



**Indonesian Teachers Technique in Teaching English at Chariyatham Suksa
Foundation School, Chana, Songkhla, Thailand**

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Abstract

This thesis was aimed to find out teachers' techniques in teaching English and teachers' problems at Chariyatham Suksa Foundation School. This research was a mixed-method, which presented in a descriptive way to describe it. Teachers from Indonesia who thought in secondary school are conducted informants or subjects of this study, and last year students of the Secondary school of Chariyatham Suksa Foundation School are participants in this research. The researcher used observation, interview, and questionnaire to get data that needed. In analysis data, the first researcher identifies and checks data that be collected. After that, the researcher describes all data that got. Next, the researcher classifies data based on the research instrument, and the last is to interpret the data which gets. The findings revealed that in teaching English. Teacher A used and implemented games, organizational, dialogue/narrative presentation, and reading aloud techniques. Then teacher B used and implemented warm-up, content explanation, brainstorming, checking, and question-answer display techniques. Meanwhile, teacher A got a problem in lack of interest, lack of concentration in the class, lack of repetition and frequent practice of students, insufficient time, recourse and material, and students is defiant, rowdy, or distracting of others. Then teacher B got the problem of lack of concentration in the class, lack of repetition and frequent practice of the students and Insufficient Time, Resource and Materials.

Keywords: Teaching, Technique, and English

Introduction

Teaching is the educational process in which both the teacher and student participation in it, and its primary goal is to promote and support learning. It is

guiding, enabling the learners to learn and setting the condition for learning. According to (Douglas Brown, 2000), teaching is showing or helping someone to learn to do something, giving instruction guiding in the study, providing the knowledge, and causing to know and understand. In other words, It is concerted to share knowledge and experiences with the student by giving instruction and information to learn something to make the students understand the lesson, which is organized within a discipline to stimulus an intellectual growth of a person by another person. It covers the setting and condition or learning environment in the teaching process.

Many aspects should be considered by the teachers to make teaching the English process appropriately run. In teaching English, the teacher must expose the understanding of learners' ability to learn the English process. It will determine the philosophy of education, teaching style, approach, method, and classroom technique. In line with Oemar Hamalik stated there are seven aspects in the teaching process. They are instructional purpose aspect, teaching material aspect, method or strategy learning-teaching aspect, instructional media or aspect media, assessment method aspect is one crucial aspect, facilities supporting time, place equipment aspect, and worker aspect. The teacher or lecturer and student are factors that determine achieved or not that process. Based on the components above, the teaching process will be succeeded as for the teachers to have a strategy in the teaching process. To make the strategy works, the teachers need a technique to deliver the material, especially in teaching English. The teachers must choose a technique creatively for the students in teaching English as a Foreign Language (EFL).

In the teaching process, the teachers need a proper technique to deliver material and to build up student's abilities quickly, especially in learning English. According to (Douglas Brown, 2011), Technique is a specific activity manifested in the classroom that is consistent with a method and therefore was in harmony with an approach as well. In line with, Dullien and Priewe (Nakhornsri Supalak, 2016) stated that A teaching technique is implementation, and it is something that takes

place in language teaching or learning in the classroom. It is a detailed list of rules or guidelines for any activity; it is based on the description of steps, and can often be linked to a method or strategy. Therefore, the technique in the teaching process is an essential aspect for the teacher to transfer knowledge to the student. So, employing a style of technique will motivate the student to increase their English learning to be more productive. Teaching techniques used by teachers must be run with what the student is like. Richardson and Kring (1997) state that understanding which styles of technique certain types of students prefer can help teachers adjust their approach to meet the needs of their students best. So, by applying a useful technique in teaching English. Then, Teaching Techniques applied by teachers depend on teacher competence. The teachers should understand the ability of the students in deciding the teaching technique they used. It means that the teacher must consider what they should do before applying a technique in the teaching process.

However, based on the data from pre-observation that done by a researcher at Chariyatham Suksa Foundation School, Chana, South Thailand, researchers found that Thai students were not interested in communicating in English. Then, the researcher tried to invite them to speak English in daily communication, but they responded to it by the Thai language, even they tried to answer it by body language. Then, the researcher tried to force them to speak English, but they just gave a response with an English word they know. However, they understood everything that the researcher talked to them. It indicates that they know English, but they do not want to communicate in English.

Furthermore, the researcher found that Thai culture in communicating is interesting because they do not want to communicate with English. They tried to avoid when the researcher communicated in English. They responded with Malay, Thai languages, even they communicate by body language. They said that English is not their priority because it is not the proper use for them, and Arabic is more crucial for them because it is the Islam language. So, the English position in

Thailand is not essential for people. It caused Thai students are rarely practicing English in daily activities.

On the other hand, we know that in learning English process, practice plays an important role. The practice is given to the students to perform the task; he will learn the language quickly. According to (M.F. Patel Praveen M. Jainp 2008), behaviorists' psychologist, the habit is conditioned behavior. So, learning a language means forming a habit of using language. If we want to learn the language, we should take it into practice. Acquiring a new habit is the result of learning. Learning a second language means forming the habit of using English.

Next, the researcher interviewed an English teacher at Chariyatham Suksa Foundation school about English culture in Thailand, especially in the school. The teacher said that English took place in the curriculum of Chariyatham Suksa foundation school since the school held about 15 years ago, but the school did not give much importance to English. They preferred to learn Arabic because of more appropriate as Muslims. However, since the Asian economy Society (MIA) began, most of the schools tried to open an English program. English subject is compulsory in school. The government sets it from nursery students, kindergarten primary, secondary, and university levels. It means that English is more learned in Thailand than before. At least, they study English for about 12 years, but they cannot speak English fluently and smoothly. It happens because the environment does not support them to improve their skills in English.

Meanwhile, the school hires foreign teachers to teach English in school in order to improve student ability in English. Then, the researcher saw a teacher from Indonesia, who has a different culture, language, and experience in Indonesia and also learn about teaching English in Indonesian culture, taught English subject in Chariyatham Suksa foundation school. We know that in teaching the English process as a teacher, we need to know all of the things about Students' needs. It influences the technique they used in the teaching English process because the technique they applied in the class is based on their

experience and their knowledge and also students' needs. So, English teacher from Indonesia taught them at least like Indonesian culture.

However, the researcher saw other conditions when the researcher came to the class. The students were interested in teaching techniques used by the teacher who taught in English class. The researcher interviewed some students about their perception of teaching techniques used by the English teacher of Chariyatham Suksa Foundation School. Almost all of them gave a good response. They liked the teaching technique of their teachers in the English class. As we know (Sarlito Wirawan Sarwono, 1976) stated that Perception is observation in a brain about an object that we observe is the resulting ability to experienced organized. Their reason was that the English class is interesting. It caused the teachers to combine the technique in teaching the English process. They said that the teachers play games when the students feel boring although they did not understand very much about English.

The researcher also interviewed English teachers about the teaching techniques used by the English teachers. She gave a response that the teachers apply a different technique in the class. Their reason was to make English class enjoyable, and to avoid students feel bored in the teaching process. However, the teachers explained that they found some problems when they implemented a variation of technique in the class. Such as, the students did not understand the instruction given by the teacher, etc. The researcher interested in investigating this research entitled "**Indonesians' Teacher Technique in Teaching English at Chariyatham Suksa Foundation School Chana, Songkhla, Thailand.**"

Research Methodology

The kind of research was mixed-methods research. A mixed methods research design (Jhon W. Creswell, 2012) is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand research. According to (Gay L. R 1987), a research design uses both qualitative and quantitative data to answer a particular question or set

of questions. Mixed methods research combines qualitative and quantitative approaches by including both qualitative and quantitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between qualitative and quantitative research methods to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone. Developing explanations of social phenomena. It describes phenomena as they naturally.

It describes the condition of a variable in that situation. It means that mixed-methods is a research which is combining two kinds of research where the first thing is the researcher conducted about kinds of techniques in teaching English at Chariyatham Suksa Foundation School and problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School. Then, the researcher presents this research based on the real data which find in the field without some addition or assumption of the researcher and presenting it in the explanation form of descriptive method. After the researcher collected the data from the participants, the researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, document analysis, and others. To analyze the data from observation and interview, the researcher will analyze it by these steps; they are managing, reading, description, classifying, and interpreting. In the questionnaire, the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this study used the Linkert Scale, which was the most common scale that was used in measuring attitude, opinion, and perception of respondents toward subject the maximum score in the Linkert scale is 5 (five) and the minimum score is 1 (one). In scoring, the researcher counted the number of students who answered the item based on the questionnaire. In this research, to count the point, the researcher used a rating scale that has been explained before. The researcher divided the student's answers in a group with the same categories. It means the questionnaires were classified into each item question to check students' opinions about teachers' techniques in teaching English. The

second steps were that the researcher accounted for the score of the total frequency was divided with the total questions.

Findings And Discussion

Findings

What is the technique used by the Indonesian teacher technique in teaching English at CSFS, Thailand?

After observing the teaching techniques used by the teacher in teaching English at Chariyatham Suksa Foundation School Thailand, the researcher had found some data. The observation was done on June 21st -07th 2019

Table 4.0
Result of teaching technique used by the teacher in teaching English at Chariyatham Suksa foundation School, Thailand.

No	Techniques used	Activities	Observation
1	Games	Vocabulary and speaking skill	Twice
2	Organizational	Reading skill	Once
3	Reading Aloud	Reading skill	Once
4	Dialogue/Narrative presentation	Listening and reading skill	Once
5	Warm-up	-	Once
6	Content explanation	Grammar	Twice
7	Brainstorming	-	Once
8	Checking	Grammar	Once
9	Question-answer display	Grammar	Once
10	Review	The previous material	Once
Total observation			Ten times

The researcher observed ten times because the researcher found that both of the teachers used the same technique in teaching English. Teacher A used the technique of the game twice in a different time, and teacher B used the content

explanation technique twice in the first and the last videos. The researcher assumed that the teacher used the same technique in the next material. So, the researcher decided to stop the observation.

What are the problems faced by the Indonesian teacher technique in teaching English at CSFS, Thailand?

At this point, the researcher was using an interview to answer the second question, and the question is the problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand. The researcher had interviewed the teachers from Indonesia. The questions based on a theory about the problem in teaching English as the indicators. In the interview, the researcher used English. In this part, the researcher put the result of finding from the interview. Based on chapter III, the researcher used to interview and tape recorders as collecting the data. The interview has been held on July 7th and 8th, 2019. The respondents were the teachers from Indonesia who taught English at Chariyatham Suksa Foundation School.

Table 4.2
Result of The problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

No	Problems
1	Lack of interest
2	Lack of concentration in the class
3	Lack of repetition and frequent practice of students
4	Insufficient time, resource and material
5	Students are defiant, rowdy or distracting of other

The result can be seen from the indicator of the interview result, which is a questionnaire given by the researcher by Whatsapp application. The respondents answer it by Whatsapp recorder and WhatsApp message.

What student's perception toward the teaching technique used by an English teacher from Indonesia in teaching English at CSFS, Thailand?

Table 4.4
Result of Student's perception toward teaching technique used by an English

teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand

No	Techniques	Average Percentages	Students' perception
1	Games	70,9	Positive
2	Warm up	64,8	Neutral
3	Organizational	62,4	Neutral
4	Content explanation	74,2	Positive
5	Dialogue/narrative presentation	73,5	Positive
6	Reading aloud	69,6	Positive
7	Checking	70,4	Positive
8	Question-answer display	69,6	Positive
9	Review	64,8	Neutral
10	Brainstorming	71,3	Positive

The problems that are faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

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Table 4.3 Interview result

No	Teachers	Problems	Descriptions
1	A	lack of Interest	<ul style="list-style-type: none"> - The teacher said that the students study English because the parents force them to study English. - The teacher said that the students want to study because the teacher told the student that the material would hold in the examination.
			<ul style="list-style-type: none"> - The teacher said that English is not their mother tongue so that the students do not want to study by their selves.

		lack of concentration in the class	<ul style="list-style-type: none">- the teacher said that the male students have a negative attitude towards English, so the students did not understand the materials.- The teacher said that the teacher found that some students do not understand the materials.- the teacher said that the material is not attracted to their interesting.
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		Lack of Repetition and Frequent Practice of Students	<ul style="list-style-type: none"> - the teacher said that some of the students did not understand when the teacher reviewed the previous materials, especially for male students. - The teacher said that the causes of some of the students did not understand the previous materials because, first, they did not review the materials at home, and the second they did not come to the class and did not ask their friends.
		Insufficient Time, Resource and Materials	<ul style="list-style-type: none"> -t the teacher said that the big problem is they have no time to teach in the class because the school allocated the time 45 minutes for one material so that they cannot do a warm-up, etc.

Discussion

To find out the teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand. The problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School. The researcher finds some discussion based on the finding in the research field. They were the following:

The teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand

By observing the videos form of the teachers, the researcher completely collected the data needed, the teaching techniques used by English teachers,

in teaching English at Chariyatham Suksa Foundation School, Thailand in the field. The researcher found ten techniques used by the teachers; the techniques were games, organizational, reading aloud, dialogue/narrative presentation, warm-up, content explanation, brainstorming, checking, question-answer display, review.

The first technique used by the teacher was the games. According to Mercie Hall states that games technique is an activity that students are in a situation to gain an understanding of a concept that has rules, objectives, and elements of pleasure. In this activity, the students have an active involvement so that they will understand the concept and longer remember, but it takes a long time.⁷⁷ Furthermore, Mercie Hall states that there are some advantages to the technique of the game. One of the advantages of games is a fun activity. The game can motivate students to join the teaching-learning process. It can attract students' attention. So, it could be concluded that the teacher used this technique to make the students fun in studying English and easy to understand the materials given by the teacher.

The organizational technique was the second technique used by the teacher in teaching English at Cariyatham Suksa Foundation School, Thailand. According to Douglas Brown Organizational, the technique is Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of the lesson, assigning homework or any other out of the class task, etc⁷⁹ Furthermore, Crookes & Chaudron refer to class organization as a determining dimension that has a meaningful influence on language learning processes.⁸⁰ From this statement, the researcher concludes that the teacher used this technique in the class in order to make the learning process comfortable and easier to provide feedback. Then, it is the teachers' way to establish interaction among the students and the teacher.

The third technique used by the teacher in teaching English was reading

aloud. According to Bredekamp, Copple, & Neuman Reading aloud is the foundation for literacy development. It is the single most important activity for reading success.⁸¹ Sri Utari and Subyakto Nababan stated that some of the advantages of reading aloud techniques are training the students to scan texts. Then, make the students understand the text without wasting too much time into the background of the reading. Next, reading aloud support students' pronunciation skills.⁸² Based on this statement, the researcher concludes that the teacher used this technique in order to make the students good in reading skills. However, the teacher trained the students to improve students' pronunciation skills. In sum, this technique was a good and easy way for the teacher in order to improve students' ability in reading skills. Furthermore, the researcher found the activities which are not reading aloud indicators, so the researcher concluded that the teacher used their trick in order to present the materials in the class.

The fourth technique was the dialogue/narrative presentation. According to Brown dialogue/narrative presentation is reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions. Based on the Douglas Brown statements, the researcher concludes that the teacher used this technique in order to stimulate the students to be active. Next, the teacher trained the students to analyze the words presented by the narrative on the listening materials. Then, the teacher practiced reading the passage in order to test students understanding of the text based on the listening passage.

The fifth was warm up. According to Douglas Brown warm-up has some advantages; some of them are to get the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. In this research, the teacher used this technique to trigger students to relaxed in the class before the lesson started, so the students enjoyed the class and attentive to make the students focus on the materials that would be presented by the

teacher. Then, it made the students ready to start the lesson and motivated to learn. In sum, the teacher used this technique in order to make the students feel comfortable in the class and ready to learn.

The sixth technique was a content explanation. Douglas Brown stated that content explanation is a teacher has to do with the explanation of lesson content either circulating or guiding the students in presenting Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.⁸⁵ Gower et al. stated that establishes first a context for learners to discover or induce rules from their experience of using the target language. On the other hand, Djamarah Bahri Syaiful and Zain Aswan stated that the content explanation's objective to present the given material.⁸⁷ Based on the statement, the researcher concludes that the teacher used this technique in order to make the students understand the material. In this research, the teacher used this technique because the material is difficult to understand. Therefore, using this technique was an appropriate technique for the teacher in teaching grammar in the class. In conclusion, the teacher applied this technique to make the students easy to learn and understand the material presented by the teacher. On the other hand, the researcher found the activities done by the teacher that did not include content explanation class; it means the teacher used their way to make the students understand the material.

Brainstorming was the seventh technique used by the teacher. In this research, the teacher used this technique before the lesson was started according to Douglas Brown Brainstorming is A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic.⁸⁸ Osborn in Gie stated that Identify problems, analyze the situation, find new ideas, and Analyze ideas are some advantages of brainstorming techniques.⁸⁹ Based on the statement, the researcher concluded that the teacher used this technique in order to

stimulate students' abilities in order to identify the situation in the class. Then, the teacher used this technique to make student easy in analyzing the materials will be learned in the class.

The eighth technique used by the teacher was checking. Douglas Brown stated that checking is teacher circulates, or guides the correction of students' work, provides feedback as an activity rather than within another activity.⁹⁰ Furthermore, Brown stated that checking techniques could happen when students socialize work or after activities when it is necessary to check students' answers to a given exercise. It also includes students' peer correction.⁹¹ Based on the Douglas statement in this research; the teacher used this technique to circulate the classroom for the sake of giving correction among students. Then the teacher guides students to correct their work. Then, it is to provide a particular learning activity to correct students' work. In sum, this technique to stimulus the students to check up and analyze their classmate's work

Question-answer display was the ninth technique used by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand. According to Douglas Brown Question-answer display is Activity involving prompting of students' responses through displaying questions.⁹² Furthermore, Suciati and Prasetya stated that some of the advantages of the Question-answer display technique are to find out how far the students' understanding of the material presented by the teacher. Then, these activities stimulate students to think about the material given by the teacher and allow the students to deliver the problems that have not been understood by them.⁹³ Based on this statement in this research the teacher used this technique in order to examine students' understanding about materials given by the teacher in the class. Then, the teacher used this technique to stimulate students' critical thinking in order to make them understand the material.

Review technique was the last technique used by the teacher in teaching English at Charyatham sukxa foundation School. According to Douglas Brown

one of the advantages of the review technique is to summarize and test students' abilities in order to recall students' performance.⁹⁴ From the statement, researcher concluded that the teacher used this technique to summarize students' understanding of the previous materials. Then, the teacher used it to examine students to recall the previous materials in order to correlate the next material, so that the teacher was easy to deliver the next materials would be taught in the class.

From the interview result, the researcher concluded that problems faced by the teacher A in teaching English at Chariyatham suksa foundation school, Thailand were lack of interest, lack of concentration in the class, Lack of Repetition and Frequent Practice of Students, Insufficient Time, Resource and Materials, Student is defiant, rowdy or distracting of other. Temporary, Lack of learners' Motivation and Discipline were not problems for both of the teachers who taught English at chariyatham Suksa Foundation school.

Conclusion

Based on the result and discussion, the researcher took some conclusions. The first, the teacher from Indonesia, who taught English at Chariyatham Suksa Foundation School, Thailand, used variation technique in teaching English. They are games, warm-up, organizational, content analysis, dialogue/narrative presentation, read aloud, checking, question-answer display, review, and brainstorming. The second, the teacher from Indonesia in teaching English got a few problems, which is teacher A got 5 problems in teaching English, they are lack of interest, lack of concentration in the class, lack of repetition and frequent practice of the students, insufficient time, resource and material, students are defiant, rowdy, or distracting of other. Meanwhile, teacher B got 3 problems in teaching at Chariyatham Suksa foundation school Thailand; they are lack of concentration in the class, lack of concentration in the class, insufficient time, resource, and material. The last, almost the most students'

perception towards teaching technique used by the teacher from Indonesia in teaching English at Chariyatham Suksa foundation school Thailand was good and positive perception.

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