

CHAPTER I

INTRODUCTION

A. Background of Study

In this era of modern globalization, there always needs to get in touch with people around the world. English is the international language for communication. It is increasingly being used as a tool for interaction among non-English speaking countries. Over one million speakers of the world speak English as their second or foreign language. Moreover, English is universal language too. It is not only used in educational aspect but also in transportation, banking, economy, technology, research, and all aspects human life.

There are many factors that made English as the most used language to communicate. First, English is taught in schools from Elementary to High Schools and usually used as a university requirement. Second factor, English is used as a job requirement for some companies, and more specifically international companies. Thus, the needs of English competence gradually are become more necessary for everyone all over the world including Indonesia.

In Indonesia, English has been taught to every student when they were at Elementary School. Even in Kindergarten, English begin to be taught to the student. Teaching English as a foreign language includes four major skills that should be developed by the students. Those are listening, speaking, reading, and writing. All of these skills have their own path to be master. When the teacher

teaches those skills, the teacher requires effective techniques to create interesting activity in order to make students interact with other in the class.

In terms of teaching and learning process, a reformation of approaches, methods, and techniques are very important. English teachers play a crucial role in the class. English teachers are asked to create an enjoyable and conducive environment for teaching and learning activities. A good teacher knows about the diversity of the students' characteristics, and looks students as pluralistic individual which need a help to develop their potential by using teaching techniques.

Islam also explains about the technique as a very important part in achieving the goals of teaching itself. The technique used in teaching should suitable with the subject that being taught. Islam explains more about that in Al Qur'an surah An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُم بِالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ



Allah ordered Prophet Muhammad to persuade people to the truthfulness life with the right techniques according to the Al Qur'an, those techniques are *Al-hikmah*, *Mauidhoh Hasanah*, and *Mujadalah*. That verse can be adapted to educational area which the teachers can apply those techniques in language teaching to make students fulfill the goals of teaching and learning activity.

Knowing appropriate techniques when teach in the class is important to improve student performance, especially for students who has poor achievement and lack of motivation. By knowing teaching techniques the student can enjoy learning process and they are not bored or inactive anymore in the class. It also can motivate students to learn better and seriously. The goal is to get good English skills that they can use to communicate and to reach their academic purposes.

Larsen (2000, p.1) said that one thing that is very important for teacher is become aware of the thoughts that guide the action in the classroom. The teacher should care to the students so that the teacher will know what things that students need. Furthermore, a teacher must be a creative person to face their students in learning. Since applying techniques in the class are needed to do by the teachers. Celce Muria (2001, p.9) stated that, technique is a very specific type of learning activity used in one or more methods. Harmer (2001, p.79) told that technique is a single activity rather than a sequence or a whole procedure. Again, Brown (2007, p.17) stated that technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objective. Then, the writer concluded technique is one of crucial factors that determine the successful of teaching and learning itself and it is the teacher's implementation of tasks and activities from selected methods in specifically ways.

In relation with native speaker teacher, native speaker is a speaker of a particular language who has spoken the language since earliest childhood. It means when someone born, live, and learn language from relatives or environment in one place, it automatically language is acquired unconsciously.

For example, someone who acquired Sundanese as a child would have first language Sundanese. Similarly, someone who acquired Banjarese as a child would have first language Banjarese. Again, someone who acquired English as a child would also have first language English. Then, someone who has first language Sundanese or Banjarese or English are called native speaker.

Native speaker teacher's role nowadays is hoped to become a model of oral production and the ideal English language teacher (Brown, 2007, p.137). Especially in oral communication or speaking, when the students speak, they are required to practice everyday communication. Speaking is one of four skills that difficult to practice since many students have different educational and cultural backgrounds. Many students still do mistakes when they practice especially in pronunciation, intonation, and so on. Clearly, native language teacher is the most influential factor affecting learner's pronunciation (Brown, 2007, p.340).

In other words, English Language Fellow (ELF) is called as native speaker teacher. The program of U.S. Embassy that sends experienced U.S. TESOL professionals on paid teaching assignments at university and other academic institutions around the world. As a U.S. Department of State public diplomacy initiative, Fellows are cultural ambassador that promote English language learning and mutual understanding through cultural exchange (sharing American value and customs, while participate and discover the culture and customs of new country). ELF shares their professional expertise, hone their skills, gain international experience and learn about other cultures. ELF becomes a model and

demonstrates up-to-date teaching practices in classroom that help foster thoughtful and responsible behavior in students and teachers of English.

Related to this title, the writer got some previous researches. There are some theses with similar idea at Tarbiyah Library of UIN Antasari Banjarmasin. One of them is the thesis by Abdu Subhan (2009) entitle **Ashleigh Sayer's Method of Communicative Language Teaching in Psycholinguistics Class to 6th Semester English Department Students at IAIN Antasari Banjarmasin.** The result of the research showed that Ashleigh used CLT method and applied some techniques which are adopted from CLT method itself. Some techniques that Ashleigh used in her class: pair-work, group-work, learning by teaching, writing logs, English communication, informal greeting, showing agenda, independent participant, circle setting, authentic material, media, ignoring errors of grammar, reading activity, questions and answers. Comparing with this thesis, the writer finds the differences with the topic that will be researched which are the writer wants to observe the teaching techniques in speaking class that used by ELF while he focused on CLT method only in Psycholinguistics class that used by ELF.

Besides, there is a thesis entitle **Techniques of English Teaching for Intermediate Program in GENTA Course PARE-English Village** written by Putri Ayu (2014). This thesis investigated two English teachers' techniques in teaching speaking and grammar class at GENTA (Golden English Training Area) course. The result of her research denoted that the techniques used by the teacher in grammar class are: memorization, use word in sentence, fill-in-the-blank, and

multiple choices. The techniques that used by the teacher in speaking class are: word chart, repetition drill, memorization, question and answer exercise, human computer, authentic materials, video recording students conversation, and listening music. Comparing with this thesis, the writer finds the differences in the subject and research setting. The writer focuses on ELF as the subject and the writer does research in Banjarmasin, while she focused on Indonesian teacher as the subject and did her research in Kediri, East Java.

The writer also got the latest research related to this topic. This is written by Yuli Agustina (2015) entitled **Teaching Techniques used by Native English-Speaking Teachers at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin**. In her thesis, she tried to investigate kinds of teaching techniques used by the native English-speaking teacher when teaching English. She also focused on Conversation Club only. The result found that native English-speaking teacher used sixteen techniques, they are: composition, conversation practice, creative adaptation, deductive application of rule, getting students to self-correct, grammar game, language game, peer correction, positive suggestion, question-and-answer drill, reflection on experience, repetition drill, role reversal, small group task, structured feedback, and use words in sentences. Meanwhile, the writer tries to observe teaching techniques are used by ELF when teaching English. Then, the writer focuses on speaking class. Furthermore, the writer is not only focuses on techniques, but also investigate more on student's response toward ELF's techniques. Based on those previous researches above, it is obvious that the research in teaching techniques used by ELF in speaking class and

students' response toward ELF' techniques do not explore yet, so the writer is interested in investigating more about that.

There is an ELF from America in Banjarmasin, South Borneo. ELF teaches English to the students of English Department in UIN Antasari Banjarmasin. Based on the writer's pre observation and experience when having a course with ELF, the writer found that the techniques that ELF used are very interesting. Students enjoy ELF's class and have fun in the learning process. The writer wants to describe the techniques of teaching English especially in speaking class used by ELF and explain the students' response toward ELF's techniques.

Based on those facts above, the writer interested in conducting the research with the title : **THE TECHNIQUES USED BY ENGLISH LANGUAGE FELLOW IN TEACHING SPEAKING AT UIN ANTASARI BANJARMASIN**. Hopefully, this research can find the answers of the problems.

B. Statement of Problems

When an institution has a native speaker teacher (NST), the situation of learning is usually different from those that do not have a NST. It is believed that NST can increase students' enthusiasm in learning English. Besides, it is a seldom chance, students can feel the benefit of learning from 'first-hand source' to correct pronunciation, tell appropriate expressions, and so on used in English which could not found in textbooks. Moreover, learning with NST can make students feel more motivated to improve their ability in English.

English Department of Tarbiyah Faculty at UIN Antasari Banjarmasin had opportunity to host NST from U.S. This had been done by ELF, a program funded by U.S embassy, which allow institutions across provinces in Indonesia to have a NS of English as their guest teacher. It has been assumed that students' experience being taught by NS teacher brings positive impact not only to their ability in using English, but also their motivation in learning. However, it is not known yet what kinds of techniques actually which are applied by ELF when teaching in speaking class, and how the students actually give their response when ELF teaches them in the class. It is important to investigate further about this issue since teaching activities should meet the students' learning needs. Therefore, there are some questions arise as follows:

1. What are ELF's techniques in teaching speaking class?
2. How is students' response toward the ELF's techniques in teaching speaking class?

C. Objectives of Study

The objectives of the study are:

1. To know the ELF's techniques in teaching speaking class.
2. To find out students' response toward the ELF's techniques in teaching speaking class.

D. Significance of Study

The result of this research is expected to have advantages such as:

1. The findings are expected to help English teacher, especially for speaking teacher to understand kinds of teaching techniques, so that they can implement suitable teaching techniques when teach in the classroom.
2. This research hopefully can give a great contribution for next researcher who concerns on English language teaching, especially in teaching techniques.

E. Definition of Key Terms

To avoid any misinterpretation concerning with the title above, it is very important to elaborate several utterances in the title as follows:

1. Technique

Technique is the variety way a teacher teaches their students in the class. In this paper technique is ELF's variety tasks and activities when ELF teaches the students in the class.

2. English Language Fellow (ELF)

English Language Fellow (ELF) means American citizens that experienced English as SL/FL teachers. In this paper ELF is an American native speaker teacher who teaches English in UIN Antasari Banjarmasin.

3. Teaching Speaking

In this paper teaching speaking means ELF teaches speaking subject in a class.