

Harmer describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.²⁰

From the description above it can be concluded then teaching is an activity guide and organize the environment around the students, in order to create a conducive environment that allows maximum learning.

C. The Component of Teaching

As a system of teaching, the teaching activities have some of components that include objectives, teaching materials, methods, media and evaluation. Here is an explanation of each component.

1. Objective of Teaching

The objective is a very essential for great meaning, therefore, must be defined a clearly, accurate, and cannot contain some directions or are doubtful.²¹

¹⁹ Syaeful Bahri Djamarah and Aswan Zain. *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 1997) P. 45

²⁰ Jeremy Harmer. *The Practice of English Language Teaching*. (England: Longman 2003) P. 54

²¹ Omar Hamalik. *Media Pendidikan*, (Bandung: Citra Aditya Bakti, 2008) P. 108

3. Method of Teaching

Method is an overall plan for the orderly presentation of language material, no part of which contradicts all of which based upon the selected approach.²⁵

The method used by teachers to create a good and effective teaching and learning process. Teachers cannot do their job well if they did not mastered in methods. Methods have a several function, namely:²⁶

- a. Method as a eccentric motivation
- b. Method as teaching strategy
- c. Method as a tool to achieve the objectives

In English teaching there are some methods of foreign language, there were chosen because they are all currently practiced today.

a. Grammar Translation Method

Grammar translation method is learning foreign language to apply the rules by translating sentence. The translating had done in translating word by word from the target language to the mother tongue.

The fundamental purpose is people can learn foreign language was to be able to read literature that was written in foreign language so students can read and write in the foreign language.

²⁵ J.C. Ricgards dan Rodger Theodors, *Approaches and Methods in Language Teaching 2th* (England: Cambridge University Press, 2001) P. 19

²⁶ Syaiful Bahri Djamarah and Aswan Zain. *Strategi belajar mengajar*, (Jakarta: Rineka Cipta, 1997) P. 82-84

The grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules and studying conjugations.²⁷

The following procedure which adapted from Larsen- Freeman

1. The class reads a text written in the target language.
2. Students translate the target language into mother tongue.
3. The teacher asks students that they have some questions and teacher answered their question.
4. Students write out the answer to reading comprehension.
5. Students translate the new word from target language into mother tongue.
6. Students give a grammar rule based on the example words which applied by using new words.
7. The teacher asks to students to state the grammar rule.
8. Students memorize the rule.
9. Errors are corrected by providing the right answer.

And there are some techniques used in Grammar translation method

1. Translation of literary passage
2. Reading comprehension question

²⁷ Ag. Bambang Setiyadi. *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu. 2006) P. 34

The students whose learn of language also required to understand the foreign people whose language they are learning and the culture of the foreign people²⁸

And there are some techniques used in Audio Lingual Method

1. Dialog memorization
 2. Backward build – up
 3. Repetition drill
 4. Chain drill
 5. Single – slot substitution drill
 6. Multiple – slot substitution drill
 7. Transformation drill
 8. Question and answer drill
 9. Use of minimal pairs
 10. Complete the dialog
 11. Grammar game
- d. Community Language Learning

This method has the principle that teachers do not just pay attention to the students feelings and intelligence but also relation among students. Students should be able understand students feelings and desire of student.

²⁸ Ag. Bambang Setiyadi. *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu. 2006) P. 54

The procedure of Community language learning which has been developed from concepts of counseling psychology, it refers to the idea that there is a relationship between a counselor and client.

This method may be developed in different ways, depending on the culture, the proficiency level and the classroom setting, such as a circle of chairs and a table in the middle, there is a tape record teacher's desk. Teacher explains the purpose of learning.

The teacher asks the students to create dialogue in English and if students do not know the teacher will help them. Students conversations were recorded later, the tape is written in form of transcripts in English and their mother tongue. And the last discuss about the grammatical together.

And there are some techniques used in Community Language Learning

1. Tape recording students' conversation
2. Transcription
3. Reflection on experience
4. Reflective listening
5. Human computer
6. Small group tasks

3) Dictate each part once only

4) Give time to check

5) Discuss together

g. Grammar charts

1) Ask students to write down all the words

2) Ask students to work in small group, get secretary to write up on the board

3) Copy text out, check that all

4) Have a chart of content words known by students and charts unknown to students

5) Give students longish stick to point out words

6) Students may come to the front and pronounce sentences from the chart and other try to write down. As so on

7) Discussion

2. Sounds, spelling and Punctuation

1) Silent letter

a) Ask students to suggest which letter are silent and under line

b) Dictate the students

c) Ask students to write the number of letter in the word and the silent letter

d) Ask students to compare

- e) Discuss about their differences between spelling and pronunciation in English
- 2) Past ending
- a) Explain that most English Verb the past ending in writing is – ed
 - b) Ask students to make 3 columns, each headed T, D and ID and feed them 3 examples
 - c) Sheet 20 verbs; dictate them with their past ending
 - d) Ask students to write suitable column
 - e) Have students compare and correct any spelling error
- 3) Interference
- a) Play students a tape 2 or 3 variety of regional accent
 - b) Ask students to pick out differences from English
 - c) Ask students to make 2 columns on piece of papers (the first for intonation and second is written down any other features)
 - d) After finish, give them time to correct
- 4) Listening for word stress
- a) Students pronounce their names
 - b) Ask the group to find how many syllables and where the stress lies
 - c) Students pronounce the words in their mother tongue
 - d) Students make 2 columns on paper and dictate a selection of 2 syllables English words

- 2) Ask students to write down the relevant places in their drawing.
 - 3) Dictate some or all these words
 - 4) Ask students to add any other words of their own they want too
 - 5) Ask students work together in small group
 - 6) Describe the place they have choose and explain
- b. Import or export
- 1) Give out enlarge photocopies of outline map
 - 2) Dictate the following words in two or three to provide a context
 - 3) Students discuss where the words come from
 - 4) Write them on the map as appropriate
- c. Hand guns
- 1) Prepare an enlarge photocopy or transparency of the handgun poster
 - 2) Write north at the top in the middle, east in the middle of the right hand side
 - 3) Dictate the first part of students; write at the top of the page
 - 4) Students should write as teacher dictate
 - 5) Ask students to compare their map and check what they have written
- d. Around and about picture dictation
- 1) Ask students to draw a vertical line down a piece of paper, numbered nought at the bottom and hundred at the top

- 3) Students A dictate and students B is write, then B dictate and A is writes and so on until the story complete
- 4) Finally, the students show each other sheets to check for accuracy

8. Using students' text

a. Adjective

- 1) Ask students to mention all adjective that they know in English
- 2) Teacher writes the adjective on the board
- 3) Divide students and make a group
- 4) Ask each group to select and write down (four most useful, four difficult and most they like)
- 5) Each student dictates their list to each other but the students taking down the words must opposite
- 6) Discuss together

b. Word by word

- 1) Divide class into a group
- 2) Give each group large sheet of paper
- 3) Ask group A to write down the first word of sentences, they dictate their word to the other groups
- 4) Group B writes down a second word which they dictate to the other
- 5) Group C provides a third word, until each group
- 6) Discuss together

- 3) Teacher plays the music slowly
- 4) Students should not write during the first reading
- 5) Dictate the text to the students and keeping the musical loud- in opposite to your voice
- 6) Discuss together

h. DIY word music

- 1) Ask three or four students in making dictation tape
- 2) Ask them to bring a personal tape of their favorite music.
- 3) Gather the students around two tape recorders
- 4) The students in sub- group has made a recording of their text
- 5) Ask them to choose 'disc jockey'
- 6) The disc jockey plays and controls whole tape record which dictate the text
- 7) Discuss together

i. Musical conversation

- 1) Give a copies of transcribe of group conversation from your own class
- 2) Read the text through once to music with long pauses for reflection
- 3) Dictation continuously

10. Finding out about each other

a. The teacher autobiography

- 1) Teacher batches of four statements about periods in teacher's life

- 2) In each batch of four, three be true and one should be false
 - 3) Ask students to write false statements
 - 4) Read each group of statements three times
 - 5) Get students to working in small group and comparing the answer
 - 6) Give them copies of the statements and time to read
- b. About my self
- 1) Give questions page opposite to one of the students
 - 2) Ask to dictate any question page opposite to one of the students
 - 3) Ask to dictate any question she wishes to you
 - 4) Take it down on the board and answer it
 - 5) Take back the page and dictate 10 to 15 of questions
 - 6) Discuss their answer in pair
- c. How can you say that?
- 1) Ask students to turn their writing sheets lengthways
 - 2) Say something to the group loudly, and then ask them how you spoke
 - 3) Repeat with these ways to speaking such us, softly, angrily, kindly, clearly and boringly
 - 4) Dictate question to students about the way different students speak in given situation
 - 5) Tell students to add five more questions of their own to fill out this set

