

CHAPTER I

INTRODUCTION

1.1. Background of the Study

As a developing country that needs the development of the human resource, government decided that English is necessary to be taught in its educational system. Giri Kartono said that based on the resolution no 096/1967 of the ministry of education and culture on December 12, 1967, “English is the first foreign language in Indonesia”. The importance of learning English is to develop the human resource in Indonesia in order to face the development of technology and also to face the challenges abroad. In order to support the development of the country and nation, according to the decree of minister of education and culture of the Republic of Indonesia no. 096/1967, Halim (1981:128-129) stated that “English is the first foreign language that has the first priority to be taught in educational institutions.”

As English become one of the lesson subjects, the teacher takes the main role in the management of the teaching-learning process. The teacher also plays a major role in determining the effectiveness of teaching-learning process. Janice Yalden (1987:52) stated that the teacher of a second language was operating now in a self-contained universe, separated from the rest of the curriculum to a very large degree, and performing a mechanical and relatively passive task a little more than a good model. However, as stated by Pradnya Patet and Meera Oke (2003:25), the art of

teaching develops from a hands-on experience of applying the scientific knowledge in individual cultural contexts, recognizing the impact of individual personality characteristics and reflecting on practice.

The process in teaching-learning process cannot be separated from the importance of the teaching techniques used by the teachers. Teaching techniques is the teacher's way to deliver and explain the teaching material in order to achieve the students' well-understanding toward the lesson. The explanation of the teaching techniques cannot be separated from the term of teaching methods. According to Diane Larsen-Freeman (1986), a method is a super ordinate, comprising both "principles" and "techniques." The principles involve five aspects of second or foreign language teaching: the teacher, the learner, the teaching process, the learning process, and the target language. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioral manifestation of the principles.

Here, the writer chooses to observe the teacher's techniques in teaching English because the writer thinks that it is important to know how is the teacher's doing during the teaching-learning process. The writer chooses to observe the teacher's teaching technique in SMAN 17 Surabaya, because it is a developed school which has a good competency in English.

1.2.Statement of the Problem

What kinds of teaching techniques were used by the teachers to teach English to the eleventh grade students in SMAN 17 Surabaya?

1.3.Objectives of the Study

Based on the problem statement above, the objective of the study is to find out what kinds of teaching techniques were used by the teachers to teach English to the eleventh grade students in SMAN 17 Surabaya.

1.4.Significance of the Study

Since a teacher takes a main role in the teaching-learning process, the writer wants to observe what kinds of teaching techniques were used by the teacher to teach English to the students. The writer hopes that the result of this study can give a clear explanation of the teacher's techniques in teaching English to the eleventh grade students in the SMAN 17 Surabaya.

1.5. Scope and Limitation

This study is limited to observe two teachers in SMAN 17 Surabaya who teach English to the eleventh grade students.

1.6.Definition of Key Terms

The writer feels that it is important to give the definition of key terms used in this study in order to avoid misinterpretation or misunderstanding.

Teaching Techniques: The behavioral manifestation of the principles – in other words, the classroom activities and procedures derived from an application of the principles. (Diane Larsen Freeman: 1986)

Eleventh grade students: a few years ago, the students in eleventh grade were well-known as the second grade students in senior high school. Recently, the second year students in senior high school are called as the eleventh grade students.

1.7.Theoretical Framework

In giving the theory, the writer tells about language teaching-learning theory, approaches and methods, and teaching technique.