

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is a set of symbols with particular rules which are used by people as communication tools in their life. It is commonly used to express feeling, and to convey meaning or thought either in direct or indirect way. There are many languages being exist and most of them are still being used in communication nowadays. Those languages are part of cultures and also viewed as signs of urgency of human beings to think and learn. As stated in Holy Quran, Ar Rahman verse 1 – 4:

الرَّحْمٰنُ ۱ عَلَّمَ الْقُرْءَانَ ۲ خَلَقَ الْاِنْسَانَ ۳ عَلَّمَهُ الْبَيَانَ ۴

The diversity of language as well as human culture draws up a gap which eventually will make communications among people from different nations become harder. Still, it is an obstacle which is possible to overcome as long as people recognize, think, and learn of it. As stated in Holy Quran, Al Hujarat verse 13:

يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤئِلَ لِتَعَارَفُوْۤا اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ ۱۳

The verse explains that Allah created human in many different nations with cultures and language. It also explains that Muslims are asked to know each other. Of course, in its process, languages are certainly needed in order to make the same understanding when communicate each other.

It is an undeniable truth that many people live and they are divided into nations, tribes, and they speak different languages. However, there are some certain languages which are acknowledged as popular, widely-used languages. One of them, the most well-known one is English. It is used by many people in various countries and hence, it is called a global language.

English is a language used internationally by people in many life areas. Due to that, it has gained crucial position in life. Thus, it has become such compulsory language to be mastered by people who want to communicate to others well. In our country, Indonesia, English is treated as foreign language. In Indonesian educational life, it is taught in both formal and informal institutions. It is related to United Nations Educational, Scientific, and Cultural Organization (UNESCO) Linguapax project which is dealing with language teaching for international understanding. The result of this project is Linguapax Kiev Declaration containing four recommendations to foreign language teacher as follows:

1. Be aware of their responsibility to further international understanding through their teaching.
2. Increase language teaching effectiveness so as to enhance mutual respect, peaceful coexistence, and cooperation among nations.
3. Exploit extracurricular activities such as pen-pal programs, video exchanges, and overseas excursions to develop international understanding.

4. Lay the basis for international cooperation through classroom cooperation using language-teaching approaches responsive to students' interest and needs. (UNESCO 1987)

Those four points above clearly emphasized that foreign-language mastery are needed and has to be gained so that the ideal situation among nations may eventually occurs. In order to improving foreign-language mastery, a foreign language teacher better to apply those afore-mentioned recommendations.

Now, one of the issues toward foreign-language teaching in Indonesia is teachers' competence. Many programs have been done and still running in order to improve teachers' competence such as training. Yet, in particular area – in this case, English – teachers often face hard situations in teaching since they are not the native users of the foreign language. Say, no matter how good someone's pronunciation is yet it is still different compared to the native speaker's. That is why, the media which is used in English classroom activity is supplemented with the one presented by native speaker, such as audio file for listening or pronunciation class.

In SMK Muhammadiyah 3 Banjarmasin, English is included as compulsory subject. And since September 2013, there was a native English-speaking teacher and it was stated that she will be there for about eleven months. Her name is Chelsea Anne Hochstetler, a Fulbright English Teacher Assistant.

The Fulbright English Teaching Assistant (ETA) Program places recent college graduates and young professionals as English teaching assistants in primary and secondary schools or universities overseas – improving foreign students’ English language abilities and knowledge of the United States while increasing the U.S. student’s own language skills and knowledge of the host country.

English teachers in that school highly expect that by having a Native English-speaking teacher will help to improve their students’ English competence; especially in speaking skill. So, they try their best to cooperate with the Native English-speaking teacher. Moreover, they make a special activity for English teaching called English Conversation Club. It is a special class conducted on Wednesdays after school. It is as expected from the grantees of ETA programs to engage in supplementary activities such as independent academic, vocational, or community service project.

In ECC – English Conversation Club, students are expected to speak using English more actively and communicatively. It is also one of the aims that this will be a good environment for using English in natural communications. It is very important since the school is vocational one and that requires the teaching and learning activity to be conducted practically, so that the students apply the knowledge and skill they both have learnt, and are learning.

Based on the background information above, the writer is interested to observe and conduct a research entitled **“TEACHING TECHNIQUES USED BY NATIVE ENGLISH-SPEAKING**

TEACHER AT ENGLISH CONVERSATION CLUB IN SMK MUHAMMADIYAH 3 BANJARMASIN.”

B. Research Questions

1. What are the teaching techniques used by the Native English-speaking teacher at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin?
2. How did the Native English-speaking teacher apply those teaching techniques at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin?

C. Objective of Study

The purpose of the research is to investigate the teaching techniques used by Native English-speaking teacher and how they were applied by the native speaker teacher at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin.

D. Significance of Study

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge about how a Native English-speaking teaches in English Conversation Club.
3. Contributing information for English teachers to improve the teaching and learning English.

4. Providing information and considerations for future researchers.
5. Enriching literary source of Antasari State Institute for Islamic Studies Banjarmasin library.

E. Definitions of Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer will clarify the title as follows:

1. Native English-speaking teacher; a grantee of Fulbright ETA program named Chelsea Anne Hochstetler whom placed in SMK Muhammadiyah 3 Banjarmasin.
2. Students; all the students who join English Conversation Club at SMK Muhammadiyah 3 Banjarmasin.
3. English Conversation Club (ECC); a special program which is conducted by Native English-speaking teacher through support and cooperation of SMK Muhammadiyah 3 Banjarmasin.
4. Teaching techniques; certain ways used by Native English-speaking teacher in teaching English at ECC in order to improve students' ability in English speaking.