	-	-

## 2) Speaking Class

When the teacher presents the lesson in the classroom that attended by 10 students, they are very active to respond what the teacher says. In this class, students are not always speaking English. 10% students said suitable with the technique that teacher uses, 50% students said not really, and 40% students said no suitable with the technique.

Students' response toward teachers' technique of learning in every meeting, 10% students said yes, 40% students said not really, and 50% students said that teacher used the same technique in almost every meeting.

Response about the understanding of students, 50% students said that they understand the lesson quickly and easily. 30% students said not really, and 20% students said can't understand the lesson quickly and easily. Response of students in whether they feel interesting with the teacher's technique in teaching or not, 40% students said yes, 50% students said not really, and 10% students said the class was not interesting.

Students' response about speaking English in a whole time in the classroom, 10% students said yes, 50% students said not really, and 40% students said that they not speak English in a whole time in the classroom.

Students' response in confidence in speaking English, 30% students said confident, and 70% students said not really confident.



The last, response about whether the teacher motivates the students well or not, 50% students said yes, and 50% students said not really.

To make easily understand about the students' response toward teachers' technique for speaking class, below is the table:

Table 5.

*Students' response toward teacher's technique for speaking class.*

No.	Questions	Number of Students	Percentage
1	I feel suitable with the technique that teacher uses for teaching speaking.		
	Yes	1	10%
	Not really	5	50%
	No	4	40%
2	Teacher uses different way of learning in every meeting		
	Yes	1	10%
	Not really	4	40%
	No	5	50%
3	I understand the lesson quickly and easily.		
	Yes	5	50%
	Not really	3	30%

	No	2	20%
4	The teacher can make speaking class to be an interesting class.		
	Yes	4	40%
	Not really	5	50%
	No	1	10%
5	I speak English in a whole time in speaking class.		
	Yes	1	10%
	Not really	5	50%
	No	4	40%
6	I feel confident to speak English.		
	Yes	3	30%
	Not really	7	70%
	No	-	-
7	Teacher motivates me very well to speak English.		
	Yes	5	50%
	Not really	5	50%
	No	-	-

## B. Discussion

This research found some information through interview to the teacher. The result shows that most teachers in Genta course are still very young, some of them still under 22 years old. That is because many of them take Diploma program directly after graduated from Senior High School. In Genta course, Diploma graduate is directly able to teach basic, intermediate and advance class. In fact, it causes some problems such as the less of experience teacher in teaching and managing class, lack of understanding of the material (because some of the teacher still really depend on text book), lack of techniques usage in classroom, and others. The result of interview also found that the teachers those are graduated from Diploma program only have teaching experience in *PPL* (teaching practice) at schools for about a month.

According to the book *How to Teach* by Jeremy Harmer (1998, p:2), “a good teacher is teachers who cares more about their students’ learning than they do about their own teaching, how to have good ability to control and inspire a class”. From Dr. Wina Sanjaya in her book *Strategi Pembelajaran* says “teacher is learning manager, teacher has a role to create conducive climate that will make students feel comfortable. Through a good class managing, teacher can keep the class to be comfortable for the students to learn (2008, p:24).” It is not easy to become a teacher, because the role of teacher is not only about

transferring knowledge to students, but also about how to be an inspiration and motivator to students for their learning. Teacher must be approachable, who has an affinity with the students that they are teaching, should be able to try and draw out the quiet ones and control the more talkative ones, how the way to correct people without offending them. It is all about how to control and manage classroom. So, the lack of experience of teacher will make some other problems while learning process. According to Noor Azlina Yunus in the book *Preparing and Using Aids for ELT*, five things that must be learned by teacher: method, technique, approach, suitable media for teaching purpose, and evaluation. By learning these five, it will be easier for teacher to be acquainted with the students, distinguish them, and so teacher able to diagnose what the weakness and strength of the students are. But, based on interview, the writer found that teachers don't really know about methods and techniques of English teaching, it is proven by the questionnaire to students that 70% students in grammar class said the teacher doesn't use different technique. And in speaking class, 40% students said the teacher doesn't really use different technique in every meeting, and 50% said there is no different technique in teaching. Of course the flat of learning strategies will make students feel bored and surfeited. So, in this case, only a student that has ability to absorb the lesson quickly who can master well in a month. And the rests of students are still difficult to master. It causes

some of the students decide to move to other course to find more attractive class in studying English. According to Ahmad Rohani in his book *Pengelolaan Pengajaran*”, class management is something that must be treated by teacher in order to provide a good condition in learning process (2004, p:127). So, when this problem comes to the class, teachers need to build more creative learning strategy to solve the problem.

In the students’ questionnaire, it also shows good result from students. That 80% students feel confident to master grammar, it is because teacher always motivates the students to master grammar. Mostly every meeting, the teacher always gives suggestion and motivation to students for study in Genta seriously and hardly. The teacher also come on time in every meeting in order to make students can master grammar maximally. But on the contrary in speaking class, there are 70% students said not too confident to speak English. It is because they still feel shy and don’t have any confidence to speak up especially at the class room, and also the techniques that teacher used still unacceptable for the students. The students need more creative strategy from teacher to make them confident to speak and show their ability in speaking English.

## CHAPTER V

### CLOSURE

#### A. Conclusion

The purposes of this research are to know the techniques that used in teaching English and how to apply them at GENTA Course in intermediate program and to know the students' response toward teachers' technique in teaching process.

After conducting the research and analyzing all the data, the writer would like to conclude all the results of the study as follows:

1. The techniques that applied by teacher in grammar class are memorization, used words in sentence, fill-in-the-blank, and multiple choice.
2. The techniques that applied by teacher in speaking class are word chard, repetition drill, memorization, question and answer exercises, human computer, authentic materials, video recording students conversation, and listening music.
3. The students' response toward teachers' technique in grammar class, 40% students doesn't feel any suitable with the technique that teacher uses. The response about whether the teacher uses different technique in every meeting or not, no students opine the teacher used different techniques. Moreover, 70% students said there was not different technique in every meeting. Next, response about whether the students understand the lesson quickly and easily or not, 50% students said not

really understand the lesson. Students' response about whether the teacher can make grammar class to be an interesting class or not, 50% students said the class is not interesting. Students' response about the confidence to master Grammar, 80% students said that they are confident to master it.

4. The students' response toward teachers' technique in speaking class, they are: In this class, students are not always speaking English. 50% students said not really suitable with the technique that teacher used. Students' response toward teachers' technique of learning in every meeting, 50% students said that teacher used the same technique in almost every meeting. Response about the understanding of students, 50% students said that they understand the lesson quickly and easily. Response of students in whether they feel interesting with the teacher's technique in teaching or not, 50% students said not really interesting. Students' response about speaking English in a whole time in the classroom, 50% students said that they don't really speak English in a whole time in the classroom. Students' response in confidence in speaking English, 70% students said not really confident. The last, response about whether the teacher motivates the students well or not, 50% students said that teacher motivates them well at the classroom.

## **B. Suggestion**

Based on the observation, the writer has the following suggestions:

1. For Genta course, it is expected that the course can give more training for the new teachers before they are going to practice in the real students. The training is not only about knowledge of the lesson, but also about the theory and practice of method and technique of language teaching. The strategy in controlling classroom also needed by teacher, because students will always change every month. So, there will be different characters in every month that must be taught. Teachers need to have creative strategy In order to make students spirit in study English intensively every day.
2. For teachers in intermediate program, it is expected that teachers can improve they skill in teaching, the skill about managing class, understanding students' character, and improve knowledge about techniques of language teaching, especially for the new teachers who are graduated from Diploma program. Teachers still need to know more about what the means of method is and what the suitable technique for students is.
3. For the next researcher, it is expected that this research can give basic information for other researchers who want to do the same research in more enriched one and able to be reference about the picture of language learning strategy.