

English Teaching Techniques and Media Used in Indonesian Islamic Junior High Schools

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Abstract

This study aims at describing the teaching English Teaching Techniques and media used in Indonesian Islamic Junior High Schools. The research is a descriptive qualitative study. The data was collected by using some instruments, namely observation sheets, documentation, field notes, and interview guide with the English teacher as well as students of eighth grades. The findings that the English teacher used warm up, setting, organizational, content explanation, role play demonstration, checking, question answer display, translation, dictation, copying, identification, recognition, review and testing, which are included in controlled techniques. Then, information transfer, information exchange, wrap up and preparation in semi-controlled techniques. Next, role play, interview and discussion were included in free techniques. Meanwhile, teaching media that were used by the English teacher were pictures about unique house and white board, which was included in visual and projected media. Next, textbook and English dictionary for printed media; then, role play as games media. The interviews with the students reveals that the teaching techniques and teaching media that were used by the English teacher were very interesting and suitable with the material in the textbook. Moreover, the interaction between the teacher and the students in the classroom was very attractive during the English lesson.

Keywords: English Teaching Techniques, Media, Islamic Junior High School

1. Introduction

A good interaction between teacher and students within a classroom cannot be separated from teacher's role. Many of English teachers in schools usually have their roles in teaching English as a foreign language. According to Brown (2007), the teacher has the chance to play many roles in the teaching process, such as being parents for the children, then the teacher can not only be satisfied by only playing a role. It proves that the teacher is free to choose the kind of roles that they want to be in the classroom. Moreover, Harmer (2001, p.73) conveys that the teacher who is teaching in the classroom has several roles according to the activities at that time such as being a controller, organizer, prompter, participant, resource, tutor, observer, assessor, and so on. Based on this theory, the teacher can play the roles or switch from a role to another role depending on activities in the classroom.

Being a teacher is not only being smart in playing the roles. The teacher should know about the material and the way the material can be delivered. Reed (2003, p.3) stated that “Becoming an effective teacher requires development of three general skills: 1) knowledge of what is to be taught, 2) an understanding of how people learn what is to be taught, and 3) the ability to convey knowledge and skill from the teacher to the students.”.

The teacher should have techniques to handle the students in the classroom. Based on Brown (2007) techniques in teaching that teacher should apply in classroom are including task, activity, procedure, practice, behaviour, exercise, and even strategy. It means that, besides the teacher being familiar with the material, it's also important to know effective ways in delivering the material to the students.

Besides the teaching process, the English teacher should know about learning process in the classroom. According to Yamin (2008) the teacher should have the responsibility to help the students, solve the problems, and guide the students by using concepts, principles, and theories in the classroom. Because of that, the students can learn and construct their ideas in the classroom by active participation in learning process based on constructivism.

Based on reality of teaching and learning process, the teacher usually needs a media in teaching process. It will help the teacher to easily deliver the material to the students. According to Arsyad (2013), media of learning includes the teacher, the text book, and the environment of school. It can conclude that the media is a tool which is used to transfer information to become easier than before. Specifically, as said by Gagne' and Briggs (1975, cited in Arsyad 2013, p.4) media in teaching and learning process is a tool which is used in teaching and learning process to deliver the material, such as book, tape recorder, cassette, camera video, recorder, movie, slides, and so on. In other words, media in teaching learning process is a component of learning source which can stimulate the students to have successful learning.

According to the explanation above, the researcher did the research at Islamic Junior High Schools namely MTs Surya Buana Malang especially on the eighth year students to analyse the teaching activity, where the focus of the research is on the use of teaching techniques and teaching media in English teaching and learning process. It is a great chance for the researcher to conduct this research in this school after the school achieved an accreditation of A. Furthermore, this school is one of the schools which applies the bilingual principle and “back to natural learning” in teaching learning process. It means that when teaching learning process proceeds, the teacher gives the opportunity for the students to have participation in figuring out the concrete examples in the nature.

After looking at the background of this school, MTs Surya Buana Malang also has another concept by using triple R (Reasoning, Research, and Religious) in teaching learning process. The triple R concept will make the students have creative thinking to solve a problem. On the other hand, this school also uses SRB (Sistem Raport Bulanan) to report the result of the students after study for a month by using try out, and the English teacher also uses Curriculum 2013 as the guidance in teaching. Those are the basic concepts that are used by the teacher to make the students have active participation when they are studying in the classroom. Those reason above guides the researcher to choose the school to be the setting of the study (Hartono, 2017).

Moreover, there are several theories that are used by the researcher to conduct this study in MTs Surya Buana Malang. Those are about teaching techniques, teaching media, and characteristic of the media. For the teaching techniques, the researcher will use a theory about teaching techniques for language teaching from Crookes and Chaudron (1991, cited in Brown 2007, p.185-186) which are categorized in controlled techniques, semi-controlled techniques, and free techniques.

Then, other theories about the classification of teaching media by Seels & Glasgow (1990, cited in Arsyad 2013, p.35) which will categorized for two big groups of teaching media such as traditional media (visual silence projected, visual unprojected, audio, multimedia, visual dynamic projected, printed, games, and realia) and cutting-edge technology media (telecommunications-based media and microprocessor-based media).

The researcher used those theories above for this study because the theories are complete and fulfill about the teaching techniques and teaching media that were used by the English teacher.

Other theories that supported this research are learning process especially about constructivism learning by Jean Piaget (1970, cited in Yamin 2008, p.8) and Vygotsky (1924, cited in Thobroni 2015, p.95). Then, Gerlach & Ely (1971, cited in Brown 2007, p.15) which is about characteristics of teaching media that consist of fixative property, manipulative property, and distributive property. Those criteria above described the teaching techniques and teaching media that were used by the English teacher in MTs Surya Buana Malang

2. Research Methodology

The researcher used descriptive qualitative approach to investigate this study. The study focused on the English teaching process in MTS Surya Buana Malang. It is an Islamic Junior High School in the city of Malang, East Java, Indonesia. Berg (1954) stated that “qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things”. That statement supported this research to conduct the descriptive qualitative as a method because, in descriptive qualitative, the study should be described, using instruments such as interview data, observation data, documentation, and audio visual as said by Creswell (2013). So, the essential of descriptive qualitative is actually more focused on describing the phenomenon without the analysis of numbers.

There are five classes especially observed for the eighth grades, but the researchers only took two classes which are A-Class and D-class as the setting of this research. It was also based on the suggestion of the English teacher. The reason of the researcher for choosing this school as the setting of the research was because this school was the school which has already won in English competitions, especially on speech contest and English Olympic of East Java. On the other side, the school is also using learning concepts “back to natural learning”, Curriculum 2013, and triple R (Reasoning, Research, and Religious) in teaching learning process. Those are the basic concepts that were used by the teachers to make the students participate actively when they study in the classroom

2.1 Questionnaire Design and Data Collection

The data was collected by observation sheets, field note, and interview guide for the English teacher and the students, also documentations especially in the form of audio, pictures, and video. The observation sheets had been used by the researcher during the observation within the classroom. The field note was used to note the teaching process which happens when observing in the classroom. Then, the researcher used interview guide for the English teacher and the students to help clear the objective of the study. Afterward, the documentations during the observation were supported by the observation to collect the data. Accordingly, these instruments had the function to clarify the phenomenon by gathering the data on English teaching and learning process.

2.2 Data Analysis Method

The researcher conducted the observation during the English teaching and learning process in the classroom. The form of observation sheets was checklists for the researcher to collect the data in an easier manner. The researcher observed the teaching and learning process in order to get the real data about teaching techniques and teaching media that was used by the English teacher. The observation sheets consist of two parts where the first sheet was about teaching techniques that were used by the English teacher, and the second sheet was about teaching media which was used by the English teacher. The form of observation checklist was adopted from Brown (2007) and Arsyad (2013) and it was about teaching techniques and teaching media

3. Analysis Results

3.1 Organisations' Profiles

In teaching techniques used in Indonesian Islamic Junior High Schools, the researcher presents the finding of the study based on the observations sheets, documentations, field note and the interview guide. In overall meetings, the English teacher repeated some teaching techniques in teaching English.

For the first meeting of A-class on July 26th, 2016 the English teacher used warm-up activity to make students more enthusiastic in joining the lesson, setting made the students focused on the topic at that day, organization made the students more disciplined and explaining the purpose of the lesson, and checking to check the students' homework.

After that, various techniques were like content explanation, question answer display, dictation, translation, copying, information exchange and preparation in main activity. Another technique which was also conducted by the teacher was checking and wrap-up for post activity to make a review for the students who already learned on that day.

3.2 Results for Lean Readiness Level

Then, in the first meeting for D-class on July 27th, 2016, the researcher discovered that, in pre activity, the English teacher used warm up activity, setting and organization for the beginning of lesson. The English teacher continued with content explanation, question answer display, dictation, copying, identification, recognition, and discussion about the material “Adverb of Frequency” in main activity. After the main activity was done, the English teacher checked the students’ exercises as included in post activity. The second meeting for A-class on August 1st, 2016 showed that the techniques used by the English teacher were warm up, setting, and organizational in pre activity. The lesson of that day was about “Descriptive Text”, so the English teacher had a plan to make role play for the students based on real characters such as architect and customer. The next techniques used were content explanation about the material at that day, role play demonstration by the English teacher and students to illustrate the role play, question answer display between teacher and students, copying, identification, testing, information transfer, preparation, role play, interview and discussion within main activity. In discussion technique, the students’ participation was good because they had a chance to discuss about a unique house by using role play characters like architect and customer. The last activity was post-activity that included checking by the teacher for task that students did at main activity such as customer interviewing the architect and writing the answers on the student’s book.

Next observation was on August 2nd, 2016. It was the second observation at D-class. The researcher figured out that the English teacher used teaching techniques, such as warm up, setting and organization in pre activity. Those techniques were used by the teacher to make students enjoy the class. Then, in main activity, the English teacher used content explanation about the material descriptive text and continued with role play demonstration, question answer display, dictation, copying, identification, testing, information transfer, preparation, role play, interview and discussion. Those were techniques conducted by the English teacher in main activity about the material “Descriptive Text”. The students had active participations in main activity. They enjoyed role playing based on the characters and the English teacher gave them scores based on their performance. It was included in post activity.

Third meeting for observation at A-class was conducted by the researcher on August 3rd, 2016. In A-class, the English teacher used warm up, setting, and organization in the beginning of the class especially for pre activity. Then, continued by role play demonstration by the English teacher, question answer display by teacher and students, identification, review, testing, information transfer, preparation, role play, interview and discussion. Those were as activities in main activity. In question answer display, the students were active in making questions for the teacher about the role play and the teacher could answer the question clearly. Next, in role play and discussion, the students who act as architects had a chance to be active and express their answer to convince the students who played the character as customers. For the last activity (as the post activity), the English teacher did wrap up to review about the material that the students learnt about at that time. Furthermore, the English teacher checked the role play to give scores for the students by observing the students’ performances during the role play.

3.3 Hypothesis Testing

The last observation by the researcher was conducted on August 4th, 2016 at D-class. The techniques that were used by the English teacher were almost same with the second observation of D-class such as warm up, setting and organization for pre activity. The teacher always used these techniques in the beginning because the techniques made the students more disciplined and feel more joyous to join the class. In main activity, the English teacher used content explanation, question answer display, copying, identification, information transfer, preparation, role play, interview and discussion. In main activity, the students’ participation was good and they were active in question answer display. The students saw and paid attention to the English teacher when the teacher explained about how to make paragraphs by using the answers of “architects” in the last meeting. After that, in post activity, they checked and gave scores for the task that were finished by the students, also wrap up by the English teacher to review about the material that the students already learnt at that time

4. Discussion of Results

In addition, there was also the result from students' interview of A-Class about teaching techniques. Most of them stated that they really enjoyed the techniques that were used by the English teacher. The students also felt that English is a component that is really important for when they want to go abroad and communicate with people using foreign language. The teacher was successful in making the students more enthusiastic to learn about English because the techniques involved the teacher and the students' participation during the English lesson. Then, the students also had active participation by joining the role play. Meanwhile, most of the students of D-Class also gave the good response about the teaching techniques. They said that the teaching techniques made them more easily to understand about the material, motivated, and not only focused on the material but they could participate in learning process too. The techniques also avoided the students from getting bored within the classroom. But, sometimes, the students also had several obstacles when learning English subject, such as having difficult vocabularies and hard pronunciation. Hence, the expectation of the students' frequent practice of English outside or asking about it to the English teacher.

However, the English teacher also helped by using teaching techniques when teaching English. She usually used the teaching techniques to make the material more understandable by the students. The English teacher had several techniques that were usually used when teaching English to engage students: they were cooperative learning, discussion and role play. Moreover, the English teacher liked to teach the students by practicing and then elaborating the material to the students.

Based on the findings received from the observation, documentation, field note, and interview in teaching techniques, the English teacher used teaching techniques that belonged to Crookes and Chaudron's theory in 1991. Warm up, setting, organizational, content explanation, role play demonstration, checking, question answer display, translation, dictation, copying, identification, recognition, review and testing are all included in Controlled Techniques. Controlled techniques are the techniques that make the teacher as the centre of teaching and learning process within the classroom. Most the activities in controlled techniques are structured by the teacher. Then, Semi-Controlled Techniques were used by the English teacher, such as information transfer, information exchange, wrap up and preparation. The definition of Semi controlled techniques is the techniques that involve the teacher and students activities. Next, there were role play, interview and discussion which were included in free techniques. Based on Crookes & Chaudron (1991, cited in Brown 2007, p.185), free techniques are the techniques that make students be centred, communicative and be free rather than controlled techniques.

Moreover, based on the finding above, the English teacher used 2013 Curriculum and Syllabus as the guidance of the teaching and learning. It means that the English teacher followed the policy of Ministry of Religion Affairs about education. The English teacher also taught the material based on syllabus. It could be seen on appendix 14 about syllabus which there is KD 3.7 that told about social function in descriptive text. Meanwhile, the English teacher also taught about "Descriptive Text" that contained "Adverb of Frequency", such as always, often, sometimes, and etc. Then, there was an activity like role play to describe the picture about unique house and after finished, the English teacher gave an instruction to the students to write it as a good paragraph. It was appropriate in KD 4.7 which is about creating a descriptive text based on the real life situation with social function. Furthermore, the English teacher also used Platinum textbook as the guidance for the teaching English subject.

However, the material that was delivered by the English teacher should be appropriate with the syllabus on Curriculum 2013. The syllabus serves as the standard and guidance in teaching and learning for general subject, especially when English subject has been considered by Ministry of Religion Affairs for reaching the goals of learning. But, at the same time, there were teaching techniques that were not really appropriate with the Curriculum 2013. Because, the English teacher mostly used the techniques from Controlled Techniques at that time. It means that the English teacher is still being centred in teaching and learning process, and it juxtaposed with the goals of the Curriculum 2013 in Indonesia.

According on the theory by Thobroni (2015), the teacher and student participation in the classroom are included in cognitive constructivism learning and social constructivism learning. In cognitive constructivism learning, the teacher gave the instruction for the students to conduct role play where the students became architects and customers. After that, the students can build their knowledge by accepting new information that they explored from

the picture about unique houses. So, the students had assimilation and accommodation as the important things in cognitive constructivism learning. This theory was popularized by Piaget in 1970.

Another kind of constructivism learning is social constructivism learning. The situation of the students that indicated it was when the students did the role play. In the role play, the real life was taking a part of the students' role within role play. When a student became an architect and another became a customer, they must match with the roles in real-life condition. Because, in social constructivism learning, the social environments are also took part in learning process. Then, social interaction between the students which happened when a customer interviewed the architect was also the important thing in part of social constructivism learning. The pioneer of this theory was Vygotsky in 1924.

Teaching Media Used in Indonesian Islamic Junior High Schools, this section explained about the teaching media that were used by the English teacher in teaching English subject. Based on the result of this research, the researcher found out that, in the first meeting of A-Class, the English teacher used a non-projected visual (such as the white board) to explain and clarify the material "Adverb of Frequency" in front of the class, then textbook by Platinum publisher as a guide to do the tasks and dictionary to translate difficult words for printed media. The second meeting of A-Class the teacher used the teaching media to support the lesson about "Descriptive Text" which was about pictures of unique houses by combining two techniques (such as question answer display and information transfer), then white board as the non-projected visual media mixed with copying technique. The other media were text book and dictionary as printed media, another media was role play as games in teaching English. Moreover, the teaching media that were used by the English teacher on the third meeting during main activity were pictures about unique houses that were used by the students' when role played. White board, text book and dictionary to support the students learning in class, also role play as a game to make students more entertained when joining the English class.

Meanwhile, the researcher figured out that the teaching media used by the English teacher in D-Class was not really different with the A-Class. In the first meeting of D-Class, the English teacher used white board to write examples of sentences and combined with techniques like question answer display, copying, and identification. Other media like text book and dictionary were also used by the teacher as guidance when teaching the students by combining recognition and discussion technique. Then, in second meeting the researcher found out the teaching media that was used in main activity such as text book and white board combined with content explanation and copying. Then, text book and dictionary supported the techniques like identification, preparation, and discussion. The last media was games such as role playing that was conducted by the students during the English lesson. For the last meeting in D-Class, the teaching media that were used by the English teacher were pictures, white board, textbook, dictionary and role play. The picture and white board were used as helping tools for when the students write about descriptive paragraph, then textbook and dictionary were used to help the students when the students have difficulties in learning. Moreover, role play was used to make the class more enjoyable by using games. The result of students' interview by A-Class about teaching media showed that the students are really interested in learning English since the teacher used the teaching media. The media like role play really made the students enjoy learning.

It is also suitable with the material about "Descriptive Text" which was given at that time. The media could make the students become active during the English lesson. Next, the result from students' interview on D-Class showed that the teaching media was really fun and made the students be more enthusiastic in learning English. The students could enjoy without only reading off the text book, but also could be creative by joining the game. Another reason was the teaching media that were used by the English teacher prevented the students from getting bored during the English lesson at the classroom.

Furthermore, the interview of the English teacher that was conducted on August 4th, 2016 gave some information about teaching media. The English teacher usually liked to teach English by using the teaching media such as scrabble, snake & ladder, crosswords and also videos. Because the media made the English teacher easier to deliver the material and achieved the aim of the learning also could encourage the students in learning English. The obstacles that were usually found by the English teacher, such as blackout and could not use LCD in teaching English at the classroom, then the teacher should use bilingual language to give instructions for the students who did not understand the language.

Based on overall findings started from observation, documentation, field note and interview, the researcher could interpret that the English teacher had used several kinds of teaching techniques, such as warm up, setting, organization, content explanation, role play demonstration, checking, question answer display, translation, dictation, identification, recognition, testing, information transfer, information exchange, wrap up, preparation, role play, interview and discussion. Then, the teaching media that were used by the English teacher were pictures about unique houses, white board, text book, dictionary and role play. In the same way, the media were also supported the teaching techniques that were used by the English teacher in teaching English. It could be seen when the English teacher used pictures of unique house in role play demonstration technique and role play technique, then white board in copying technique, after that in dictionary media for translation technique, while role play as a game media for discussion technique also role play technique.

By observing most of the teaching techniques and teaching media, the students who were attracted to join the English class, can understand materials better and be successful in making the students be more interested in learning English. Meanwhile, the English teacher also felt that the teaching techniques and teaching media made her teach English in easier and better ways. However, the teaching techniques and teaching media that were used by the English teacher could cover the obstacles and flaws in teaching English subject, so the students could enjoy the English class without being out of the topic.

From the findings above, the researcher found that the teaching media which was used by the English teacher matched with the theory from Gerlach & Ely (1971, cited in Arsyad 2013, p.15) which was about characteristics of the teaching media. One of the characteristics of teaching media which suit the teaching media used by the English teacher was fixative property. In fixative property, the media is able to reconstruct the event, phenomenon or the objects. These are the vital components in fixative property as one of the characteristics of teaching media. It could be shown by pictures about unique house that was used by the English teacher in material of "Descriptive Text". The students can reconstruct the media based on the knowledge within their mind.

On the other hand, there was another theory by Levie & Lentz (1982, cited in Arsyad 2013, p.20) about the purposes of teaching media. There were three kinds of purposes of teaching media which were suitable with the teaching media that were used by the English teacher, such as attention purpose, affective purpose, and cognitive purpose. The teaching media which was included within the purposes of teaching media was pictures of unique house and role play. It could make the students become more interested, focused, could also increase the emotions or attitudes of the students, and also make the students easier to understand about the goals of material in lesson.

Another theory that supported types of teaching media was by Seels and Glasgow (1990, cited in Arsyad 2013, p.35). Based on the theory, the teaching media that was used by the English teacher, such as pictures about unique house and white board, included non-projected visual media. For printed media, there were text book and dictionary that used by the students during the English lesson. Then, the games that were used by the English teacher were role play about architect and customer. Those are included in the traditional media which belongs to kinds of teaching media by Seels & Glasgow (1990, cited in Arsyad 2013, p.35).

5. Conclusion and Future Research Directions

After conducting the research and achieving the result of this study, the researcher concludes based on the findings and discussion. The first is about teaching techniques that were used by the English teacher in the classroom. The second is about the teaching media that were used by the English teacher for teaching English lesson.

Based on the finding and discussion, the teaching techniques that were used by the English teacher in teaching eighth graders were warm up, setting, organizational, content explanation, role play demonstration, checking, question answer display, translation, dictation, identification, recognition, testing, information transfer, information exchange, wrap up, preparation, role play, interview and discussion.

5.1 Practical Implications

Those various kinds of teaching techniques are included in controlled techniques, semi controlled techniques and free techniques. The researcher can conclude that most of the teaching techniques are really interesting and can make the students enjoy the lesson without being bored

5.2 Theoretical Implications

The teaching techniques were also appropriate to use with the material that were given by the English teacher, and they were also successfully conducted because, based on the observations, documentation, field note and interview, the students can pay attention to the English teacher and actively participate in the classroom

5.3 Limitations of the study

Another conclusion is about the teaching media that was used by the English teacher in teaching English lesson for the eighth-grade students. The researcher explained in discussion of the previous chapter that the various teaching media that were used by the English teacher are pictures of the unique house and white board as a visual and projected media, text book and dictionary as printed media, then role play as games media. Those are included within traditional media. The teaching media that were used by the English teacher in teaching eighth graders were really exciting. The media can engage the students to enjoy the class and be conducive during the English lesson. Moreover, the teaching media is appropriate for the material within the textbook because the English teacher used the teaching media as the representative of the material that will be delivered by the English teacher at the end of the lesson.

5.4 Future Research

There are also several weaknesses of this study, such as the plenty amount of the students in the classroom because, for a class, there are approximately thirty students within classroom. But on the contrary, as stated by the English teacher, normal English class only consists of up to ten to fifteen students in the classroom. Another weakness is how the students would disturb other students to make noise and chaos in the classroom after finishing their assignments. It would be better if the students who already finished their assignment to go back, sit down and keep silent until end of the class.

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