CHAPTER I
INTRODUCTION

This chapter explains about background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English becomes the most essential language in the world. Almost all people from many different countries around the world use it to communicate. Learning English as a foreign language is very important in Indonesia because English is the first foreign language put in education curriculum. English has been taught to Indonesian students since they are in the Elementary level. It shows of the importance of English in any scope of their lives.

Learning English involves four skills that have to be mastered such as speaking, reading, writing, and listening. Every skill has its own goal. To reach the goal the foreign learners need, among others, appropriate teaching techniques from the teacher. According to Brown (2001) a teaching technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing a lesson objective. It is one of the components in teaching and learning process. The teaching technique used by the teacher influences the learners’ comprehension of the materials. Besides, the technique used in teaching has an important role in making the learners active in using English. Therefore, it is suggested that the teacher uses the appropriate teaching techniques in the teaching and learning process.
However, it is necessary to present the empirical data about the importance of teaching technique. A research conducted by Wardana (2014) found that the English teacher’s techniques used in teaching English are Lecture, question–answer, pronunciation drill, song and using demonstration. While Faizin (2009) found out kinds of techniques, namely lecturing, direct experience, demonstration, game and discussion. It means that the teaching techniques used by English teachers in Indonesian schools may vary depending on the condition of the schools. Based on those research findings the solution to improve students’ low English ability depends on how the teacher uses the techniques in teaching English.

On the other hand, Teaching English to Young Learners is absolutely different from teaching English to old learners. Children or young learners are described as learners aged between six to ten or eleven years old. Young learners are natural learners because they are curious about the world around them and they learn by doing, active, and very curious explained by Halimi (2010).

Lately, some parents interested signing up their children to natural school, because the concept of nature school appropriate for their children in this era. They studying and playing in the same time and exploring the nature with the guidance from the teacher. Maryanti (2007) explained the concept of Nature school is a school based on the natural environment as a learning object. The school is different from another school in general, the school is able to accommodate all goal of education is liberating and fun. Nature school is one of the alternative education that uses nature as the main media as the students'
learning. Unlike regular schools that use more teaching technique in the classroom, students learn more in the open. In the natural school teaching and learning technique are more active use or action learning where children learn through experience.

Based on preliminary observation and interview on 11th November 2016, Madrasah Ibtidaiyah Al-ikhlas Kepanjen is applying concept of natural school with whole things inside, such as using shack and gazebo or garden as a place for studying and switching class accordance the lesson with the environment to make the learning process meaningful. English is taught in Madrasah Ibtidaiyah Al-ikhlas Kepanjen as main subject which promotes fun and joyful with the atmosphere because some of activities happen outdoor.

Therefore, from the explanation above the researcher is interested in observing the technique of teaching English used by the teacher at Madrasah Ibtidaiyah Al-ikhlas Kepanjen.

1.2 Statement of the Problems

Based on the background of the study above, the researcher formulates two problems:

1. What techniques does the teacher use in teaching English at Madrasah Ibtidaiyah bilingual Al-Ikhlas Kepanjen?

2. How does the teacher apply the techniques of teaching English at Madrasah Ibtidaiyah bilingual Al-Ikhlas Kepanjen?
1.3 Purposes of the Study

Based on the statement of the problems above, the purposes of this study are stated as follows:

1. To describe the kinds of techniques used by the teacher in teaching English at Madrasah Ibtidaiyah bilingual Al-Ikhlas Kepanjen.
2. To describe the way the teacher uses the techniques of teaching English at Madrasah Ibtidaiyah bilingual Al-Ikhlas Kepanjen.

1.4 Significance of the Study

The result of this study is expected to give some contribution to English teachers, students, and next researchers. As for English teacher, the results of this study are expected to give practical contribution concerning various techniques which can be used to teach speaking. The result of this study is not only useful for the English teacher but also for the headmaster and student.

The second is for the reader especially English students to learn English language well and the teacher to teach speaking well.

1.5 Scope and Limitation

The researcher realizes that it is necessary to limit the scope of this Research. The scope of this study is techniques teaching English and limitation is English teacher.
1.6 Definition Keys and Terms

In order to avoid misunderstanding and misinterpretation of this study, the following essential terms are defined:

*Teaching* is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown : 2007).

*Teaching technique* a teaching technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing a lesson objective. (Brown : 2001).

*Natural School* is a school based on the natural environment as a learning object. (Maryanti : 2007).