



**TECHNIQUES USED BY ENGLISH TEACHER IN TEACHING
PAST TENSE IN RECOUNT TEXT**

A Classroom Observation at SMP Negeri 23 Semarang Grade VII

In the Academic year 2018/2019

A final project

Submitted in partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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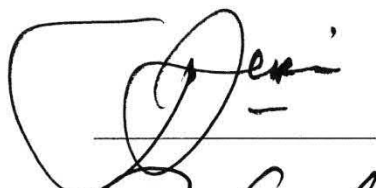
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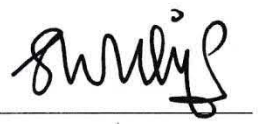
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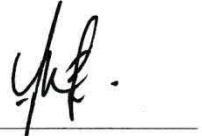
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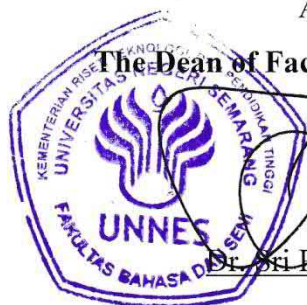


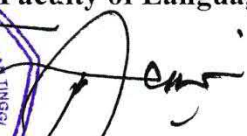




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DECLARATION OF ORIGINALITY

I, Sri Devi Sudiyanti, hereby declare that this final project entitled *Techniques Used by English Teachers in Teaching Past Tense in Recount Text, A Classroom Observation at SMP Negeri 23 Semarang Grade VII* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, ~~23~~ September 2019



Sri Devi Sudiyanti

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ABSTRACT

DeviSudiyanti, Sri. 2019, "*Technique Used by English Teacher in Teaching Past Tense in Recount Text, a Classroom Observation at SMP Negeri 23 Semarang Grade VII*". Final Project English Education Department Faculty of Languages and Arts Universitas Negeri Semarang. The advisor is Widhiyanto, S.Pd. M.Pd., Ph.D.

This research is about the technique used by Junior School English teacher in teaching past tense in recount text, a classroom observation at SMP Negeri 23 Semarang grade VII. The objectives of the research are to find out the techniques used by 8th English teachers of SMP Negeri 23 Semarang in teaching past tense in recount text, describing the reason for choosing the technique, how the technique is being applied, obstacle in applying the technique and students' perception toward the technique based on questionnaire. The research design was descriptive quantitative. The research was conducted in SMP Negeri 23 Semarang in the academic year of 2018/2019. The number of population was 72 students. The sample of this research was students of class 8C and 8F. The object of the research was the 8th English teacher. The questionnaire were used to find out students' perception toward the technique. The result of data analysis shows that both teachers used short stories as media to teach recount text, they also used technique to make teaching learning process more interesting. Teacher of 8C used games, memory round game, to conduct her class. With games, there are significance than just teach in conventional way. Games are used to conduct students in writing recount text. Teacher of 8F used brainstorming, she used tenses chart to make students memorise the formula of past tense. In addition, teacher used that technique because those techniques give significance to study result. The technique works well as students in a good condition. There were no difficulties in applying the technique except handle students' attention. From the counting result of questionnaire by using Likert Scale, the result shows that those techniques make students easy to understanding material and the technique is understandable. There are some suggestions for English teachers and the students. For the English teacher, she should always learn how to manage class to be interesting and enjoyable, take students attention with more interesting technique. For the students, they should pay attention to their teacher and practice English more with their friends or teacher every day to improve their ability in formulating and making past tense sentences in writing recount text.

Keywords : technique, English teacher, past tense, recount text.

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CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. This chapter discusses the background of the study, reasons for choosing topic, research problems, objectives of the study, significance of the study, and outline of the study.

1.1. Background of the Study

Grammar is a basic in learning language, English grammar plays important in making sentence since it can be accepted as a foreign language. Grammar is an attempt to develop concept, principles and rules relating to usage and to the structure of the language. Patel and Jain (2000) said grammar provides a stock of ideas and understanding that help to make language intelligible, to give some insights into its structure, to supply some help in the use of language forms and the correction of errors.

The simply mean the possible forms and arrangements of words in phrases and sentences (Bruder: 1976). He added an appendix list of grammar patterns in English on how to teach grammar 1) a range from simple to complex, 2) saliency for communicative purposes, and 3) the interrelationship of grammatical points.

Grammar is an important thing to be taught to English as a Foreign Language (EFL) students. It gives not only the formula or structure, but also the basis for the language skills: listening, speaking, reading and writing. Harmer (2003) as cited in Nunan (2005) said that grammar is the way in which the words change themselves and group together to make sentences, for example, when a

student understands the grammar, he or she can comprehend an English text, speak to foreigners, listen to conversation, and write the paragraph well.

Whyteck (2003) stated writing and speaking could be helped by the understanding of grammar. Besides, it will make us more aware of the way other people use the language in communication. Learning grammar means the study, how words are constructed in sentence well, when the pattern of grammar is used properly, and how the sentence will be interpreted correctly. It assumed which is not only how language put together and how it works but also it tells about the system and pattern in selecting and combining words. It also tells about the construction of sentence.

Furthermore, Meenadevi, M (2017) stated grammar is a description of the structure of a language and the way which linguistics units such as words and phrases are combined to produce sentences in the language. It takes into account the meanings and functions the sentences have in the overall system of the language. As an important element of language and as the essential part of linguistics competence, grammar has a central role in making up learner's language skills and their communicative competence.

Nunan (1991) supported grammar teaching since grammar helps learners perform their target language better. He also added that students cannot communicate well if they do not have a fundamental level of grammar. Students will not master the grammar without any help. Therefore, the teacher has a crucial role to help their students. The teaching of grammar can be done based

on the students' needs. It should be carefully to be taught because language structure is the basic knowledge to understand a language.

In order to make grammar lesson more affective and interesting, teacher should develops strategies related to the structure communicative function in the real situation. Teacher needs to choose techniques which are the best for their students in order to not make them bored. The way of teaching grammar may be different for elementary, secondary, tertiary and undergraduate students. It may be also different of one teacher to another, they have their own way in teaching grammar. The general aim of teaching English grammar in schools is to develop various abilities among the students such as understanding what is heard, understanding what is read and expressing them in speech and writing as well.

Ministry of education and culture of Indonesia has tried some curriculums to improve quality Indonesians' education. Curriculum 2013 (K-13), the newest curriculum that is also applied in SMP Negeri 23 Semarang is entrusted to apply this curriculum in teaching and learning process since 2016. In K-13, students are demanded to be more active because in this curriculum, the learning process is students-centered. The learning model which is scientific approach also demands students to be independent learning not depending on teachers. They are also expected to learn from many sources from books articles, or journal.

Furthermore, the syllabus has the material that should be taught to the students. There are some texts that must be mastered by 8th grade students, one

of them is recount text. It is kind of the text which tell past even of participant, is uses simple past tense as its formula.

Since recount text is one of some texts that must be mastered in 8th grade, teacher should give attention in delivering material. In order to make recount text easy to undertand, teacher should use effective technique in teaching past tense in recount text.

According to syllabus 2016, recount text has Basic Competences and Indicator. Basic Competence is knowledge, skill, and attitude that must be reach out for students to show they have mastered standard competence that is settled, Indicator means accomplishment sign which is signed by the alteration of their knowledge, skill, and attitude. Researcher explains Basic Competence and Indicator of recount text of the second semester for the 8th grade students in junior high school. SK and KD of recount in English syllabus involve:

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya.	3.3.1 siswa dapat mengidentifikasi fungsi sosial beberapa teks lisan dan tulis terkait teks recount sesuai konteks penggunaannya. 3.3.2 siswa dapat membandingkan struktur teks dan unsur kebahasaan teks recount sesuai dengan konteks penggunaannya.

<p>4.11 Recount Text</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.3.1 siswa dapat mengidentifikasi makna secara kontekstual terkait struktur teks recount tulis, sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau.</p> <p>4.3.3 siswa dapat menyusun teks recount tulis, sangat pendek, dan sederhana terkait pengalaman pribadi di waktu lampau dengan memperhatikan struktur teks secara benar dan sesuai konteks penggunaannya.</p>
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Table 1.1 Syllabus of Recount Text

This study focuses on the teaching grammar especially teaching past tense in recount text in secondary schools. The researcher tries to find out the technique that is used by English teachers in SMP Negeri 23 Semarang. Moreover, teacher must make lesson plan based on the syllabus. Teacher can add teaching method, technique and material which is appropriate with the scientific approach. Teacher can also add media to make teaching and learning process more understandable and memorisable.

1.2. Reason for Choosing Topic

Based on the background above, the reason of researcher choosing the topic “Techniques Used by English Teachers in Teaching Grammar” can be stated as follows:

- 1) This study will describe techniques that are used by English teachers in teaching grammar, so this study will help other teachers to use effectiveness techniques in teaching grammar in the best way possible.
- 2) This study will serve the reason the technique is being selected to teach grammar especially past tense for eight grade students
- 3) This study will describe how the technique
- 4) This study will find out the obstacle that against by the English teachers using that technique
- 5) This study will find out students’ reaction to the technique that used by their English teacher.

1.3. Research Question

This study is intended to answer the following questions:

- 1) What techniques are used by eight grade English teachers of SMP Negeri 23 Semarang in teaching grammar?
- 2) Why the techniques are chosen in teaching grammar for eight grade students?
- 3) How does the technique work?
- 4) What obstacles faced by the English teachers in applying the technique?
- 5) How are students' perceptions toward the techniques that is applied by their English teacher?

1.4. The Objective of the Study

The purposes of this study are:

- 1) To find out the techniques used by English teachers of eight grade students of SMP Negeri 23 Semarang.
- 2) To find out the reason a technique is used in teaching grammar in eight grade students of SMP Negeri 23 Semarang.
- 3) To find out how the technique is used in teaching grammar
- 4) To find out the obstacle of the technique
- 5) To find out students reaction toward technique that is applied by their English teacher based on questionnaire.

1.5. Significance of the Study

A. Theoretically

The finding of this research is expected to find out techniques that is used by English teacher in teaching grammar for young learners especially for grade eight students at SMP Negeri 23 Semarang. It is expected to find out the teacher's reason for choosing that techniques so that it can be described to analyse how the technique works in class. And also to find out the obstacle of the technique so that it can give representatition using the technique. Moreover, student's reaction towards technique used by their teacher will be showed by the result of questionnaire so that other teachers can also applied best technique to teach.

B. Practically

The finding of this research can improve the students' motivation and interest in learning grammar by the techniques that applied by their English teacher. It can make students more understand to learn English grammar.

This research can help the English teachers developing and doing effective, efficient, and fun learning technique which can involve the students being active in English learning process. More importantly, the finding of this research is expected to improve the result teaching and learning process, and to assist improving the quality of teachers' professionalism as educator in teaching English especially for English language structure.

As a teacher candidate, the researcher hopefully will be a teacher who has knowledge and understand about teaching technique and skill in using education media in teaching learning process. An important facet of innovative, effective, and professionalism in the class is a teacher's dedication to students and to the job of teaching. In the end, the researcher will be an independent, confident, and innovative teacher.

C. Pedagogically

The English teachers are expected apply the correct and effective technique to teach English language structure. The technique should be appropriate to the students. A right technique can develop students' interest in learning English grammar especially past tense, students also can develop their writing skill for recount text.

The English teachers are expected to have appropriate technique that can be applied based on students' characteristics. Moreover, the English teachers are expected to improve the English proficiency and ability to facilitate student learning, so they are capable of delivering instructions using various teaching technique that suitable to the students.

1.6. The Outline of the Report

This study is divided into five parts. The outline is as the following:

Chapter I is the introduction. This chapter introduce the topic of the study. It consists of background of the study, reasons for choosing topic, research

questions, objectives of the study, significance of the study, and outline of the study.

Chapter II is review of related study. This chapter presents a review of the previous study, theoretical review, and framework of the present study. The theoretical review provides theories that support this study. There are definition of theories of teaching grammar, the general definition of technique, teaching English for junior high school, teaching past tense for junior high school in 8th grade, and teaching recount text for junior high school 8th grade.

Chapter III is methods of investigation. This chapter break down the framework and the steps in conducting the study. This chapter contains research design, object of the study, rules of the researcher, procedure of collecting data, and procedure of analysing data.

Chapter IV is findings and discussion. This chapter shows the result and detailed description of the study. The frequency and the percentage of the data and its accuracy can be found in the findings.

Chapter V is conclusions and suggestions. This chapter concludes the study and provides suggestions. The conclusions are not only conclude the study but also show the important of selecting technique teaching. Some suggestions are provided for other researchers who are interest in conducting a research related to teaching technique study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature which discusses reviews of the previous study, reviews of the theoretical background, and framework of the present study.

2.1. Review of the Previous Study

Grammar plays important part since it focusses in purpose of the language which is how the language can be delivered correctly. In learning certain languages, grammar must be mastered by the learners since it is the basic of the language. There is no doubt that knowledge of grammatical rules is essential for the language mastery.

Since grammar plays important in learning language, it should be taught in the right ways in order to avoid the misunderstanding in the formula using. Teaching grammar means enabling language students to use linguistics forms accurately, meaningfully, and appropriately (Murcia: 2001). Teaching grammar does not mean lecturing on patterns and terminology, it is about guiding learners in understanding language. Teaching grammar is an art of helping students make sense, little by little, of a huge, puzzling construct, and engaging them in various activities that enhance usage abilities in all skill areas and promote easy, confident, and communication.

In teaching grammar, approach, method, and technique must be suitable with the students and purpose of the study. Al-Mekhlafi and Nagaratnam (2011) investigated the difficulties of a cross section of school English Foreign Language (EFL) teachers as well as their perception of their student difficulties with regard to grammar instruction. This study believed there three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. They may 'be generally recommend ways of teaching without looking at the possible difficulties that might pose methods suggested. It is necessary to make a detail study of such difficulties faced by teachers and students in specific contexts, take appropriate steps to overcome them, and adapt the method to suit the actual teaching and learning environment. In addition, Navaz and Sama (2017) investigated the perception of fifteen English teachers and eighty students in teaching and learning grammar. It was revealed that the teachers like to teach grammar and the students like to learn it. Both parties are aware of the importance of having sound knowledge of grammar for language development.

In order to prevent mistakes, different and effective teaching strategies are recommended. Uibu and Liver (2015) conducted students' grammar mistake and effective or teaching strategies. The quantitative content analysis indicates three types of teachers. Teachers with deductive profile were considered to the most efficient supporting students recalling and remembering skill, teachers with inductive or combining teaching

profile use more example and diverse strategy. By using the effective teaching strategies, teachers are able to better support students' language development and individual peculiarities. In addition, Min Feng and Limmun (2018) suggested a social strategy to improve the grammar knowledge in learning grammar from teachers and better learners.

The effectiveness of English grammar teaching and learning should be teachers' priority because it is not only give significance to teacher but also to students. Students have to understand what is taught and delivered by teacher. Ji and Liu (2018) investigated problems reflected in students' learning and teachers' teaching. It is found that sharp contradictions are apparent in the relationship between students learning effectiveness and teachers' strategy. It is necessary to English teachers to use scientific strategies to present, explain, and train students' grammar knowledge through curriculum teaching.

The useful technique and strategy in teaching English grammar must be applied in class in order to make students are not getting bored. Shukrova (2017) discussed the effective ways of teaching grammar in English language class and useful strategies that can help teachers to make lesson more effective. The various ways that was potted history of method are grammar translation method, the direct method, audiolingual-method, texts and contexts, sources of texts and accuracy. Meenadevi (2017) mentioned some strategies in teaching English grammar, they are: grammar-based teaching, teaching grammar and topics integrated,

diagramming sentences, learning through writing, inductive teaching, deductive teaching, interactive teaching, the language experience teaching, structure-based text, communicative competence model and the discovery technique. Supriusman (2014) added the other important point to be noted that teachers can be used various exercise, activities, tasks, and games to train and improve English language.

Beside strategies, teaching technique is also important in giving significance in students English grammar achievement. The technique should be interest, effective and fun. Some previous studies have been conducted dealing with techniques used in teaching English grammar. Utari (2017) found out friendly English grammar teaching for young learners. There are three ways of teaching grammar for young learners: 1) noticing, 2) structuring, 3) proceduralizing. Furthermore, Hua and Li (2015) conducted bringing fun and meaning into grammar learning. This study demonstrated popular culture materials can be effective in the EFL grammar class since students gain their average score in the tests suggest that teaching grammar using popular culture can be more effective than traditional form-focused grammar teaching.

Some previous researchers investigated games as one of the technique in teaching grammar. Yolageldili and Arikan (2011) conducted the effectiveness of using games in teaching grammar for young learners. Games are one of best way to direct young learners' energy into language learning because young learners like to be physically active. In addition,

Aspari (2012) conducted snowball throwing in teaching grammar. The data revealed that game named snowball throwing was very helpful in providing the students with more enjoyable activities which made students actively involved in teaching learning process. It was also proven that snowball throwing helped students improving their confidence in expressing their ideas and opinions. In addition, Al-Jarrah, Waari and Al-Jarrah (2019) conducted educational games to improve English grammar achievement. Jolali and Dousti (2012) used computer digital games to gain vocabulary and grammar. Those games are giving significance to students' motivation and interest in learning grammar.

Moreover, some previous researcher conducted other techniques in teaching grammar. Al Faruq (2018) implemented comic strips in teaching grammar, Ekaningsih (2017) conducted online website link in enhancing students' English grammar ability, Yildiz and Sanel (2017) taught grammar through task-based language teaching, Puteri and Soo (2015) conducted innovating grammar teaching through storytelling, Kamaludin, Yoke, and Rajendran (2015) innovated grammar teaching through storytelling, Hasanah (2015) taught grammar using pictures. Those technique was very useful for the students since they can help students motivate themselves in mastering language structure.

Furthermore, to make this study more concrete in describing its purpose, there are several studies that serve past tense as the variable. Prabandani (2012) used cooperative learning of Students Team

Achievement Division (STAD) in improving students' mastering past tense, Mandasari (2012) conducted an experimental study the effectiveness of story based approach in learning past tense, Pratiwi (2009) investigated task based learning in teaching past tense. The result of the study was teaching past tense using those techniques have positive influence for students.

In addition, some previous studies supported this study gains its purpose, there are several studies dealing with teaching and learning recount text. Chairena (2018) implemented task-based learning in teaching recount text writing for junior high school students, Sari and Hafizh (2014) conducted teaching writing recount text at junior high school using storybird method, Rahmawati (2018) conducted writing recount text using mind-mapping, Tandukklangi and Tahir (2015) used web blog to teach personal recount text, and Apsari (2017) used picture series in teaching writing recount text. The result of the study revealed that those can improve students' ability in writing recount text. Moreover, the data of the previous study showed that there are some benefits which are development of students' writing ability, increasing students' participation in the class, fun learning atmosphere, and increasing of students' writing interest. It can be concluded that they are effective ways to overcome the problems faced by students and teacher in teaching writing recount text.

Furthermore, some pervious researchers used brainstorming as technique in improving writing skill. Dewi, Marhum, and Hastini (2016)

conducted improving EFL students through brainstorming. Effendi, Bindarti, and Santihastuti (2014) intended the significant effect of using brainstorming on the seventh grade students' writing achievement, Gulton and Gurning (2015) conducted the effect of brainstorming teaching technique on students' achievement in writing recount text. The result revealed that the use of brainstorming technique could improve students writing skill. It showed teaching by using brainstorming teaching technique was higher than taught by lecturing technique.

Based on the previous study, there are various technique in teaching English grammar that have been used as a research topic. Among those researchers, no one focused on technique used by teacher in teaching past tense in recount text. The previous studies focuses in technique then analyze the effectiveness of that technique which is already given by the researcher. In this study, the researcher are trying to describe teachers technique teaching English grammar especially past tense in recount text based on their own technique to find out what techniques used by them in teaching English language structure.

2.2. Review of Theoretical Studies

Review of the theoretical study presents theories underlying issues or reference of this study to guide and keep the study on the right track.

2.2.1. Theories of Teaching Grammar

Before stepping forward to further discussion what should be discussed first is about grammar itself. Thornbury (1999) said that grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey. Gerot and Wignell (1995) stated grammar is a theory of language, of how language is put together and how it works. From the definition we can conclude that grammar guide people how to speak and write correctly because it is the rule in making sentences.

In addition, Scott (1999) defined grammar is a description of the rules for forming sentence, including an account of the meaning that these forms convey. From that definition, learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery.

In learning certain language, grammar is part of language components that must be learned by students. It is to avoid misunderstanding when they use the language to communicate. Grammar is very important because it focuses on the purposes of language, which is how the language can be delivered correctly according to the rules of grammatical structure.

In teaching grammar, teacher should teach material using various activities that can make attractive students. Planning and strategic are

needed in order to make students have high motivation in learning grammar and they can more easy to understands grammar.

There are two basic ways to introduce a new grammar item, deductively and inductively (Nunan, 2005). He stated that the intention of a deductive approach is the presentation of grammar rule and students exercise in which they apply the rule. Ezzy (2012) added that deductive approach gives a presentation of a rule which is followed by example drills. Another one is deductive grammar teaching in which learners are given many example in different contexts and they are asked to work out the rules by themselves, and then apply them to various exercise to learn how they actually work in real language use.

2.2.2. The General Definition of Technique

Teaching is not an easy task for teacher because when teaching the teachers have to able to make the students understand what is delivered, and develop them to be able to use English effectively (Fleming, & Steven, 2004). Teachers need to understand how students make sense of the world and how they learn; they need skills of analysing learning tasks and of using language to teach new ideas.

Unfortunately, some English teachers cannot have all-important ability to comprehend when they use a technique, with whom it will work, how to adapt it for the audience, or how to judge its effectiveness. Therefore, the English teachers have to carefully choose and apply appropriate strategy, technique, method and approach in teaching English.

Most of teachers are difficult in distinguishing between approach, method, technique and strategy. Here the researcher will explain the definition and the difference among them.

According to Harmer (2004) people use the term approach to refer to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reason for doing them. Theoretical approach (Brown, 2001) is a well-informed position and beliefs about the nature of language, the nature of language learning, and the applicability of both pedagogical settings. According to Anthony (1963) approach is a set of assumptions dealing with the nature of language, learning and teaching. It encompasses the whole orientation of teaching, method and technique. In conclusion, approach is the broadest that sets the process of teaching and learning in which determine the method and the technique of teaching English.

According to Harmer (2004) method is a practical realisation of approach. The originators of method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organisation. Method (Anthony, 1963) is an overall plan for systematic presentation of the language based upon the selected approach. Method is found between approach and technique. It tends to be concerned primarily with teachers and students roles and behaviours and secondarily with linguistics and subject-matter objective, sequencing, and materials. Larsen (2011)

mention thirteen methods; The Grammar Translation Method (GTM), Direct Method (DM), Audio Lingual Method (ALM), Silent Way, Desuggestopedia,, Community Language Learning (CLL), Total Physical Response (TPR), Communicative Language Teaching, Content-based instruction, Task-based Language Teaching, Political Dimensions of Language and the Participatory Approach, Emerging Uses of Technology in Language Teaching and Learning.

According to Brown (2000), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Antony (1963:63-4, as cited in Faridi, 2012) defined a technique as a particular trick or strategy used to achieve an immediate objective. Based on www.merriam-webster.com, technique is a way of doing something by using special knowledge or skill. It is supported by Cambridge Dictionary that states a technique as a way of doing an activity which needs skill.

From those definitions the writer concludes that technique is any of wide variety of exercise, activities, or tasks use in the language classroom for realizing less on objective. One of the common principles that may be considered to develop or choose techniques for learners is that learning English language should be fun and natural. From this principle a language teacher may develop his or her own techniques, such as introducing songs and games to make their learning fun and natural. In addition to the techniques, the choice of vocabulary and structure also make teaching

learners different from other levels. A language teacher should choose the simple vocabulary and structure that are relatively easy to learn.

There are some techniques that can be delivered by teacher in teaching language Brown (2000), they are:

1. Games

It could be any activity that formalizes a technique into units that can be scored in some way.

2. Drama

It is more formalized form of role play or simulation, with a pre-planned storyline and script.

3. Brainstorming

It is a technique whose purpose is to initiate some sorts of thinking process.

4. Jigsaw

These techniques are special form so information gap in which each member of group is given some specific information and the goal is to pool all information to achieve some objectives.

5. Problem solving and decision making

Problem solving group techniques focus on the groups' solution of a specified problem.

2.2.3. Teaching Englishfor Junior High School

English has become the primary language of communication in the world. It is spoken by millions people over the world. It has become

the dominant language in many fields of activity such as business, tourism, international relation, transportation, military, industry, and education. Since it takes important part in a life, English is being taught since young.

There are number of factors that affects the success of English Language Teaching (ELT). One of these factors is a teacher. Teaching English grammar for eight grade of Junior High School is equally important in children's overall language development. English teachers have an important role in ELT as they can determine whether or not other factors can work well.

Due to the paramount role of English teachers, it is important for them to develop their knowledge, in terms of both theoretical knowledge and practical knowledge. Teaching languages to young learners needs all the skills of the good primary teacher in managing and keeping them on task, plus a knowledge of the language, of language teaching, and of language learning.

When teaching English grammar, teachers constantly have to keep in mind the fact that what teachers have in front of them is a mixed class with varied abilities, expectation, knowledge, motivation level, and different learning styles. Thus, English teachers need to vary approaches and offer much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Teachers should be able to use various method and use some media of teachings' because it is especially important to select activities which match the objectives of learners' program.

2.2.4. Teaching Past Tense for Junior High School 8th Grade

Past tense take a part of studnets' material since it has been being students' English material in syllabus. English has three forms basic tenses that indicate certain time of action. They are present, past, and future tense.

1) Present Tense

Present tense uses to talk about habitual or repeated actions in the present and about thing that are generally accepted as true (Zatte, 2000). The simple present is often used with adverb or adverb phrase such as: always, never, often, sometimes, usually etc.

2) Past Tense

The past tense indicates definite terminating in the past, whether a time word is given or not (Frank, 1972).

3) Future Tense

Based on the syllabus Team of KMII as cited in Mayfawati (2015), future tense is used to express future time. It is expressed with the use of **shall** and **will**. Shall is used for both first person singular or plural and will to all persons.

In this study, the reseacher want to discuss about simple past tense as it is the formula of creating recount text.

(1) Form of Past Tense (Thomson and Martinet, 1986)

The simple past tense in regular verb is formed by adding **ed** to the infinitive:

Infinitive: to work

Simple past: worked

Verb ending in **e** add **d** only:

Infinitive: to love

Simple past: loved

(2) Affirmative Forms

Verbal sentence:

(+) **Subject + Verb2**

Subject	V2
I	Worked
We	
You	
They	
She	
He	
It	

Nominal sentence:

(+) Subject + (was/weere) + complement

Subject	To be	Complement
We	Were	student
You		
They		
I	Was	
She		
He		
It		

(3) Negative Forms (Azar, 2001)

Both of regular and irregular verbal sentence in negative statement are formed with **did not** (didn't) and the infinitive:

Verbal sentence:

(-) Subject + did + not + Verb1

Subject	Did not	Verb1
I	did not	Work
You		
We		
She		
He		
It		

Nominal sentence:

(-) Subject + (was/were) + not + complement

Subject	To be + not	Complement
I	was not	student
She		
He		
It		
You	were not	
They		
We		

(4) Interogative Forms (Zatte, 2000)

Verbal sentence:

(?) Did + subject + verb1

Did	Subject	Verb1
Did	I	Work
	you	
	we	
	they	
	she	
	he	
	it	

Nominal sentence:

(?) Were/was + subject + complement

To be	Subject	Complement
Was	I	Student
	she	
he		
it		
Were	you	
	they	
	we	

2.2.5. Teaching Recount Text for Junior High School 8th Grade

Recount text is one of the texts contained in the 2013 curriculum, especially on Indonesian language learning in 8th grade of junior high school so that students should be taught recount text. The recount text contains ever past events (Hafizh, Harahap and Anshary, 2018). Furthermore, Kosasih as cited in (Hafizh, Harahap and Anshary, 2018) pointed out that recount is a type of text that retells the past experience chronologically in order to inform or entertain the readers.

According to Anderson as cited in (Sari and Hafizh, 2014) recount text is a text which list and describe pas experiences by retelling events in order. The purpose of the recount text is to retell events with the purpose their readers.

Based on some opinion above, it can be concluded that recount text is a text containing information about past events that are presented chronologically as a form of information delivery. The generic structure is orientation which provides the readers with background information, introducing, the participants, place and time; record of events describing series of event that happened in the past, typically ordered chronologically; re-orientation is stating personal comment of the writer to the story. The linguistics features which students must apply in the recount text they write includes the used of specific participants, the circumstance of time and place, first person, additive conjunction, material process, and simple past tense (2018).

The structure of recount text (Hafizh, Harahap, and Anshary, 2018) starts from the orientation, then the event, and orientation.

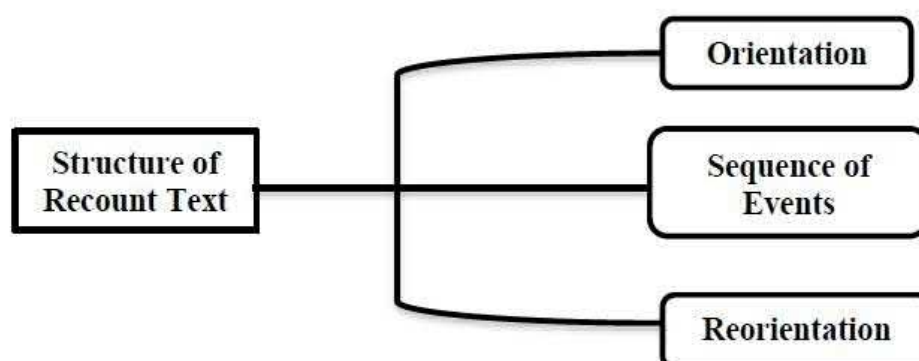


Table 2.2 Structure of Recount

(Kemendikbud as cited inHafizh, Harahap, and Ansyari, 2018)

2.3. Framework of the Present Study

This present study is conducted on Browns' teaching technique theory as he mentioned there are five techniques that can be delivered by

teacher in teaching language, they are: games, drama, brainstorming, jigsaw, and problem solving and decision making. Some previous studies also using that theory in conducting their study, for instance Yolageldili and Arikan (2011), Aspari (2012), Aljarrah, Waari, and Aljarrah (2012), Jolali and Dousti (2012) used games as teaching technique in teaching grammar. Those study proven that games was the effective technique, it gave significance in students' grammar learning achievement.

Furthermore, there are several studies that conducted brainstorming in influencing students writing achievement. Dewi, Marhum, and Hastini (2011), Effendi, Bindarti, and Hastuti (2014), and Gulon and Gurning (2015) proven brainstorming enhances students text writing. It was proven by the data classroom treatment. The data of the analysis showed that there was a significant difference between the result of experimental group and the control group. In short, the use of brainstorming technique could improve students writing skill.

Those techniques that applied by them are interesting, fun, and work enough for students' achievement as Antony (1963) said that trick and strategy should be fun and natural. Effective technique can help teachers to raise the purpose of the study and also help students to understand English materials.

In this study, researcher was trying to answer the research problems. In conducting this study, the researcher did observation, interview and distribute questionnaire to sample students. The observation

was doing by the time the researcher reach the place where she conducts the research. She analyzes the environment, atmosphere, and condition. The interview to the teacher was an open interview that teacher can answer question based on her opinion, condition and situation. The questionnaire was a close questionnaire, which students cannot be able to give their opinion, they only give their checklist to the given answer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After doing observation, interview to the teachers and distributing questionnaire to 72 students of sample classes at SMP Negeri 23 Semarang, the conclusions can be drawn as follows:

The technique used by two English teachers of 8th grade at SMP Negeri 23 Semarang is different. Mrs Astuti who teaches 8c used games as technique teaching in delivering material past tense in recount text. Besides, Mrs Wati as 8F teacher used brainstorming in her teaching. Although they have their own way in teaching, but the technique that is used by them is in line. They used technique that in Brown's theory.

In choosing the technique, both teachers choose technique that suitable and appropriate with their students and lesson objectives. Mrs Astuti believes games can make students more in learning English. Games not only stimulate students to be more engaged in learning process but also help students to apply the language structure in other skills. Moreover, playing and competing which are provided by games improve students' motivation in learning so that students will absorb the lesson subconsciously. Beside, Mrs Wati believes brainstorming in making significance studying English language structure. She believes by using brainstorming, students can more understanding the formula by keeping their memory. Brainstorming helps students in recalling pattern of the tenses formula.

Technique that chosen by each teacher has its significant in improving students' skill. It delivers in purposing making students more easy in leraning English language structure.

The way the technique is being applied by the teacher is in simple way. Games, as the technique used in 8C, is a simple technique teaching. Teacher take the benefit of the games by using it in the middle of the lesson to make students are not getting bored. After she giving explanation about the recount text material, she asked students to make groups then she distributed a paper consist of adjective word to each group. Then she asked them to make their own recount text based on the owrd that they have gotten. In 8F, teacher used brainstorming. After the teacher giving the example texts and analyse them, she created a tenses chart in order to recalling students' memory about the tenses formula. Then she asked students to make their own recount text.

Therefore, although teachers has already tried to make English lesson becomes more effective and fun by using the preferable technique, they still have obstacle in applying the technique. Both of 8C and 8F teachers have similar obstacle, it is the students. She could not force all of students pay attention to her and hear what was delivered by her because they culd not be controlled. That was why students were afraid in making making sentence, they are afraid in makinh sentence because they were still confuse the basic formula.

Furthermore, for knowing the significant of the technique, this study serves students' perception toward the technique that is used by English teacher. By analysing the result of the questionnaire, the researcher stated that games and brainstorming are technique that can be used in teaching grammar especially past tense in recount text. It is proven by the strongly agreement in questionnaire that was distributed to the students. Students of 8C voted 85% in statement studying English with games make me more understanding the material, 8F voted 83, 33% in statement studying English with brainstorming make me more understanding the material make me more understanding the material. Furthermore, both class classes also voted strongly agree in statements technique games/brainstorming is understandable.

B. SUGGESTIONS

Theoretically, the finding of the research is expected to find out technique that used by English teacher of grade eight in teaching grammar. It is expected to help English teacher to find the best and effective way in teaching grammar for young learner as the beginners. Moreover, the researcher will find some technique to teach grammar.

Practically, the finding of this research can improve students' motivation and interest, build students' confidence in making sentences, and improve students' communicative competence and their achievement in learning English. This research can help the English teachers developing effective, efficient, and fun learning teaching technique which can involve students being active in English

learning process. The finding of this research can be the alternative for the teacher using technique that is more suitable and understandable. More importantly, the finding of this research is expected to improve the result of teaching learning process, and to assist improving the quality of teachers' professionalism as educator.

Pedagogically, the teachers are expected to use effective and interest ways in teaching grammar and the students are expected to use English in listening, speaking, reading and writing English in the correct way of the grammatical structure.

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