# TEACHER'S TECHNIQUES IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui teknik-teknik yang digunakan oleh guru dalam mengajar bahasa Inggris di SMPN 1 Barangka. Desain penelitian ini adalah kualitatif deskriptif menggunakan instrumen observasi dan wawancara. Dalam mengumpulkan data melalui observasi peneliti menggunakan catatan lapangan untuk mengamati teknik-teknik yang diterapkan guru dalam proses mengajar dan mewawancarai guru. Subjek pada penelitian ini adalah guru bahasa Inggris kelas tujuh. Temuan mengungkapkan bahwa teknik yang diterapkan guru kelas tujuh adalah teknik tanya jawab, teknik *repetition dril*, teknik *memorization*, teknik *small group discussion*, dan teknik *transformation drill*. Teknik-teknik tersebut bertujuan untuk meningkatkan pengucapan bahasa Inggris siswa, meningkatkan daya memori atau kosakata bahasa Inggris siswa, membiasakan siswa menggunakan bahasa Inggris, meningkatkan pemahaman siswa terhadap bahan ajar, dan melatih siswa untuk berpikir memecahkan suatu masalah. Pemilihan teknik tersebut didasarkan pada kemampuan bahasa Inggris para siswa.

*Kata kunci:* teknik mengajar; pengajaran Bahasa Inggris

## ABSTRACT

This research aims to determine the techniques used by teachers in teaching English at SMPN 1 Barangka. The design of this study is qualitative descriptive using observation and interview. In collecting data through observation researcher used field notes to observe techniques applied the teachers in the teaching process and interview teachers. The subjects in this study was the seventh grade English teacher. The findings revealed that the techniques applied the teachers seventh grade are question and answer techniques, repetition drill techniques, memorization techniques, small group discussion techniques, and transformation drill techniques. These techniques aims to improve student's English pronunciation, improve memory power or student's English vocabulary, familiarize students using English, improve students understanding of teaching materials, and train student's to think about solving a problem. The selection of the techniques was based on the student's English skill.

*Key words:* teaching techniques; teaching English

## INTRODUCTION

As we all know, English has become the most widely used language in the world, and it is used to connect with individuals who are from or have a background in other languages. According to Rohmah (2005, p. 107), English is a "Global Language" since it has become the first, second, and foreign language spoken by many people around the world. In today's globalized world, English is becoming increasingly important as a tool of communication and information exchange. As a result, in the age of globalization, it is critical for Indonesians to acquire English in order to avoid being regarded obsolete by others. Mastering English, the most common language in the world, is undoubtedly one of the most important capitals to be able to compete in the global era, particularly in the

Asean community, and can open doors to grow the association to the rest of the globe (Handayani, 2016, p. 106).

Nowadays, English has been taught widely in all level of education elementary school, junior high school, senior high school, until university, formal and informal. Everyone can easily learn English, not only in schools but also through courses. However, based on the Regulation of the Minister of National Education number 26 of 2006, English began to be taught only at the junior high school level (Santoso, 2014). At the secondary school to college level, English seems to be an absolute, side by side with other subjects such as Indonesian language and Mathematics (Santoso, 2014). Although primary schools have ruled out English lessons set out in the 2013 curriculum by the national education minister, that does not mean that English lessons are prohibited from being taught in schools. Schools are still allowed to provide English lessons through extracurricular programs (Maduwu, 2016).

Based on the researcher experience implementing teaching support programs at SMPN 1 Barangka, there are still a significant number of pupils with extremely limited English skills. This is demonstrated by student's inability to comprehend fundamental English learning materials, their lack of confidence while speaking English, their trouble with English pronunciation, and their difficulty retaining English vocabulary. Additionally, the majority of students lack enthusiasm in learning English and frequently express boredom while learn. According to Mosha (2014), the factors that influence the causes of students low English, including students rarely use English at school and at home, teacher responsibilities, teaching and learning environment that is less conducive in class, limited home support environment, and poverty. Therefore, teachers must use a variety of appropriate techniques to improve students low English skills, improve students understanding of English, and make learning in the classroom interesting so that students are not saturated as well as students are more interested in learning English.

Teacher technique is a real way for teachers to implement methods during the learning process. According to Sari et al., (2017) Learning techniques are a way for teachers to deliver teaching materials that have been prepared (in methods), based on the approach used. There are several kinds of techniques that can be done by teachers in teaching English such as role play, discussion, games, song, and others. However, not all techniques that teachers do run as expected or are not effective to be applied in the classroom without consider of the context of the class as well as the level of the student. With a variety of characters from the students, teachers must be able to apply more than one technique to make students more active and enjoyable in learning English. Thus, the objectives in this research is to determine the techniques used by teachers in teaching English at SMPN 1 Barangka.

**METHOD**

This study used a qualitative descriptive method to describe the data collected in the field. The subject of this study is one of three English teachers at SMPN 1 Barangka who teach in grades seven, eight, and nine. Purposive sampling was used to select subjects because they met certain characteristics, such as the teacher's desire to be a resource person, the teacher's extensive experience teaching, and the researcher and teacher's good relationships. Data was gathered using observation and interview sheets. The data analysis technique used in this study was based on Miles, Huberman, and Saldana (2014) theories, which indicate that data analysis consists of three steps: data

condensation, data display, conclusion drafting or verification, and be equipped with data triangulation.

## FINDING AND DISCUSSION
## FINDING

Observation were conducted in five classes namely class VII[1], VII[2], VII[3], VII[4], VII[5] during seven meetings in four weeks. In conducting the observation, the researcher used observation sheet that had been validated by expert. Based on the result of the observation sheet, the researcher discovered several techniques that were the teacher applied when teaching English in the seventh grade as presented in the following table:

Table 1. Teacher techniques in teaching English

| No | Teaching Techniques |
|----|---------------------|
| 1 | Repetition Drill |
| 2 | Memorization |
| 3 | Small Group Discussion |
| 4 | Transformation Drill |
| 5 | Question and Answer |

The first observation in class VII[2] on Wednesday, September 29th, 2021. In the observation of the teacher shows several activities, such as: The teacher teaches material about greetings. Before explaining the material, the teacher first ask the student's understanding of greetings. After that, the teacher explained the material. Then, the teacher ask for the student to repeat the dialogue of the conversation that has been given together with his friend in front of the class. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, and repetition drill techniques.

Second observation in class VII[2] on Thursday, September 30th, 2021. The teacher performs several activities, such as: The teacher reviews the material at the previous meeting. After that, the teacher began to teach new material by mentioning the names of the days and their meanings. Then, teacher ask for the student to repeat the correct pronunciation of the names of day after the teacher. Next, the teacher ask the student if it can be memorized or not. Students are given time to remember the names of the days. Then, the Teacher asks the students to memorize the names of the days and their meanings in front of the class. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, memorization techniques, and repetition drill techniques.

The third observation in class VII[3] on Thursday, September 30th, 2021. Researcher found activities carried out by teachers, such as: Teachers reviewed the subject matter at previous meetings. After that, the teacher began teaching new material about expressing apologize. The teacher mentions expressing apologize and translating them. The teacher ask for the students to repeat mentions expressing apologize. Next, the teacher ask the students whether the expressions expressing apologize have been understood or not. To find out the student's understanding, the teacher ask for the student to memorize expressing apologize in front of the class. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, memorization techniques, and repetition drill techniques.

Based on the fourth observation in class VII[5] on Tuesday, October 05th, 2021. The teacher's activities in the classroom are: The teacher reviews the material on previous

meeting. Afterwards, the teacher explained the new material about To Be. Then, the teacher ask the student what mean from She, It, and He. The teacher ask the student again, an example sentence of the use of To Be who given whether the sentence is positive, negative, or interrogative. Then, the teacher ask for the students to change the example of the previously given sentence (positive sentence) into a negative sentence and interrogative sentence. At the end of the lesson, the teacher ask for the class captain to form a small group of 4 or 5 people in one group and given the task. They were asked to make positive, negative, and interrogative sentences related to the use of To Be and presented at the next meeting. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, transformation drill techniques, and small group discussion techniques.

Based on the fifth observation in class VII[1] on Friday, October 08th, 2021. Researcher follow the teacher's activities in the classroom as follows: Before presenting the group assignment, the teacher reviewed the material about To Be that has been taught at the previous meeting. Then, the teacher ask for the student to sit according to the small group that has been formed at the previous meeting. Next, the presentation starts with the group being shown at random. The teacher asked the student for individual presentations. Before the lesson closed, because there were only a few students who completed the presentation and students do not really understand the material presented at the previous meeting, the teacher gave the assignment to the students about use of To Be are, was, and were. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, and discussion techniques.

Based on the sixth observation in class VII[4] on Tuesday, October 12th, 2021. The teacher's activities in the class are as follows: The teacher invites students who have not completed their presentation at the previous meeting for percentage immediately. Next, the teacher teaches the material about Grammar: adjective (synonym-antonym). The teacher mentions several examples of synonym-antonyms adjectives and gives examples sentence of adjective grammar. Then, the teacher ask for the student to change the example sentence that have been given in the form of a negative sentence and interrogative sentence. After that, the teacher ask for students to form small group, in one group consisting of 4 or 5 people. Then, the teacher ask for each group to write synonyms-antonyms adjectives, 10 or 20 adjectives. Then, the teacher ask for the students to memorize the adjectives they have written in front of the class. Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, small group techniques, transformation drill, and memorization techniques.

The last observation in class VII[4] on Thursday, October 21st, 2021. The teacher's activities are as follows: The teacher reviews the This is me material that has been studied at the previous meeting. Teachers invite students to present this is me task one by one in front of the class. At the end of learning, the teacher give the student a task to write down verbs, adjectives, and nouns. In addition, teachers ask for students to search English profession vocabulary that is in accordance with the future goals of the students (e.g. teachers, lecturers, police, and others). Based on the learning process in class, the researcher concluded that the teacher applies the question-answer techniques, and memorization techniques.

Based on interview with the English teacher of seventh grade on October 05th, 2021 it was found that the techniques applied by teachers are discourse method, question and answer techniques, and discussion techniques to help improve students English understanding. During the interview, the English teacher stated:

> *"Speaking of technique, if we talk about K13 of course we are going to a scientific approach, there must be something called discovery learning or inquiry, but because of class VII especially in this area, students still lack knowledge especially in learning English. So I use mixed techniques. Mixed here means still using the old technique. The discourse method and the question-answer techniques. After I discourse and give an explanation, after that I asked them but sometime's I also mixed it with a cooperative approach. For example, cooperative techniques such as creating groups. So I just adjusted".*

In addition to the application of discourse method, question and answer techniques, and discussion techniques, the teacher also used drill techniques which is considered the most effective to help seventh grade improve their English skill. As said by the teacher during the interview:

> *"For the seventh grade level, especially in this area, in my opinion the most effective techniques is the drill techniques, which means practice techniques, repeat and repeat".*

According to the teacher, with a limited time of only 2 x 40 minutes in the classroom and students do not train themselves to speak English in their daily lives, then an effective technique is drill technique. The reason is because drill technique is one of the practical techniques that can help to familiarize and train student memory. As the teacher said in the interview that:

> *"The reason is because we know English is a foreign language, it's impossible for them to want to use it in everyday life. Moreover, the time is limited to only 2 x 40 minutes in the room, so the drill technique is expected to make it easier and faster for students to understand learning. I also press them to repeat, repeat, and repeat learning".*

**DISCUSSION**

Based on the findings of observation and interview with the English teachers of seventh grade at SMPN 1 Barangka, it can be known that teachers use several kinds of techniques in the English learning process, including repetition drill, memorization, small group discussion, transformation drill, and question-answer.

Repetition drill

Teacher apply repetition drill techniques because the techniques the mosteffective for students, where student will become familiar with the use of English. According to Aini, et al., (2020), repetition drill is an effective technique to help students learn English, where the teacher pronounces words/sentences repeatedly in a clear voice and is followed by students. Repetition drill technique can also be used to help correct student mispronunciation and reduce the fear of making mistakes, can encourage student's confidence, and can create good grammatical sentences (Kuliahana & Marzuki 2020).

Memorization

Teacher apply memorization techniques to help students master the material quickly, help students' memory, and can encourage student's activeness in learning activities. According Nasrollahi & Mouziraji (2015), memorization can be categorized as one of the techniques that can help students gain language science (linguistics). The same opinion, according to Oanh & Hien (2006) states that Memorization is one of the

techniques in the study that helps learners to gain understanding of English easily and quickly, provided that the technique is applied appropriately and students can apply actual in English communication based on what has been memorized and learned. Ozkan & Kesen (2008) states that Memorization can help learners remember information that focuses on storing and obtaining that information.

Small group discussion

The teacher applied the small group discussion techniques to train student's to analyze or think about solving a problem that is solved with their group friends. However, the small group discussion that teacher apply here is that students only solve small problems such as just exchanging ideas with their friends about vocabulary they don't know and only searching for basic words (verbs, adjectives, etc.) in the dictionary with their group friends. This is done, considering the student's English skills are still very minimal so it does not allow students to argue about big problems/issue opinions with other groups or solve big problems from problems provided by teachers. Ermi (2015) said that discussion is a way of conveying learning materials, where teachers with students or students with students exchange opinions or thoughts, so that it can foster students' motivation to think or put out ideas about something. Rosmida (2017) stated also that the discussion technique is the presentation of material or how to teach teachers through a problem or question, where students must analyze, dig, or debate the topic/problem then finally resolved together based on the decision that has been taken, this method can be done in classical form or small groups.

Transformation drill

Teacher use transformation drill techniques to familiarize students with the pattern of sentences taught and can understand their use. According to Setiyadi (2020), transformation drill is one of the teacher techniques that requires students to change certain types of sentence patterns such as positive sentences to negative sentences or to interrogative sentences according to grammatical rules and according to directions from teachers.

Question and Answer

Question and answer techniques are used by teacher to examine student's understanding of the material that has been taught, as well as encourage student liveliness and creativity during the learning process. The question and answer technique utilized by the teacher here is more focused on oral communication rather than written communication, as seen by the teacher asking and answering questions. Sudjana (2009) stated that the question and answer techniques is the most effective and efficient method in shaping student creativity during learning activities, and this method can be implemented in the form of individuals, groups and classically between students to teachers, students to students, teachers to students so that the learning goals expected will be more easily achieved by students. In addition, question and answer techniques can provide opportunities for students to express their opinions, as well as motivate students to cultivate their curiosity (Manik, 2020).

**CONCLUSION**

The researcher concluded that the techniques used by English teachers in the seventh grade at SMPN 1 Barangka are question and answer techniques, repetition drill techniques, memorization techniques, small group discussion techniques, and transformation drill techniques based on the research findings. The teacher employs these techniques in order to improve student's English pronunciation, improve memory power or student's English vocabulary, to acquaint student's with using English, to

improve student's knowledge of instructional materials, and to train students to think about problem solutions. The English teacher in seventh grade choose these techniques depending on the student's English ability.

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