

TECHNIQUES IN TEACHING ENGLISH SKILLS FOR YOUNG LEARNERS IN WETLAND AREAS

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Penerbit:
CV Eco Banjarmasin

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Preface

Thanks to God, the Almighty, who has endlessly blessed and granted us health and strengths so that the book of *Techniques in Teaching English Skills for Young Learners in Wetland Areas* can be finished.

This book is based on research conducted on teaching English skills for young learners in wetland areas. We are grateful for colleagues in encouraging us to start the work, persevere with it, and finally to publish it. Furthermore, this book will never come to its present shape without precise opportunities provided by LPPM (*Lembaga Penelitian dan Pengabdian kepada Masyarakat*) Lambung Mangkurat University under the PNBP funding.

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Banjarmasin, November 2021

Authors

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CHAPTER I

LEARNING AND TEACHING ENGLISH

Over the past 125 years or so the study of learning has been approached from a variety of perspectives, some of the most prominent being (a) behavioral (observable performance), (b) cognitive (operational constructs, memory structures, and mental processes), (c) constructive (construction of mental representations by the learner rather than the teacher), (d) human (the learner as a whole person), and (e) social (the learner as a member of society). From these various approaches to the study of learning have emerged theories of learning, theories of instruction, theories of instructional design, and methods of teaching. Learning may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Isn't it curious that professional lexicographers seem to have such difficulty in devising a definition of something as universal as teaching?

More than perhaps anything else, such definitions reflect the difficulty of defining complex concepts. The components of the definition of learning can be extracted in the domains of learning as follows: (1) Learning is acquisition or "getting.", (2) Learning is retention of information or skill, (3) Retention implies storage systems, memory, cognitive organization, (4) Learning involves active, conscious focus on acting upon events outside or inside the organism, (5) Learning is relatively permanent but subject to forgetting, (6) Learning involves some form of practice, (7) Learning is a change in behavior (Brown, 1982).

Effective learning environments are designed to promote *engagement, understanding, self-regulated learning, transfer, and collaboration* (Chinn, Clark A., 2011).

1. **Engagement.** Effective learning environments sustain *engagement* among students. This means that students are actively immersed in learning tasks and are absorbed in mastering the concepts and strategies needed to succeed at these tasks.

Suggestions for ways in which teachers can enhance student–teacher relationships include: (1) Showing they are invested in the students’ learning, especially through their professionalism and pride in their teaching, (2) Inviting students to voice their ideas and opinions (3) Listening to what students have to say, (4) Demonstrating respect for students, (5) Showing interest in the students’ lives outside the classroom. Suggestions for ways in which teachers can enhance the relevance of the content to the students include: (1) Asking authentic questions about the students’ interests and goals, (2) Introducing novelty and diversity into the curriculum, (3) Providing choices to students (e.g., what they read, when assignments are due), (4) Connecting instruction to real-world problems, especially via inquiry-based approaches, (5) Developing the students’ appreciation for the value of the course material

2. ***Understanding.*** Effective learning environments are designed with the aim of helping students *understand* important ideas, rather than having students simply memorize those ideas or memorize a list of facts.

3. ***Self-regulated learning.***

Effective learning environments help students learn to learn on their own. This means that students develop the ability to regulate or control their own learning, without needing a teacher to help them constantly along the way. Self-regulated learners set their own learning goals, and they select on their own the learning strategies that can help them achieve these goals. They also check how well they are doing in achieving their goals, and if they are not doing well enough, they select and use new strategies that may work better. Through all these processes, self-regulated learners manage their own learning effectively.

4. ***Transfer.*** Effective learning environments are designed with the goal of promoting transfer. *Transfer* refers to using what one has learned in new situations. The ultimate goal of most learning is transfer: teachers want their students to be able to use what they have learned outside their classes—ultimately in the real world.

5. **Collaboration.** Effective learning environments incorporate *collaboration*—students working together. Well-designed use of collaboration among students can promote all of the goals listed above—engagement, understanding, self-regulated learning, and transfer. In addition, during collaboration, students learn to create knowledge collaboratively with their peers, which is itself a valuable form of learning.

There are some approaches in learning. The first approach, *behavioral*, focuses on the experimental study of learning, accepting observable performance as the only valid source of evidence for learning, and motivates learning primarily through the use of reward or punishment administered according knowledge representation, memory structures, and mental processes. Under this approach learning is promoted by manipulating the presentation of knowledge, providing encoding strategies, and prescribing rehearsal schedules— in order to facilitate linking new information with existing knowledge structures. The third, the *constructive* approach, emphasizes the individual uniqueness of mental models and the need for learners to construct their own knowledge structures. Constructive learning theory promotes learning primarily through discovery. The fourth, the *human* approach, is based on the observation that human beings act with intentionality and are guided by values. Learning is promoted by understanding the whole person, his motives, and his goals. The fifth approach, *social*, emphasizes that “people learn from one another, via observation, imitation, and modeling (Weibell, Christian J., 2011).

1. Behavioral Approach

Within behaviorism, all learning—including language learning—is seen as the acquisition of a new behavior. The environment is the most important factor in learning. Learning consists of developing responses to environmental stimuli. If these responses receive positive reinforcement, they will be repeated. If the responses receive punishment (in the case of language learning, error correction), they will be abandoned. A child learns a language by imitating sounds and structures that she hears in the environment. If she produces an utterance that brings a positive response, she is likely to do so again. If there is no response or a negative response, repetition is less probable. Thus, language learning is seen as similar to any other kind of learning, from multiplication to modeling: imitation of models in the input, practice of the new behavior, and the provision of appropriate feedback (VanPatten, B., & Williams, J. (Eds.). 2014).

Behaviorists saw learning as behavior change through habit formation. Language is a subset of learned behaviors, so language learning was seen as being similar to any other kind of learning. Behaviorist or connectionist learning theories describe and explain behaviors using an SR-model. A connection is established between a stimulus (S) and the organism's response to the stimulus.

Here are some of the implications of the theory of behaviorism in learning English. Basically, behaviorism is not a theory that is devoted to learning English. This behaviorist theory is intended for all learning including mathematics, physics, biology, chemistry, social sciences/ social studies, and others. Behaviorism theory emphasizes the importance of giving reinforcement and punishment. According to experts in the field of theory, gift giving is able to motivate and encourage students to continue learning and try to understand the lesson. While punishment is used when students do not learn as they should. With punishment, it is hoped students will no longer make their mistakes in the learning process and also this tells them that what they are doing is wrong, so that it can make them avoid the same mistakes in the future. Behaviorism believes that students, like children, are able to speak because they rely on imitation (imitation). They also believe that in imitating students must continue to repeat (practice). For example, when students want to learn about the phrase "how are you?", they must keep repeating this sentence. This is the origin of the term 'Practice makes perfect!'

It is important that this repetition is done by imitating how adults do it, including following the pronunciation. In order for students to succeed in imitation, the teacher is expected to be able to provide the correct model. For example, when students say wrong sentences, such as 'I went to store yesterday', the teacher is expected to directly give constant feedback to students, because they are afraid, that they will keep repeating the same mistakes. L1 transfer, interference and contrastive analysis first language / mother tongue (L1) can affect learning (acquisition) of language both positively and negatively. The effect of L1 can be helpful (positive) when the structure of the L1 language is similar or the same as the language being studied (L2). Meanwhile, when it is different, it can have a negative impact on L2 learning.

Example:

- a. *Saya pergi sekolah tiap hari.* (I go to school every day.)
- b. *Saya pergi sekolah kemarin.* (I went to school yesterday.)

c. *Ali pergi sekolah tiap hari.* (Ali goes to school every day.)

It can be seen in sentences a, b, and c that the verb `pergi` in Indonesian never changes, while English changes from `go` to `went` and `goes`. These differences for adherents of behaviorism theory can hinder students in learning English, and this difference is termed as `interference`. The process of analyzing differences and similarities in L1 & L2 languages is studied in the 'contrastive analysis' theory.

2. Cognitive Approach

There are two perspectives on the cognitive theory, namely: the theories on the structure of cognitive representation, and the process of memory. The structure of cognition is defined as the organizational structure that exists in one's memory when integrating the fragmented elements of knowledge into a conceptual unit. The process of memory is the management of information in memory that is started via the process of encoding information (coding), followed by storing information (storage), and then revealing information that has been stored in memory (retrieval). This is in line with Braisby and Gellatly (2005), stating that "Memory may be regarded as involving three logical stages, encoding, storage and retrieval (getting information in, keeping it there and then getting it back out). Typically, psychologists examine memory by presenting material and then, later, observing what can be remembered. Different manipulations can be applied at the encoding, storage and retrieval stages, depending on the purpose of the study. Investigation of any particular stage is a matter of theoretical emphasis and experimental method, but irrespective of whether encoding, storage or retrieval is of interest, all stages will have been involved when information is remembered.

In short, cognitive approach in language learning can be summarized as follows: (a) It emphasizes knowing, rather than responding. The major emphasis is not on stimulus-response bonds, but on mental events, (b) It emphasizes mental structure or organization. An individual's knowledge is organized and new stimuli is interpreted in light of this knowledge, and (c) It defines a view of the individual as being active, constructive, and planful, rather than as being the passive recipient of environmental stimulation.

Thus, the key words in cognitive psychology theory are "Information Processing Models" describing (a) the process of encoding information, (b) the process of storing information, and (c) the process of re-expressing information or knowledge based on the conception of mind. So, in this model mental events are described as transformation of information starting from input (stimulus) to output (response). The focus in learning is that a learning activity is a process, and then followed by a gradual change.

In the management phase of information originating from external stimuli, Bruner conveyed that stage into three phases in the learning process, namely: (1) the information phase, (2) the transformation phase, and (3) the evaluation phase. The implementation of cognitive theory in the learning and learning process includes the following: (a) learners will be better able to remember and understand something if the lesson is constructed in certain patterns and logic, (b) subject matter must be designed from simple to complex material, (c) learning with understanding is better than learning through memorizing, and (d) one learner has differences in many respects from another learner. Behaviorism learning theory is different from cognitivism learning theory. Let us follow the following elaboration:

- The learning process based on behaviorism is a learning mechanism that is peripheral and located far from the brain, while the learning process based on cognitivism occurs internally in the brain and includes memory and thoughts.
- Learning outcomes based on the theory of learning behaviorism are in the form of habits and a smooth response sequence. Conversely learning outcomes based on the theory of cognitivism are in the form of certain cognitive structures.

According to behaviorism learning theory, learning is a process of trial and error; and there are elements in common between present problems encountered by the learners with those encountered by them before. On the other side, cognitivism learning theory emphasizes an understanding of what is encountered now with what has been encountered before.

3. Constructive Approach

Constructivism as a school of philosophy influences the concepts of science, and learning and teaching theory. Constructivism offers a new paradigm in the field of learning. As a starting point of the learning paradigm, constructivism calls for the need for active students' participation in the learning process, the need for developing independent learning of the students, and the need for them to have the ability to develop their own knowledge.

The constructivist assumes that the acquisition of knowledge is the process of constructing knowledge which is continuously carried out; it develops and changes. Knowledge cannot be transferred from the teacher's brain to the head of the students. The students who must construct their own knowledge through what has been taught and the subjective experiences they have experienced. Students must find and transform complex information into other situation, and if needed, the information becomes their own. This implies that constructivism must start from a simple worldview to a more complex understanding. In this case, students must autonomously assess and carry out abstraction of the object so that a standard conclusion is obtained. However, the conclusion made depends on the subject to accept or reject it.

According to constructivism learning theory, knowledge cannot be transferred in such a way from the teacher's mind to the students. This means that students must be mentally active in building their knowledge structures based on their cognitive maturity. In other words, students are not expected to be small bottles that are ready to be filled with various knowledge on the basis of the teacher's wishes. Cognitive theory includes various approaches to understanding the relationship between an individual and his environment. At the heart of most cognitive approaches to understanding learning is the idea that knowledge is built by students and is influenced by students' previous experiences. All cognitive theories are constructivism in the sense that they all emphasize the active role of students in making meaning from their experiences (Weibell, Christian J. 2011).

4. Human Approach

In contrast to the dominant objective approach to learning summarized in the previous three learning perspectives, some theorists have regarded learning from a very human viewpoint. This vision is based on the perspective that humans act deliberately and are guided by values. Based on this viewpoint, learning is promoted by understanding the whole students as agents of thought, feelings in their own learning, their motives e.g. the reasons why they may or may not be involved in learning) and their goals or intentions. Motivation is a major component in human learning theory. Reinforcement theory has been dominated the motivation literature with the general belief being that "a child exerts effort on academic assignments to obtain a reward (e.g., a high grade) and to avoid punishment (e.g., a low grade)".

The implementation of the theory of humanism emphasizes the independence of each student to understand learning material to obtain new information/knowledge in his own way during the learning process. In this theory, students act as the subjects in which the teacher plays a role as the facilitator. The teacher's roles as a facilitator are (a) Paying attention to the creation of the initial atmosphere of learning, (b) Creating a pleasant classroom atmosphere so as to improve students to participate in learning by applying a variety of learning methods, (c) Organizing the students to be able to communicate directly and actively with each other during the learning process, (d) Trying to organize and provide the most extensive and easy-to-use learning resources for the students to help achieve their goals, (e) Positioning himself/herself as a flexible resource to be used by the students both individually and in groups, and (f) Responding and accepting expressions in class or group well; the teacher does not easily criticize students who make mistakes.

5. Social Approach

As has been discussed, linguistic competence and linguistic performance are gotten through language acquisition and language learning. Some experts regarded those two processes of getting linguistic competence and linguistic performance are strictly divided or separated from one another. Some others the processes are interchangeable between one and another. This means that the process of language acquisition may be followed and supported by language learning; and the process of language learning may be followed and supported by language acquisition.

- ***Language Learning***

Human language is created from symbols. These symbols have relationship their referents. The relationship between both symbols and referents is said to be arbitrary. This means that the symbols have meaning when we have assigned it to the referents. Keeping in mind the end goal to viably utilize a language system, we need to learn, after some time, which symbols of language run with which referents, since we cannot simply tell by taking a gander at the symbol. Probably we learned the meaning of a word apple by looking into the letters A-P-P-L-E and its picture and ask someone (e.g. a teacher or caregiver) to help us pronounce those

the letters until we said the whole word. Over time, we related the combination of letters to the picture of an apple and we no longer had to pronounce each letter. This process is deliberately passed; it seems to be slow at the moment. But in the next time, we will see that our ability in the language acquisition will be really quite surprising. We did not only learn words and their meanings separately; at the same time, we also learned the grammatical rules of a language. These grammatical rules will help us put those words we have learned into meaningful utterances/sentences (Anonymous Author,2016).

Children learn language by listening to speech in the world around them. The parent, especially mother, is closed to her child. Mother and her child have the most familiar relationship Every time she serves everything her child wants. In serving her needs, though the child does not have ability to speak, she always speaks to her child. Mother may act as a language teacher. A child tries to acquire a linguistic competence/performance from mother. Her utterances (speech acts) may become a model or pattern of speaking, that in turn, he child hears and imitate those utterances. According to Brown, a child acquires a linguistic competence/performance through imitation. A good interaction between a mother and her child influences on the child's language development.

Generally, a mother and persons around children provide them the various inputs so that they enable to learn the languages quickly. This is to say that the input in the form of mothers' speech will bring about some affects to their children's output of language. However, children's language development is not only influenced by the mothers' input, it is also affected by many different variables related to language acquisition e.g. social status and cultural difference.

There are three aspects of parenting that have been considered as the central parts to early language acquisition and language and learning. These are (1) the frequency of children's participation in routine *learning activities* (e.g., shared book reading, storytelling); (2) the *quality of parent-caregiver interactions* plays a formative role in children's early language and learning. Children enable to practice conversation with the parents. They enable to be exposed to the adult speech which is varied and rich in information about may things. Their mistakes can be directly corrected by the parents; and (3) the provision of age-appropriate *learning materials* (e.g., books and toys) (Tamis- LeMonda and Rodrguez, 2009).

When children already have good language skills, in the sense that they have mastered the rules of language and used it to interact socially, then the family, especially the mother, gradually directs them to use good or polite utterances in accordance with the existing norms: “How they should speak with older people, how they should speak in certain situations, and so on”. Spending time with the child, playing and talking with him will help encourage and facilitate his language as well as behavioral developments.

Kids' brains are wired to think about the patterns of utterances that they hear and observe the rules that are utilized by the persons who are talking. Kids learn the rules; then they try to implement them as they make their own utterances. The way toward learning language includes tedious and complex discovering that happens through customary communication. Being faced to the oral utterances or discourses (songs in TV or video, or talks of individuals around them), they listen and attempt to rehash after the talks or oral discourses are created.

As our children's language development, he will work to develop his linguistic competence via some stages of speech development. From birth to around one year, children are in the stage of pre- language. He only cries. Crying is used for “a means of communication” by a new-born child. Around the age of three months, he is able to produce cooing and babbling sounds. The cooing and babbling are regarded as the starting point for children to develop their language development. Also, children practice their receptive skill through hearing utterances produced by people around them during this time. A child gradually has ability to speak using one-word utterances (holophrases). Frequently, one-word utterance is expressed in one-syllable utterance. Around 18-22 months, a child has ability to produce utterances in what we call *telegraphic speech*, two- word utterance. In this language development, the parents can help the child practice to produce longer sentences with the correct grammar.

Communication and interaction with the other people (family members and people around them) are the most important ways to children to learn a language. In the home, parents may talk to their child about everything he is seeing, whatever he is doing, and etc. Talking with the children and interacting with them mean that parents are building linguistic competence-performance and at the same time they are developing children's social skills. Parents are necessary to establish what is called "person-oriented family" rather than "position-oriented family" as suggested by Bacilius Bernstein. Parents may also strengthen the democratic relationship among members of the family with free and regular conversations (Trudgill, 1974:51-52).

Parents may build their children's language skills through reading aloud. While the parents are reading aloud, children are listening and matching words loudly read with objects and ideas. This way may enhance play or interaction between parents and children. It is suggested to point to the pictures and to mention the names of what can be seen. Children can learn best from direct talks rather than from recorded utterances. Video, television and computers may be useful media when these are combined with the parental interaction. The interaction is the important key to the language acquisition.

- ***Teaching English in Indonesia***

Teaching English in Indonesia has its own challenges compared to teaching English in other countries, for example, Malaysia or Singapore. Here are three things that describe teaching English to children in Indonesia, which is also a challenge that teachers must face. First, the lack of use of English in real-life situations. English in Indonesia is a foreign language where its use is minimal. English is only learned in class, while students can no longer use English naturally outside the classroom. We are very rare to find Indonesian children who use English when they play with their friends or take public transportation. This is different from students who learn English as a second language, where students who are still learning English can see and hear other people use English in daily life.

Second, there are differences in the writing system between English and Indonesian. Children in Indonesia may be familiar with the alphabet, as it is also used in the English writing system. Still, the pronunciation and way of writing in English and Indonesian are very different (Fatchul Mu'in, et al., 2021). Unavailability of a phoneme in L-2 enables a speaker to use a similar but not same phoneme of L-1. For instance, a phoneme /ð/ the word *thy* is phonetically realized as [tai] or [ti] instead of being pronounced as [ðΛI]. This is caused by the fact that Indonesian language does not have a phoneme /ð/; therefore, an Indonesian speaker makes interference through the use of [t] in pronouncing [ð]; and instead of pronouncing a word then [θen] he may pronounce as [den].

Third, there is a false assumption that children learn English the same as adults. Many English teachers teach English to children just as they teach English to adults. Children will be taught English by being introduced to English vocabulary, which is directly translated into Indonesian. Another example, for example, children who are usually in grades 4-6 will be taught how to 'formula' tenses and how to apply them in the language they are learning. Teaching methods like this can make children feel bored quickly and even feel bored because English is difficult.

This method is known as the Grammar Translation Method (GTM). This method is the oldest in the world of foreign language learning. The method emphasizes more on grammar or grammar. In addition to grammar, there is also a translation that is used to teach vocabulary. The teacher will teach material about grammar using formulas, then use translation when teaching reading, writing, and vocabulary in English. We may suggest using Audio Lingual Method. This method is one method that is believed to be effective in making students learn English quickly. Students are taught a language like in infancy. The trick is that the teacher practices a short dialogue, which means students cannot translate it. The teacher gives instructions to the students to follow the dialogue. Then the students guess the meaning of the dialogue from the expressions, poses, and various things practiced by the teacher. Students are invited to memorize dialogues; they do not know the meaning of the dialogues. Students are forced to think to understand the content of the dialogue and learn it in a short time. After students memorize, they are given the words in the dialogue, which they then write down.

There are at least five characteristics of children's learning that a teacher must know English to create the maximum situation in learning.

First, children learn from physical experience (learning by doing). Students actively participate in their own learning by encountering actual life situations where they get first-hand information. This enhances learners' interaction and utilizes pupils' curiosity. The teacher acts as a mentor, guides, and creates an atmosphere for active participation by making provisions of real-life situations, making or providing the types of equipment, apparatus, and resources for pupils to learn with on their own (Reese, H. W. (2011). The term is similar to learning by doing as a broad umbrella term to cover this wide variety of approaches to learning by doing. It will deal with an apprenticeship as a separate section because of its traditional (if tacit) role in preparing university and college instructors, although it can be seen as just one of several methods of experiential learning.

Second, children have difficulty distinguishing between concrete and abstract concepts. Third, children can concentrate only in a short period. Fourth, children learn holistically. This means that when children learn a language, they can understand what they are saying even when they don't understand one word at a time. They know the language from intonation, gestures, facial expressions, and situations. Fifth, children love repetition. Children naturally love repetition. Even they learn by repetition. Learning methods have a vital role in teaching and learning foreign languages. The use of appropriate English teaching methods can help students achieve the best performance. Likewise, on the other hand, students can feel bored learning English if the method used is less effective.

There are quite some English tutoring institutions that can help you improve your English skills. But you should know which methods are the most effective in learning English as a foreign speaker. That way, you can determine the best tutoring that applies the most effective learning methods and suits your character.

Silent Way

Silent Way is a method of learning mathematics by Celeb Cattedano. However, this method becomes a powerful method when applied to learning English. A teacher uses rods as a medium to teach many things, especially about speaking and grammar in English. Rods come in different colors and lengths.

In general, this method has a concept that is almost the same as the audio-lingual method. The exciting thing about this method is that students are also invited to build a sense of inner criteria that can detect and improve themselves if there are errors in using English.

Total Physical Response

This method is done by the teacher doing some work such as walking, sitting, putting books, holding objects, or writing. But before the teacher carries out these tasks, he orders himself first with instructions in a foreign language. This was repeated several times, and then the teacher gave students the same orders as before. Through these commands, students are expected to be able to carry out commands such as the examples that have been given. The teacher certainly does not carry out the order but only provides corrections.

CHAPTER II

TECHNIQUES IN TEACHING ENGLISH USING TYPES AND CHARACTERISTICS OF WETLANDS MATERIALS

1. ENGLISH SUBTITLED OF WETLANDS SHORT CLIPS

A. Introduction

Reading is one of a basic skill in language learning including English language, can be defined as the constant processing of understanding written language. Reading is a receptive skill in which also part of the complex process where our brain trying to proceed with information. According to Wardhaugh (1969), reading as a process that is manifested by the total output. When reading happens, the reader should be thinking to discover the meaning of the context.

Teaching reading is an activity where the teacher transfers his or her understanding through written text. Even when reading is not a productive skill, teaching reading could not be considered easy since it needs some particular techniques to make the learning experiences in a good shape. Teaching reading is not only transferring someone understanding each other, but also providing someone to thinks and figure out the context. Therefore, teaching reading should be interactive and integrated because reading is a complex skill. That is why one of the variations is using video as the media of teaching.

Video or short clip has been used in many times to improve EFL learners' proficiency in general. It is because video provides interesting aspects related to audio and written inputs. Furthermore, movie fragments also can upgrade memory and recovery of information. Video or short clip is believed to motivate students' interest

in any subjects or aspects. Moreover, there are several techniques to use video, and one of them is reversed subtitled video.

According to Hayati and Mohmedi (2011), using subtitled films can also help language learners improve their vocabulary. The term "subtitle" refers to a text translation of dialogues found in videos, short clips, and movies. Subtitled video can be utilized to improve skill in a variety of ways. It is utilized in a reading setting as part of a vocabulary enrichment activity. Subtitled video supports unusual reading experiences because it provides sound, visuals, and also text of subtitle itself.

Because it serves text, landscapes, and other visual elements, visual information can be extremely significant in vocabulary development. It also includes intonation, stress noises, and the speaker's own authentic language. Combining words and pictures, according to Lin (2010), makes it much easier for students to retain the words. A subtitled movie, according to Zanon (2006), can provide a rich intelligible input by delivering aural, visual, and textual input. Based on past studies, the majority of them concluded that utilizing reversed subtitles in class is the most effective way to increase vocabulary.

B. Procedures of the Technique

There are six procedures of this technique:

- Deciding the teaching materials: The teacher should decide what kind of topic he is going to deliver to the class. Textbooks, journals, internet are several examples of sources of materials.
- Arranging brainstorming activity: Teachers should give some descriptions of what they are going to do and what are they going to discuss. Hence, it is essential to start the activity.
- Select the appropriate videos between 10-20 minutes for the watching session in a two-hour class. Therefore, teachers should be careful to choose the video which he

is going to use in the class later. Moreover, they should have to contain a particular topic.

- Preparing words to measure the students' proficiency: Teachers should provide some words that are expected to be written by students. It makes the teacher easier to measure their level of proficiency. Moreover, it can help teachers to develop a test.
- Preparing a test: In this study, the researcher created a summarizing test to determine the usefulness of using video and the students' reading comprehension achievement when using subtitled video. The test is conducted at the first post-activity session. This exam should be able to determine how well kids retain certain terms in order to aid their growth.
- Giving feedbacks: Students should receive feedback from their teachers. A teacher is supposed to provide pupils with constructive and positive feedback in order for them to retain their agency and interest in studying using this method.

C. How to Implement in Teaching and Learning Activities

This technique has three main steps, namely brainstorming session, while activity, and also post-activity.

In the brainstorming session, the teacher gives some insight into what they are going to discuss. The teacher is expected to give some short insight about wetlands as the material today. Moreover, the teacher has to include the goal of their learning which is vocabulary acquisition. The students are given some explanations of what wetlands are, and also some vocabularies that are related to wetlands. Furthermore, the students have to understand what they are going to do on this material.

In the while activity, students are given some videos that are related to the material at the beginning. The teacher is expected to give an accurate video, so the students will have many benefits, especially for the knowledge of wetlands and also vocabularies.

In this technique, the teacher will use English subtitled video about wetlands that can be found on YouTube. The materials should contain this topic of ‘Types and Characteristics of Wetlands’. In this session, students are expected to watch the video carefully for the best result. Second, students are ordered to list some unknown vocabularies. The vocabularies are expected to be related to the wetland’s context.

Third, the students are ordered to do the translation of the words they have written before. The students may open any digital dictionary for making the search for meaning easier and also saving time. Fourth, the teacher has to open a discussion about what they have done before. The teacher is expected to open a discussion about the videos they have watched before which is including any knowledge about wetlands. Then, the teacher has to encourage students for giving what unknown words they have written. In this session, the teacher can write the words by his/herself on the whiteboard or on the laptop that provides sharing screen.

After the words have been written, the teacher has to explain what is the meaning, the concept of the words, and how to use them daily. Hence, the students will understand the words much easier since it is using the contextual use of them. Besides that, there are expected list of vocabulary that students should investigated, such as:

1. Spongy
2. Nursery
3. Saturated
4. Biodiversity
5. Coastal

At the post-activity, the first agenda is doing a post-test related to the words they have discussed before. The teacher has to delete all of the explanations on the screen or board, so students will only rely on their memory. The post-test includes the

expected words, so the grading will be efficient. . Students are expected to answers all of the words using their own language, based on their understanding. Students should receive feedback from their teachers. A teacher is supposed to provide pupils with constructive and positive feedback in order for them to retain their agency and interest in studying using this method. Teachers also can give them some rewards by giving special scores or praise for what they have done.

This is the example of post-test worksheet for the students:

<i>TRY TO TRANSLATE THESE WORDS TO BAHASA INDONESIA USING YOUR OWN WORDS!</i>	
1.	Spongy : lembut dan mampu menyerap atau sudah menyerap banyak cairan, seperti spons
2.	Nursery : tempat di mana anak-anak dan bayi dirawat saat orang tua mereka bekerja
3.	Saturated : Benar-benar basah
4.	Biodiversity : Jumlah dan jenis tumbuhan dan hewan yang ada di suatu daerah tertentu atau di dunia umumnya, atau masalah perlindungan ini.
5.	Coastal : Area pantai

D. Advantages of the technique

- In (Lin, 2010), implied that using video can be a communicative media to deliver the understanding of the target language culture. The subtitled videos are a more beneficial foreign language tools in foreign language classes.
- The students' ability to identify the keywords when they heard them again was greatly increased as a result of the subtitled film.
- Subtitled video also helps learners to be motivated, secure, and also confident.

- Furthermore, it also can improve the students' quality to remember vocabularies since it transmits information by auditory and visual aspects.
- Using subtitled video as the media for vocabulary acquisition allows learners to have a better perspective towards unknown words.

2. BOTTOM-UP TECHNIQUE

A. Introduction

Understanding the fundamentals of listening is one of the most crucial abilities to grasp when learning English. Listening, according to Oxford (1993: 206), is a complicated problem-solving skill that encompasses more than just sound perception. Listening entails the understanding of basic linguistic skills. Starting with phonemes, sounds, syllables, and words; the listener progresses through sentences, paragraphs, discourse, and finally the entire text.

One method for assisting learners in improving Listening Comprehension is to use the Bottom-Up methodology in the classroom. The bottom-up approach to hearing focuses on the grammatical shape and meaning of words. Bottom-up is likewise text-based; the listener constructs meaning from the message's language, which is made up of sounds, words, and grammar.

When learners rely on specific components of the second language for aural understanding, they utilize the bottom-up technique. From morphemes to words to grammatical links to lexical meanings, meaning is built until the message is deciphered. The stage of the aural comprehension process when the understanding of the heard language is worked out from sounds to words to grammatical linkages in lexical meanings is referred to as bottom-up. Building meaning from the sounds we

hear is a bottom-up method. We turn sounds into words, then grammatical relationships, and so on until we reach the meaning. To put it another way, the process is linear, with meaning derived as the final step.

B. Procedures of the Technique

This bottom-up approach to teaching bottom-up listening abilities is based on dictogloss and is intended to aid learners in recognizing word division, which is a key bottom-up listening skill. The teacher reads a large number of sentences and instructs the pupils to write down how many words are in written form. While the job appears simple, weak forms in typical connected discourse can be difficult for learners, thus teachers should pronounce phrases naturally rather than dictating them word for word.

Before listening again to check, students can be asked to compare their answers in pairs. They can write down what they hear a third time before reconstructing the whole sentence in pairs or groups. Students will become more aware of normal spoken English sounds and how they differ from the written or spoken form by comparing their version with the right sentence. This will aid in the development of their ability to recognize known words and recognize word divisions in fast-connected speech.

C. How to implement in teaching and learning activities

- Pre Listening: Pre-listening activities help you get ready to listen. During pre-listening, the teacher can set objectives and/or plan ahead of time what material will be listened to, as well as prepare the necessary linguistic or background knowledge and determine bottom-up (which focuses on words and phrases). Thus, students know the type of listening that is heard, and also the purpose of what is heard.

In the Bottom-Up strategy, the teacher helps to find vocabulary, grammar which is the key to the conversation presented in the listening recording. For example listening section about **Characteristic and Types of Wetlands**.

- While Listening: In implementing the Bottom-Up strategy, the teacher does not only check answers, but directs students through the listening process. Monitor difficulties in listening, and determine class assignments to engage students in developing listening accuracy. This includes accuracy in determining the meaning of vocabulary, sounds and word meanings. When the while-listening process has been passed, it is continued with the post-listening process of the Top-Down and Bottom-Up strategies.
- Post listening: Post listening in the implementation of the Bottom-Up strategy is the activity of the teacher asking questions and asking students to answer these questions. Learners are also stimulated to speak and participate actively in doing assignments. In addition, teachers need to encourage students to respond to what they hear and open discussion forums. As a result, students can receive a rough idea of the listening presented and some of the terminology used during listening activities. The teacher can ask pupils to deduce the meaning of new words from the context that occurs as part of post-listening. This practice is crucial because it can improve learners' capacity to infer the meaning of new words in specific settings.

D. Advantages of the technique

From the implementation of the Bottom-Up strategy in Listening Comprehension, there are several things that are the advantages of this strategy, namely this strategy can help students who have difficulty in Listening Comprehension, by building

knowledge according to the context presented from recording listening, making it easier for students to understand the meaning conveyed from what was heard.

3. DESCRIPTIVE TECHNIQUE IN WRITING

A. Introduction

Writing is a fundamental skill in English that helps reinforce thinking, vocabulary, grammar, planning, editing, revising, and other elements. It is widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (EFL) because it is a comprehensive skill that helps reinforce thinking, vocabulary, grammar, planning, editing, revising, and other elements. This talent refers to a set of abilities that enable students to put their thoughts into meaningful language and mentally interact with the message. As a result, mastering writing skills as a process of generating ideas, considering how to convey them, and structuring them into statements and paragraphs with the goal of indirectly communicating with others is thought significant.

In teaching writing skill to learners, teacher can use various strategies. One of it is through descriptive writing. This is a technique where learners integrate a description of events and problems into their writing. To write a good description, an author must be close to the object and the problem with all his five senses. Keraf (1995:16) states that description technique in writing is a discourse form that tries to present and to depict something in such a way, so that the object seems to be in front of the reader's eyes, as if the readers saw the object for themselves. Thus, the main goal of this technique is to give the reader an impression of the objects, ideas, places, events, and the like that the author wants to convey authentically. Therefore, after reading the description paragraph, the reader can image (hear, see, smell and feel) what is presented in accordance with the author's image.

In essence, the description is used as a rule for processing data into something that can be stated clearly and precisely with the aim that it can be understood by people who do not directly experience it themselves.

B. Procedures of the Technique

Here is the general procedure of implementing descriptive writing in class:

- Preparation: In this stage, teacher introduces the idea of descriptive writing, its structure, language features and its social function. Also encourage learners to learn with this technique with its benefit.
- Main activity:
 - Teacher gives them one topic to be the core of their descriptive writing.
 - After that, let the students construct their main ideas, detailed information and certain information from the descriptive text.
 - After completing the plan, the students were instructed to write a descriptive paragraph using the structure as a guide.

C. How to Implement in Teaching and Learning Activities

- Teacher introduces the idea and wonder of descriptive technique in writing skill.

Such as:

a) *Definition*

A descriptive paragraph is a paragraph that explains to the reader about something such as an object, idea, place or event through the details and details of it. The author uses illustrations to explain this through the circumstances, color, taste, or impression that is on it. In other words, description is painting or photographing objects or situations with words.

b) *Goal*

The descriptive paragraph aims to describe an object so that the reader can seem to see, hear, feel or experience the objects and events described by the author.

c) *Characteristic*

Descriptive text has certain properties that can be easily recognized by the reader. Generally, the characteristics of the text are:

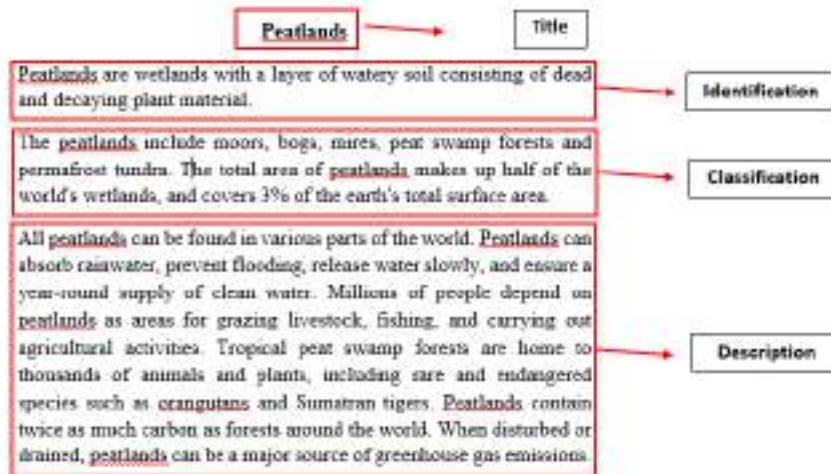
- *Each paragraph contains a description or illustration.*
- *The explanations described are very detailed and detailed.*
- *Involves sensory impressions so that the reader can imagine what is being discussed.*
- *Describe the physical or psychological characteristics of the object.*

d) *Structure*

In general, descriptive text is composed of four basic elements, namely:

- *Title* : *to find out what the contents of the text description are.*
- *Identification* : *is an introductory sentence about what will be explained in the descriptive text.*
- *Classification* : *contains the order or classification of the topics to be discussed.*
- *Description* : *a detailed explanation of the topic discussed.*

e) *Example:*



- Main activity:

Teacher gives them a topic to be the theme of descriptive text. For example here using

Type and Characteristics of Wetlands:

<i>Instruction: And now let's make descriptive paragraph from the Topics and Key Words Types and Characteristics of Wetlands!</i>
Keywords
Various Type of wetlands
Peatlands
Rivers and deltas
Mangrove forest
Wetlands in dry areas

D. Advantages of the technique

- Improve delivery in an interactive way: with keyword and descriptive nature will help students in building their writing skills. With description, they will be easier to construct the ideas by collecting the characteristics of the topic.

- Increases creativity by giving them the access to explore the theme by their own style

4. TEACHING SPEAKING: PRESENTATION TECHNIQUE

A. Introduction

Speaking, according to Chaney (1998), is the process of creating and sharing meaning in a range of circumstances through the use of verbal and nonverbal symbols. Speaking is an important aspect of learning and teaching a second language. Despite its importance, teaching speaking has been devalued for many years, and English language teachers have continued to teach speaking as a series of drills or dialogue memorization. However, in today's society, the purpose of speaking instruction must be to increase students' communicative abilities.

One method is to improve your presentation skills. Presentation Skills is for people who want to improve their ability to communicate their message clearly, precisely, and effectively. These abilities are required to effectively convey ideas and projects, instruct, or deliver a speech to an audience. It's a valuable skill to be able to communicate ideas to a wide group of people and elicit a change of heart or mind. They aid in the communication of ideas, the motivation of others, and the dissemination of knowledge.

Presentation is a complicated action in two ways: (1) it requires many verbal and nonverbal acts, and (2) it serves a variety of functions in an academic setting, including measuring students' academic comprehension, increasing confidence, and improving language. One more aspect that makes presentations more complex is the

individual differences that can challenge the management skills of both teachers and students (Nouri, & Shahid, 2005).

B. Procedures of the Technique and How to Implement in Teaching and Learning Activities

The presentation technique has the 3 most important stages. They are the introduction, the unveiling, and the wrap up. Teacher will facilitate and guide students along the process.

First, depending on the presentation topic, length, and discussion topics, the introduction could be as short as 3 minutes or as long as 5 minutes. For instance, the teacher requested that students use the theme "**Type and Characteristic of Wetlands.**" Students must make sure to talk on the ideal outcome or optimal result for the audience in the introduction.

Second, the unveiling, this is the stage where the presenter shares his/her wisdom, knowledge and experience with the crowd. Third, the wrap up, this is the perfect time for any presenter to stress on the topic or thesis he wants to make clear.

C. Advantages of the Technique

The primary advantage of this technique is enhancing public speaking. The second advantage is that practicing confidence. A presentation allows students to assess the level of acceptance of or resistance to what they are saying.

When students come up with fresh and fascinating slides to show their discussion, it helps them come up with innovative ideas. The use of presentation aids made the presentation much more interesting, and creating such aids can help students gain confidence.

5. INFORMATION GAP TECHNIQUE

A. Introduction

For EFL students, speaking competence in English is a top priority. As a result, students frequently assess their language learning progress as well as the efficacy of their English class based on how well they believe their spoken language ability has improved. Learning to speak, on the other hand, is unquestionably difficult. Due of pupils' inactivity, many classroom activities have failed to produce effective language learning. This syndrome could be caused by a variety of factors, including: (1) It could be a lack of vocabulary among students, preventing them from producing proper words to convey the intended meaning; (2) Their lack of understanding of English language structure makes it difficult for them to produce grammatically correct sentences; (3) mispronouncing words makes it difficult for his partner to recognize the word uttered; (4) their halted speech due to a lack of fluency makes comprehension difficult; and (5) their lack of understanding of idea or topic understanding makes it difficult for them to both produce and comprehend utterances. As indicated by Weir, students should master all areas of speaking, including pronunciation, grammatical precision, vocabulary sufficiency, fluency, and interactional technique (including comprehension) (2005:195-196).

There are a variety of ways that can be utilized to properly teach speaking in order to address all of the challenges. Teachers are expected to choose teaching methods carefully in order to encourage pupils to speak more in order to attain the learning goal. According to Cook, one of the strategies that meets the criteria is the Information Gap Method (IGM) (1996:90). This is a technique in which pupils are pushed, whether they want to or not, to employ communication strategies. The term "information gap"

refers to a "gap" in the information held by the two (persons), and the dialogue aids in closing that gap so that both speakers have the same information. This relates to the reality that most people communicate in real life to obtain knowledge they don't already have. IGM as a teaching approach, according to Byram and Garcia (2009:499), tries to establish a communication gap in which learners, usually in pairs, must share information in order to solve a problem. They can be used for a variety of purposes, including problem solving and data collection.

During the dialogue between the students, the teacher delivers or introduces the target language, placing it in a real-life context to help the students comprehend how it is utilized in real-life situations.

B. Teaching procedures

Types of Gap activities can be divided into three types. There are reasoning gap, opinion gap, experience gap, knowledge gap, and the last is information gap.

Types of information in this activity are divided into two types.

- The first is a supply-to-the-learner situation. It is a type of information that is frequently explored in the literature of the language when employing this strategy. It can also occur when a gap is created by providing information to members of groups that do not have access to that information. The term "discover the differences" refers to this type of data.
- The second is the learner-supplied kind. This type is to do a gap activity where the information has previously been provided by both speakers (i.e. a family issue) and it is a different activity to turn it into a specific piece of knowledge that is already known.

C. How To Implement in Teaching and Learning Activity

Zhang (2004) suggests some teaching strategies related to how to employ knowledge gap activities in teaching speaking.

- Pair work and group work

Learners must communicate with one another in order to elicit knowledge and opinions from their classmates. They should spend the majority of their time in pairs or groups, learning about their peers' perspectives, communicating their own, sharing ideas, and looking for clues to solve problems. As a result, splitting the students into pairs or groups is an unavoidable and crucial method for implementing information gap exercises. Learners perceive a learning climate of collaboration, non-threatening, and non-competition when they work in pairs or groups without the teacher's supervision. They will perform to the best of their skills.

- Personalization and individualization

Activities that fill the information gap capture not only other people's perspectives, but also one's own. The gap between the speakers is bridged by both speakers' perceptions. Learners can voice their opinions, make comments, and share their life experiences or ideas through personalization activities. Individualization exercises allow students to work at their own pace, in their own way, and on themes of their choosing.

- Interest

The implementation of information gap activities necessitates a high level of interest. To pique the learner's interest, activities must include several key elements, such as those found in games, role playing, and real-life tactile experiences. Making the information gap exercises engaging will guarantee that learners are actively engaged and motivated.

- Variety

In all teaching and learning situations, a range of information gap activities and strategies are required. They will be able to cater to a wide range of learning styles and individuals. Variety also entails a wide range of student contributions.

- Investigator and assessor

The teacher will observe how the students perform in the activities, evaluate the activities' appropriateness, and alter their teaching objectives in relation to real-life situations.

For example:

Fun Information Gap Activities (IGA) Using Type and Characteristic of Wetlands
<p data-bbox="799 1016 957 1048" style="text-align: center;"><i>Draw This!</i></p> <p data-bbox="355 1113 807 1144">Practice: Picture and descriptions.</p> <p data-bbox="355 1184 1407 1290">Procedure: Divide students into pairs. Give an image or picture to the first student in each pair without showing it to the second student.</p> <p data-bbox="355 1332 1407 1585">The first student describes the picture to the second student. The second student then picks the suitable description. The second student is allowed to ask questions to help them understand what the picture or image is. This activity can be adapted for any level.</p>

Example:

Student A: This picture is a lot of green.

Student B: Okay.

Student A: There is a lot of lily and pond.

Student B: What is the characteristic of pond?

Student A: It is a permanent water in all season.

Student B: What's animal usually inhabit this wetland?

Student A: Include beavers, alligators, newts, shrimp and turtles.

Students B: Is it marshes?

Students A: Yes!



D. Advantages of the Technique

- In order to solve a problem, gather information, or make judgments, IGM requires students to share the information they have.
- IGM allows every student to talk in the target language for an extended length of time, resulting in students producing more speech than they would otherwise.
- Students are compelled to negotiate meaning because, in order to complete the assignment, they must make what they are saying understandable to others.

6. SUMMARIZING TECHNIQUE

A. Introduction

In reading skill, there are various way to receive and interpret the information to create meaning and understanding. Summarizing is one of the techniques to achieve that. This method can assist students discover core concepts, generalize, eliminate redundancy, integrate ideas, and improve memory recall for the reading material. In the process, teachers' role will be monitoring, evaluating and organizing their understanding while reading. After students write what they get in reading, they realize how far they have understood the text.

B. Teaching Procedures

- Teachers explain to students that they will have to summarize what they have learned in today's lessons with an exit question summary.
- Teacher asks each student to tell one new thing they learned from today's material and how it relates to the lesson.
- Teacher can do an oral question summary or have students write them on an index card which teachers collect as students leave the classroom.

C. How to Implement Summarizing Technique in Teaching and Learning

Teacher	Student
<ol style="list-style-type: none">1. Teacher explains about material and gives student a text to read and discuss. For example about type and characteristics of wetlands.2. Teacher give students time to learn and understanding by their own	Each student has to read the text carefully then discuss it with all of students in the class.

<p>pace and method.</p> <p>3. Finally, the teacher will ask each student to describe one new thing they learnt from the content today and how it pertains to the lesson.</p> <p>4. Teacher can do an oral question summary or have students write them on an index card which teachers collect as students leave the classroom.</p>	
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D. Advantages of the technique

- It aids pupils in determining the most significant ideas and consolidating supporting details.
- It trains student critical thinking
- It helps student to build reading comprehension
- With summarizing, helps student to retain information effectively

CHAPTER III

TECHNIQUES IN TEACHING ENGLISH USING WETLAND

HABITAT MATERIALS

1. MATCHING WORDS TO PICTURES TECHNIQUE

A. Introduction

Students are expected to learn not just the four essential skills of hearing, speaking, reading, and writing, but also the component pieces of the English language, such as English grammar, collocation, and vocabulary. These parts of skills have its own significant in helping students acquiring language. Take an example of vocabulary mastery, this is a necessity to be acquired by students to give them 'fuel' in using language.

One of the techniques in teaching vocabulary is matching words to pictures' technique. This was developed by Lorna Curran in 1994. To ensure students understanding of vocabulary, to ensure students have a clear image of a word, teacher should use a picture along with the word. Words match to the images of those words in real life will be benefitted to help students avoid any misused of words or misunderstanding.

Application of the technique starting from the students will look for a pair cards before deadlines. Make a Match is one of the co-operative learning approaches used with pairs, according to Arifah and Kusumarasyati (2013: 5). Group A and group B are the two groups that the students are divided into. The number of people in each group is determined by the number of cards that have been prepared. A card is given

to each pupil. The question (subject) cards are given to Group A, while the answer cards are given to Group B. They can submit their matches to the teacher once they have found them.

B. Procedures of the technique



Aqib (2013:23) proposes procedures of make-a match technique. The steps are:

- The teacher prepares some cards of a specific topic that contain a word, its pronunciation and its picture. One card contains the word and description and the other contains the picture.
- Every student gets a card.
- Each student pairs up with a partner who has a card that matches his.
- Every student who discovers their appropriate card before the time limit expires receives a point.
- The card is shuffled after the first session, so the students will receive a different card in the next session. It will go on until the action is finished.

C. How to implement in teaching and learning activities

In the *Pre – Teaching Activities*, in order for the teaching and learning process to run well, the instructor must prepare and give a broad briefing to the class. This is intended to accomplish the goal of teaching and learning. Teacher introduces the objective and technique for today's learning so students will get guideline for the upcoming class activity.

While Teaching Activities: here, the teacher prepares some cards that contain specific concepts, for example about **Wetlands Habitat**. Part of card will contain the name, pronunciation and brief descriptions, meanwhile set of the other card will contain the picture. For example:

<i>Set of Card A</i>	<i>Set of Card B</i>
<p data-bbox="427 271 655 304">Swamps /swämp/</p> <p data-bbox="328 344 772 891">Plant species growing in swamps are woody, such as mangroves and shrubs. These areas typically consist of little drainage, with muddy floors. Various types of birds, otters, snakes, and alligators are common wildlife found.</p>	
<p data-bbox="480 934 619 967">Bogs /bäg/</p> <p data-bbox="328 1008 772 1630">Contain freshwater, with rainfall as the main source of moisture. Some bogs exist in low-lying areas where glacial lakes once covered the land. A peat wetland habitat with moss growing on the floor. Wildlife includes deer that feed on the plants, several species of birds, and a variety of insects.</p>	

A card is given to each student. The teacher shuffles the cards and distributes them to the students in the proper order; an answer card is placed far away from a question card. Every student considers the answer or question on the card they are holding. After the time limit for thinking had expired, the teacher instructed pupils to match their card to the appropriate card. Every student picks a partner who has a card

that matches his own. A point will be awarded to each student who discovers their appropriate card before the time limit expires. The deck is shuffled after the first session, so the students will receive a different card in the next session. It will go on until the action is finished.

In *post-teaching*, the teacher, in collaboration with the students, draws a conclusion based on the materials provided by the teacher. The teacher can inquire about the cards and their pairs from the kids.

D. Advantage of the technique

- By matching the cards, it can help students become more creative.
- Dynamic student cooperation will arise.
- The students look for the couple while learning about a concept or topic in a nice environment.
- Each student can participate immediately in answering a question presented to them on a card.
- It can assist in avoiding boredom among students throughout the teaching-learning process.

2. COMMUNICATIVE LANGUAGE TEACHING (CLT) GUESSING GAMES

A. Introduction

CLT (Communicative Language Teaching) is a strategy and a mindset that combines classroom-based language instruction with the language pupils need to speak outside of the classroom. When using CLT strategies that primarily focus on improving speaking skills, it's critical to examine the type or topic of language that children will need to communicate in a given setting.

One of the examples is Communicative Games. It can be an alternative to overcome students' difficulties in learning to speak English. Thus, communicative play is a series of well-designed activities that can stimulate student interaction in the classroom. Students must take an active role in the classroom by actively using English in speaking and writing to express their own point of view or supply information in these types of games.

Guessing games will be employed in this situation. Any game in which the object is for a player or players to guess a word, phrase, or other object for which the other player or players supply clues is referred to as a guessing game. This game has easy to difficult levels, depending on those who can guess the word. The media to be used are simple such as cards with a vocabulary, dice, and white board.

B. Procedures of the technique

- Dividing the class into two or three groups is a good idea.
- A member of the advanced group will step up to guess the word.
- Each group member must take the card assigned randomly to the word, but not notify the representative who comes forward.
- The team will then try to tell the clue in order for the representative to correctly guess the card answer
- For each representative has the opportunity to answer or guess only 3 times for each group, then the representative will take turns among team members

C. How to implement in teaching and learning activities

Teacher chooses the interesting topic for class as a theme of the Guessing Game. For example is about **Wetlands Habitat**.

The teacher splits the class into two or three groups and asks each group representative to guess the word. The other members of the group take a seat and pick up a card that will be distributed at random, but do not reveal the contents of the card to the representative who comes forward. Here, the team will try to give clue to the representative using English. Here they will try to practice their communication skill. For example:

<p><i>(Team members try to give clue so the representative can guess the correct answer in the card)</i></p> <p>A: This is plant in wetlands habitat</p> <p>Representative: Lily?</p> <p>B: No, it is near the beach.</p> <p>Representative: Coconut tree?</p> <p>A: No, it live in freshwater and saltwater swamps. It can reduce abrasion.</p> <p>Representative: I know! It is mangrove tree!</p> <p>A & B: True!</p>	<p>Card:</p> <div data-bbox="1107 707 1401 931" style="background-color: #4a7ebb; color: white; padding: 10px; text-align: center; margin: 10px 0;"> <p>Mangrove Trees</p> </div>
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Each group representative only has the opportunity to answer or guess the contents of the card 3 times. Each team has 5 minutes to guess several cards. Then each member take turn until the time limit has ended. Team who guess lots of card correctly will win the games.

D. Advantage of the technique

- It encourages students to develop their English skills and gives them more confidence when talking with others.
- In the form of games, so students will be more active in playing in class

- Give students a natural environment where the word where practice according to its context.

3. KNOW WANT LEARN (KWL)

A. Introduction

Any learner must grasp reading as a necessary receptive skill. It's a selective process that's also referred to as an active comprehension process. Furthermore, reading is not as simple to master as many people believe. It's a difficult process that necessitates the reader's specific knowledge. Several issues arose from the reading classroom situation: pupils lacked motivation to read; students were bored by the boring content; and the teacher's style was traditional. Considering that condition, teachers have to come up with new technique that can facilitate and encourage students' mastery in reading skill.

KWL technique come to the rescue. The KWL (Know – Want to Know – Learned) technique is a teaching strategy that uses questioning and reputable sources to help students build tactical ways to acquire new content. This method has the potential to promote learning independence. In theory, the KWL approach can help pupils increase their reading comprehension. It acts as a model and structure for active reading thinking.

B. Procedures of the Technique

The K-W-L technique is a multi-step process that includes brainstorming and classifying, questioning to determine purpose, and reviewing answers to those questions.

The first phase is for pupils to tell or write in the first column, the K column, what they already know about the issue. The second stage is to review this information for

categories to suggest the types of information that will be found during the learning phase after all known information has been recorded in this column.

The third step is to generate a list of questions that reflect what the student wants to know about the topic. This list then becomes a guide for the upcoming reading. At this point text material is read with the purpose of seeking answers to the questions listed.

The final step is to make a list of all you've learnt about the subject. The learner may have found answers to all of the questions posed, or he or she may realize that some remain unanswered.

C. How to Implement in Teaching and Learning Activities

The teacher will first assist students in selecting reading material. For example is about **Wetlands Habitat**. Now, teacher will introduce students their new technique of reading with the KWL strategy. This small briefing will give students the guideline of what will they learn in the upcoming lesson.

Second, teacher give students the structure of this strategy through paper listed.

For example:

TOPIC			Name: _____
			Date: _____
KNOW	WANT TO KNOW	LEARNED	
K	W	L	

Then, teacher facilitates students to fill in each process and column. In K, students begin by brainstorming what they already know about the Wetlands Habitat, such as its location, environment, plants, and even animals that live there. Students are pushed to use their prior knowledge in this step and are given the opportunity to set their reading goals. They will populate the K column of a K-W-L chart with a large number of keywords and words related to the subject. As a result, some of the phrases and words are likely unfamiliar to them.

Then, in column W, students write down what they wish to learn more about the issue. They should make a list of questions regarding the issue that they want to learn more about. Filling in the W column encourages students to consider the facts they may encounter in the text critically. The questions they posed in the column will aid them in comprehending the book, particularly in locating specific details. By filling in the W column, students will gain a better understanding of the text type. Knowing the text type will aid them in determining the text's arrangement and communicative intent.

After that come the reading activity, students might search the answer from various sources such as book, e-book, journal, etc. Then, students answer the questions that are in the column by filling in the L column of the KWL chart. When they fill in the L column, they are able to find the detail information as the answer of the questions they had made. Consequently, the students are able to identify the main idea of the text and for each paragraph.

D. Advantage of the Technique

- This method can be used to conduct a brainstorming session at the start of a course or unit to determine what pupils already know.

- The KWL Strategy can assist pupils in keeping track of their comprehension.
- It can assist kids in comprehending and reading a text. Students can adapt it to work alone, but group interactions are essential.
- The KWL Strategy allows pupils to build on their ideas beyond what is written in the text.
- Students' passion and attitude toward English classes are improving, particularly in reading class. Because they connected with their friends in groups, students became more active participants during the teaching learning process.

4. TEACHING VOCABULARY THROUGH ‘WHAT'S MISSING?’

A. Introduction

One of the most significant aspects of the language is vocabulary. A person's vocabulary is a collection of words that have meaning and may be employed in a language. The amount of vocabulary possessed by a person is often seen as a measure of their educational attainment. It is because in mastering either productive or receptive English skill, students will have to acquire vocabulary mastery first and along the way.

One way to teach vocabulary in language class is through games. What's Missing Games is one of an interesting activity in learning English vocabulary. This activity can be play in a group work and this activity is really appropriate with an elementary school student's characteristic. In this activity the students try to guess a new vocabulary through the games in the classroom.




What's Missing Game is one of the activities in the classroom that can help the students to encourage their motivation in learning English. In this activity the teachers

help the student in building their background knowledge about the topic that being discussed. The step in using this activity is really easy to apply in the classroom.

B. Procedures and How to implement in teaching and learning activities

In step 1, the activity that will be used is introduced by the teachers. The teacher employs a strategy known as What's Missing Games in this assignment. This strategy is designed to encourage kids to learn new language in a fun and engaging way. The key is to utilize a photo card and adhere it to the board. The number of photographs can be varied according to the number of students, but should be kept to a maximum of ten.

In step 2, the class is divided into two groups, group A and group B, by the teacher. Both of these teams have a chance to compete against each other to win the games. The instructor then shows the children a picture card that she has stuck on the board and tells them about the materials that will be taught in the classroom. For example, the material chosen is **Wetlands Habitat**.

		
Tidal Marsh	Bogs	Swamps

In step 3, the teacher instructs the students to examine the picture card, which has images of Wetlands Habitat. After the kids have listed all of the wetlands habitat names on the board, the instructor writes them on the image card, spells them out, and the rest of the class repeats.

In step 4, after the instructor has shown the pupils the complete picture, the teacher gives them time to recall all of the names of the wetlands habitat. The students learn to remember a new vocabulary through games in this step, and then the teacher asks the students to close their eyes while the teacher draws 1 or 2 pictures on the board, and then the teacher moves each picture card around to ensure that all students remember what is missing on the board.

In step 5, after taking one or two photographs on the board, the instructor instructs the students to play the What's Missing Games exercise. After that, the teacher instructs the students to close their eyes and think about what is missing on the board. The teacher then asks, "What's missing?" To the pupils. The students will try to recall what is missing based on the rest of the picture cards on the board at this time. If the kids are able to respond, the teacher will ask, "Is he or she correct?" If one of the students is stumped as to what photographs are missing from the board, the other members of the group have a chance to provide an answer. Each time one of a team's children answers correctly, the team receives points.

C. Advantage of the technique

- Boost students' interest in learning the content. Students would pay more attention to the lesson if they were interested in learning the content.
- Give the students additional opportunities to comprehend the materials provided because they can learn something without realizing it by playing.

5. THREE PHASES TECHNIQUE

A. Introduction

According to Tarshaei & Karbalaee (2015), reading is one of the most crucial language skills. Because of the importance of reading and the current requirement to increase this talent, teachers should look for the best ways to equip their teaching procedures, strategies, and resources to improve in the field of reading. Despite the importance of reading, many pupils struggle to read and comprehend many sorts of literature. A Three Phases approach was suggested by the author.

According to Elif Leyla Toprak (2009), there are three phases to reading: pre-reading, while-reading, and after-reading. Pre-reading (warm-up, into, before reading) exercises introduce students to a specific text and elicit or offer relevant background information. Then, while reading (during, while reading) exercises aid students in developing reading techniques, improving their foreign language control, and decoding difficult text passages. Then, in post reading (follow-up, beyond reading) assignments, students' comprehension is tested first, followed by a deeper examination of the material.

Pre-reading exercises, according to Tarshaei & Karbalaee (2015), can be designed to pique a learner's curiosity, activate past knowledge, or pre-teach possibly distinct concepts and terminology. This is also an excellent time to explain concepts like cause and effect, compare and contrast personification, core theme, sequencing, and more. The pupils should next have the opportunity to check predictions, gather and organize information, and begin generating generalizations about new understandings received from the text during the during-reading stage. Finally, the fundamental goal of the post-reading process is to ensure that the content has been correctly understood. Teachers can help students draw meaning from what they've read and clarify any misunderstandings they may have had by employing simple post-reading procedures.

Huong (2018) demonstrated that the three-phase reading comprehension instructional approach may be used to effectively teach reading. Students will be trained to become active readers, able to read independently in their individual lifelong learning journeys, thanks to the use of this model in teaching literature. This will help to overcome the situation of "teachers learning instead of students," which still exists in some countries' general education schools today

B. Procedures of the technique and How to implement in teaching and learning activities

Pre-reading, while-reading, and post-reading are the three processes in the three-phase strategy for treating students. Technical data (activities, background information, and experience) and language are the elements employed in the pre-reading period (frequently used vocabularies and some grammatical rules). The teacher instructs students in this phase to activate previous knowledge and experience in a variety of ways through various activities. The teacher must figure out what kind of prior knowledge and experience the students have that is linked to activating responsive thinking and text interpretation.

It is critical to activate what students have learned by posing hypothetical scenarios, asking intriguing questions concerning pictures, quotations, and awakening memories, as well as encouraging students to express themselves and discuss what they have learned. For example, in preparation for reading the text "Wetlands," a teacher might assign pupils to thoroughly examine the visuals provided by the teacher, then assess the links between the images as well as additional information about the relationships.

The teacher then performs a feedback session to uncover some themes that will aid comprehension of the material. Finally, by allowing students to share their personal ideas on the topics and why the author is writing about them, the instructor can build a

bridge between the reading passage and the students' background knowledge and interests. The teacher might also pose questions to encourage students to participate in the activity (Do you think this passage is going to be interesting? Does the theme of the passage remind you of anything else you've already read or seen? What kind of characters do you think will be in the passage? etc.).

The second phase is while-reading, students are given the reading passage and requested to read it at this phase. This step entails direct interaction with every text element, from the smallest to the largest. While-reading activities help students develop reading methods, improve their foreign language control, and interpret difficult text passages. Because each student is unique and requires different tactics, it may be difficult to assist children in applying reading strategies.

Students can be left in a discussion with their peers after they have finished reading within the time limit established by the teacher to see how similar their views are and to share notes to see whether they highlight the same phrases. The teacher may then ask the students some questions in order to gauge their understanding. The questions should be broad, concentrating on the major themes of the text rather than requiring intense analysis of specific parts within the text (What is this passage about? What clues does the title give you about the passage? What do you already know about wetlands? What is the main idea? etc.). Then, students are instructed to read again, but this time in more detail.

Having understood the global themes of the passage from the first reading, students are now in a better position to deal with comprehension issues relating to certain paragraphs within the text. Students are given more time to read the paragraph while being reminded of the importance of vocabulary for detecting unfamiliar

terminology and contextual cues. After then, students can instantly respond to the reading passage's questions on their own. Students would most certainly need to recheck the reading passage in order to get the answer to the question, eliminating irrelevant information.

Scanning, in which students read to discover specific information rapidly, is one of the most effective strategies to do this. Students can compare their answers to those of their classmates, exactly like they did during the first reading. This stage is usually dominated by talks and activities that correspond with students' interests in order to aid the teacher in planning activities that will help them reach the goal. The teacher can then invite students to discuss the responses and give comments on the correct ones. Students now understand the value of reading tactics like skimming and scanning.

Finally, the teacher and students may work together to generalize on the topic at hand and try to come up with some solutions. This improves students' inferring, judging, linguistic, and sociolinguistic knowledge while also strengthening interaction and closeness between the teacher and students.

The third phase is post-reading. This phase involves re-comprehending the material; it is used to assess the comprehension that has been built in pre and while reading activities. Exercising is critical at this stage for measuring students' comprehension and leading them to a better knowledge of the content. The teacher may ask the pupils questions on the material without looking at it during the post-reading exercise (What was your favorite part of the passage and why? What is the new perspective or knowledge that has been mentioned? What did you find the most intriguing about the passage? Which angles are you looking at it from? Is it

convincing? How does it give us an overall picture? and so on), and then the teacher offered written responses to the questions in order to test the students' understanding of the content.

By restating the passage depending on the findings of the while-reading phase, the teacher may also direct pupils to chain a sequence of information. In this approach, mind mapping can be a useful tool. Students must also express their overall assessment of the paragraph, as well as identify the character, image, and detail in the passage that evokes an initial emotion or impression.

C. Advantages of the technique

Several advantages of the three-phase approach, according to Eryawati (2010), include:

- 1) It places students at the heart of the teaching and listening process,
- 2) It will assist students in improving their reading comprehension and efficiency,
- 3) Improving students' ability in comprehending the text,
- 4) It can be utilized to make students more engaged, innovative, and enthusiastic about participating in the teaching-learning process in class,
- 5) Encouraging students to continue reading for purpose and help them comprehend the text,
- 6) It allows students to reflect on their reading and to their own experiences,
- 7) It also helps the teacher to assess how effectively the pupils comprehended the material and whether they acquired the key point, and
- 8) It motivates the students to read and by reading a lot, their comprehension improves.

CHAPTER IV

TECHNIQUES IN TEACHING ENGLISH USING WETLAND'S FUNCTIONS MATERIAL

1. GROUP WORK TECHNIQUE

A. Introduction

Group work is a cooperative learning method that is used to implement group work. If the teacher can use the strengths of group work to create constructive solutions on enhancing reading comprehension, pupils will be able to discuss problems more successfully. Students are given additional opportunities to voice their opinions, analyse information, and collaborate in groups using the group work technique. Every member of a group can become a contributor, participate in the activity, and learn how to learn more successfully. According to Elizabeth G. Cohen (1994), “Group work is an efficient approach for reaching specific kinds of academic and social learning goals”.

According to Iskandar Wassid and Sunendar (2008), group work can help students to discuss subjects that they have never talked before about English. Group work technique is the heart of a student-centered course in that they allow students to interact with each other without the interference of the teacher they give students “time and space to learn, to solve the problem, and to make their choices. If this group needs the teacher’s knowledge, they will ask for it. In order each group does their work, they must know specifically what is to be done. The teacher needs to be clear

and detailed in his / her objectives for the groups. If the students understand what to do, they should be able to do it alone.

B. Procedures of the technique and How to implement in teaching and learning activities

To boost the student's reading comprehension on descriptive content, the teacher used Group Work. Group Work is trusted to tackle the problem of students' reading comprehension that has been identified: vocabulary, motivation, and sensitive reading sense, which is concerned with the relationship between students' background knowledge and the tale delivered.

The processes for Group Work in the acting stage are as follows:

- 1) The teacher states the study's aims and goals, as mentioned in the lesson plan, and also performs some triggering activities.
- 2) The teacher splits the pupils into four groups, each with four students. Each group will have a captain who will lead the other members through the procedure.
- 3) The teacher introduces the students to Group Work, explains what they will do in the exercise, and distributes the descriptive text.
- 4) In their groups, the students work out with the text.
- 5) If a student does not comprehend something, the teacher assists them.

C. Advantages of the technique

- 1) Students can rely on group work to help them handle problems with reading comprehension.
- 2) Students can teach and learn from one another.

- 3) They have the potential to be a wonderful teacher to their peers. Because they can communicate effectively in a language that is comparable to that of the teacher and the students.

2. PROCESS APPROACH TO TEACHING WRITING

A. Introduction

Writing is the process of composing a series of sentences in a specific order and connected in specific ways (Byrne 1997: 1). Furthermore, Bell and Burnaby state in Nunan (1989: 36) that writing is a very complicated cognitive activity in which the writer must display simultaneous control of a number of variables. Control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation are all examples of these at the sentence level. Based on the theories, it can be inferred that writing is a process that takes place over time to generate a cohesive and coherent sequence of phrases structured in a specific order and linked together in specific ways. Furthermore, writing ability refers to the set of skills that enable writers to put their ideas into words in a meaningful way and intellectually interact with the message.

The process approach views all writing as a creative act that takes time and good feedback to master. In process writing, the instructor moves away from being someone who assigns a writing topic to students and then receives the finished output for revision without intervening in the writing process itself.

Nunan (1991) states unequivocally that the process approach focuses on the steps involved in creating a piece of work, and that process writing accepts that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing, and reworking successive drafts of a text. In the end, the process method,

as the name implies, concentrates on the process of writing, which includes developing ideas, selecting which concepts are essential to the message, and then communicating that message using the language available in an evolving process.

B. Teaching Procedures

The stage of implementing the action as follows:

- The students did pre-writing, namely brain storming. On this stage, the subjects are in their respective groups and discuss the topic given by the teacher: generating ideas, the group begins to assemble words into sentences that imperfect, which is trying to explain, or compare ideas based on the given topic.
- At this stage the subject/group begins to focus on writing, by writing fast, regardless of grammar or punctuation. What is important is the writing of ideas, where these ideas will be improved together.
- In the stage of evaluating, structuring and editing, each subject is in a group contribute ideas to the writing of the thesis statement, so that the thesis statement can be developed into an essay. At this stage the subject may refer to a dictionary of the meanings of words that will be used in writing a thesis statement.
- After the thesis statement is approved by all members in the group, the thesis statement which is shown to the teacher, to be corrected, if necessary. When The thesis statement has been approved by the teacher, then the group may continue to making introductory paragraphs.
- Introductory paragraph that has been corrected by two people will be corrected by teacher. So on until the final paragraph.

C. How to Implement in Teaching and Learning

The stage of implementing the action as follows:

1. The students did pre-writing, namely brain storming. On this stage, the subjects are in their respective groups and discuss the topic given by the teacher. Here, it will be interesting to use the material of Wetland's Function.

Before they are put together in writing, the group will discuss a list of words and concepts linked to the issue; on stage creating ideas, the group will begin to assemble words into sentences that are imperfect, which is attempting to explain or compare thoughts based on the supplied topic.

2. At this stage the subject/group begins to focus on writing, by writing fast, regardless of grammar or punctuation. What is important is the writing of ideas, where these ideas will be improved together.
3. In the stage of evaluating, structuring and editing, each subject is in a group contribute ideas to the writing of the thesis statement, so that the thesis statement can be developed into an essay. At this stage the subject may refer to a dictionary of the meanings of words that will be used in writing a thesis statement.
4. After the thesis statement is approved by all members in the group, the thesis statement which is shown to the teacher, to be corrected, if necessary. When the thesis statement has been approved by the teacher, then the group may continue to making introductory paragraphs.
5. Introductory paragraph that has been corrected by two people will be corrected by teacher. So on until the final paragraph.

Pre-reading as the example and source knowledge for students:

Wetland's Functions

- Marshes provide water to streams, recharging groundwater sources and regulating streamflow. This is an especially important function during periods of drought. The presence of marshes in a watershed helps to reduce damage caused by floods by slowing and storing flood water. As water moves slowly through a marsh, sediment and other pollutants settle to the substrate or floor of the marsh.
- Swamps play an important role in flood mitigation and nutrient removal. Because of the vast deposits of alluvial soil left behind by floods, floodplain forests have particularly high productivity and species richness. Many upland creatures depend on the abundance of food found in the lowland swamps, and valuable timber can be sustainably harvested to provide building materials for people.
- By absorbing precipitation, bogs play a vital ecological role in preventing downstream flooding. Bogs are home to a diverse range of flora and animals that are threatened by human encroachment.
- Fens, like bogs, have significant ecological functions in a watershed, including as preventing or reducing floods, enhancing water quality, and providing habitat for diverse plant and animal groups.

D. Advantages of the Process Approach Technique for Writing

- By allowing students to think while they write, the process approach allows them to manage their own writing. That is, students use the prewriting, drafting,

revising, and editing stages of the writing process to communicate their messages to readers in written form.

- Students benefit from the process approach in language acquisition because they are the creators of language, they must focus on content and message, and their own intrinsic motivations are valued. When students have their own intrinsic motivations, they are more likely to gain language skills.
- Encourages learners to work together in groups to boost motivation and foster positive attitudes toward writing.

3. SEMANTIC MAPPING TECHNIQUE

A. Introduction

Reading is a crucial ability to have when learning English. Reading, according to Nuttal (1992), is the meaningful interpretation of printed or written verbal signals. Reading, according to Richard and Schmidt (2010), is the process of comprehending the meaning of a written text. Furthermore, according to Barchers (1998), the reading processes begin with visual and perceptual processes registering printed words in the brain, the brain converting written symbols to language, and cognitive and comprehension processes adding meaning by relating the symbols to the readers' prior knowledge.

Reader is considered successful if within the reading process the reader is able to grasp the meaning and comprehends the messages included in the text. Teaching EFL students to read poses distinct problems and challenges at all levels of education. In order to help children become proficient in reading, teachers must develop an effective

strategy for teaching reading. As a result, the semantic mapping technique can be useful in teaching reading skills.

Johnson and Pearson (1978) created semantic mapping, which has its roots in cognitive psychology. It is assumed that students arrive at class having a smattering of knowledge or even misunderstandings about the topic that the lecturers will cover. Semantic mapping, as defined by Zaid (1995), is a visual representation of knowledge, a picture of conceptual relationships. He defines semantic mapping as a graphic representation of a text's primary concepts and relationships, or of the relationship between word meaning and categorical information organization. The visual and conceptual components of semantic mapping are the most important. Forms such as circles, triangles, and other shapes make constitute a visual semantic mapping. A conceptual semantic mapping illustrates the relationship between words and ideas by storing verbal information inside and between the forms.

Semantic mapping can assist teachers analyze their students' past knowledge and prepare them to meet a text. According to Vaughn and Edmonds (2006), semantic mapping provides a link between what students already know and what they will learn when they read by offering an overview of relevant terminology and concepts. Students can use semantic mapping to explore their knowledge of a new term by making a map out of other related words or phrases that have comparable meanings to the new word.

When it comes to teaching reading, semantic mapping aids teachers in getting pupils to focus on the structure of a text as well as the conceptualization of paragraph and short essay form. El-Koumy (1999) admits that semantic mapping has become a popular teaching method for improving understanding. Students can use semantic

mapping to activate their prior knowledge before reading, check their comprehension while reading, and evaluate their comprehension afterward. Teachers can use this strategy in pre-reading to identify how much knowledge building is required before pupils begin reading a certain material, according to Antonnaci (1991). Teachers can use semantic mapping to help students recall and organize information learned from reading the text as they discuss and make connections between words or concepts from the topic during reading activities, and during post-reading activities, teachers can use semantic mapping to help students recall and organize information learned from reading the text as they discuss and make connections between words or concepts from the topic.

Semantic mapping, according to Zaid (1995), inspires and engages pupils in thinking about and learning to read. It can assist children build their vocabulary by allowing them to connect new material to past experiences. Semantic mapping is a student-centered strategy that encourages students to be more engaged, participatory, and creative in their learning.

B. Procedures of the technique and How to implement in teaching and learning activities

The media that used in this technique are:

- Reading materials about wetlands
- Worksheet
- Whiteboard

Teaching Procedures:

- Before reading: The teacher evaluates the text to be read and carefully selects the crucial words that must be mastered in order to comprehend it.

- Using the semantic word map and guided conversation, the teacher introduces the selected subject words.
 - Draw or project the word map on chart paper, the blackboard, or software applications with graphics tools so that it is visible to the students. In the center of the map, write the theme or major concept.
 - Give the students semantic maps to work with.
 - Start a pre-reading discussion about the content words. Write the word and the student's meanings and response on the map as students respond to concept-related questions, and instruct students to do the same.
 - If students do not respond to concept-related questions, the teacher should provide a contextual definition of the word to aid students' comprehension of the material.
- During reading: Students utilize their semantic mapping to add to the meaning of the words as they read.
- The teacher gives a quick review of the essential words before instructing the pupils to read the prescribed text.
 - Teacher instructs the students to supplement their reading with additional information to help them understand the meaning of the key words. The teacher should urge pupils to make a list of supplementary words that describe the concepts from their reading.
 - As students read, the teacher encourages them to jot down any queries they have about words that need to be classified.

- After reading: The teacher leads a lengthy conversation about the reading with the pupils, emphasizing on the topic terms and their meanings.
 - During the discussion of their reading, the teacher instructs the students to apply their semantic maps. By building on their conceptual knowledge, the teacher engages students in a debate that further promotes and relies on their grasp of the subject terms.
 - As students discuss the reading and use the map as a guide, the teacher directs them to explain the information they acquired from their reading.
 - The teacher conducts the discussion by asking questions that will help students grasp what they have read more thoroughly. When students react to the questions, the teacher marks their answers on the huge semantic map, and they can take extra notes on their personal maps.

C. Advantages of the technique

Semantic mapping is one of techniques that can help students in enriching their word knowledge. There are several advantages gained by the students if the teachers use this technique. It can aid in the process of transferring the knowledge from one subject or discipline to another, and teacher-created maps can aid in gaining an overview of a topic or even an entire course. Semantic mapping provides the additional benefit of helping students visualize how word meanings can be categorized. It is also an effective technique for teaching reading skill and textual patterns of organization, and it is effective for improving note taking and creative thinking skills. Semantic mapping is allowed students to record what they are learning during reading activity. It is used to motivate and involve students in the thinking,

reading, and writing aspects. It enhances vocabulary development by helping students to link new information with previous experience.

4. DISCUSSION TECHNIQUE

A. Introduction

Speaking is seen as a critical skill for students to develop in terms of communication needs. However, developing effective speaking skills is a difficult challenge for pupils to achieve. Teachers use their own learning models in their teaching and learning activities to help students develop their speaking abilities in the classroom. To increase students' abilities, teachers must develop engaging and unique methods of teaching and learning in the classroom. There are several classroom learning approaches that can promote student mastery, one of which is discussion techniques.

Discussions are a number of settings for the open-ended, collaborative exchange of ideas between a teacher and students or among students, with the goal of advancing students' thinking, learning, problem solving, comprehension, or literary appreciation. Participants express diverse points of view, respond to other people's ideas, and reflect on their own thoughts in an effort to increase their knowledge, understanding, or interpretation of the subject at hand.

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ideas, and reflect on their own opinions in an effort to expand their knowledge, understanding, or interpretation of the issue at hand.

B. Procedures of the Technique and How to Implement in Teaching and Learning

Things that must be prepared include:

- Choose a topic of discussion: For example, in regards to the Function of Wetlands.
- Initial information: Provide explanations and directions regarding the procedure for discussion, the goals to be achieved and how to achieve these goals, how to express opinions, and what to do when experiencing obstacles in solving problems. Giving an initial explanation can be done by the teacher using reading material, power points, videos, or other tools.
- Determine the size of group members: Ideally the number of small group members is 3-5 people.
- Arrange space and seating, in group discussions all members sit opposite each other. This is done to establish cohesiveness among group members. Cooperation becomes effective when students face each other. Each group must be separated from each other so as not to interfere with each other.
- Teacher divided the keyword topic of discussion. For example:

<i>Wetland's Function</i>	Water Filtration
	Water Storage
	Provide Habitat For Wildlife
	Erosion Control And Floodplain Farming
	Flood Protection

C. The advantages

According to Mercer & Pullen (2014: 42) the advantages of the Small Group Discussion Learning Method are as follows:

- Students can participate more actively in discussions.
- Teachers can enhance the demonstration, giving complements, and providing constructive criticism.
- Students would be able to advance at their own pace.
- Small-group discussions are less likely to be tedious.
- Teachers who use small group discussions can better assess student progress and make instructional changes.
- Small group discussion provides students with language differences with a more comfortable setting for participating and asking for clarification

5. CLUSTERING TECHNIQUES

A. Introduction

When students are in the process of studying English, they are required to master the four most crucial skills: listening, speaking, reading, and writing. The mastery of writing skill is classified as productive skills along with speaking, meanwhile the rest were receptive skills. In language teaching and learning, According to Gerlach and Ely (1980), a competent teacher has a variety of strategies and must be prepared to choose the ones that will be most effective in directing the student to desired objectives/goals and also in acquiring the core abilities listed above. There are numerous ways that teachers might use when instructing. This section will go through a technique known as "Clustering Technique."

The clustering technique, according to Langan (2002), can be utilized to produce ideas for writing. This strategy is beneficial in a visual manner. This method is often referred to as diagramming or mapping. Lines, boxes, arrows, and circles are used in the clustering approach to highlight links between ideas and details. Furthermore, Pharr and Santi (2005) advise that students write a topic in the center of a piece of paper, then write ideas inspired by the theme around it, connecting these to the topic with lines, and repeat with their subtopics. As a result, this strategy can assist pupils in generating ideas before developing them into writing.

B. Procedures of the technique

The following are the steps in clustering work:

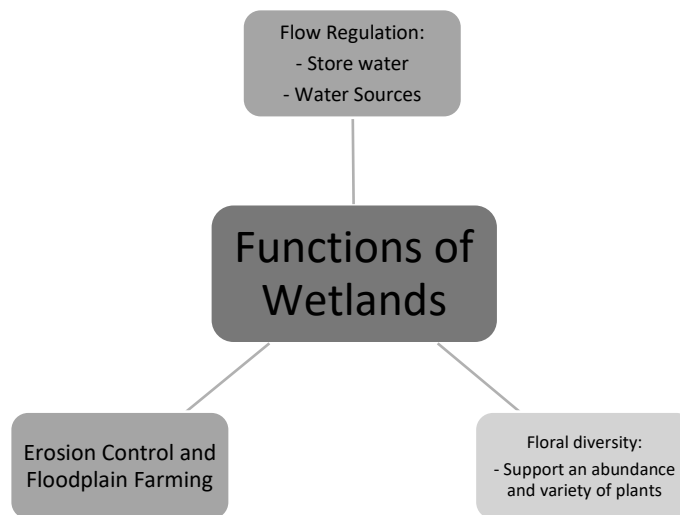
- In the center of a piece of paper, write your topic in a word or phrase and circle it.
- Also, jot out the major points or central concepts of your topic in a single word or phrase. Circle them and connect them to the central topic.
- The following phase is to develop facts, details, examples, or concepts that are related to these core aspects of the topic in some way. Organize these around the important elements.

C. How to implement in teaching and learning activities

Step 1: Students are introduced to the clustering approach by the teacher. Tell them that the clustering process will help them develop ideas when they begin writing. This brief guideline will assist students in understanding what is expected of them in the upcoming lecture

Step 2: As a model, direct students to produce ideas on the whiteboard in the form of a clustering strategy. Put the topic in the middle by using a box or another

shape to make it more engaging, and use lines or arrows to place keywords relating to the issue. Students do not need to worry about coming up with ideas; they are free to organize their thoughts as long as they are linked to the topic at hand. For example, teacher encourage them to use this technique on the topic of Functions of Wetlands:



Step 3: Ask students to write the first draft based on the design of clustering technique samples that have been put on the whiteboard in order to determine whether or not students have an essay when they begin writing using the clustering technique

Step 4: After learners are able to utilize the clustering technique, give them an evaluation to verify their writing ability and to learn about their writing challenges.

D. Advantage of the technique

- Suitable for generating ideas and starting write.
- Assist students in developing their ideas for their writing task. This means that under the clustering technique, learners are able to explore their ideas and develop them into sentences and paragraphs.
- We can say that ‘Clustering Technique’ is progressively developing the writing skill of the students.

- Clustering can draw a class situation to life. Students are immersed in the teaching-learning process because the material provided is relevant to their daily activities. It makes it easier for them to understand the material.
- The clustering technique has the potential to increase teacher effectiveness. Clustering assists teachers in developing parts of the teaching process such as prewriting, drafting writing, and refining writing.

CHAPTER V

TECHNIQUES IN TEACHING ENGLISH USING WETLAND CONSERVATION MATERIAL

1. IMITATIVE WRITING

A. Introduction

Language learning requires the ability to write. Writing allows people to convey their ideas, emotions, and feelings. In teaching writing skill, teachers or lecturers apply various interesting techniques to make students learning session meaningful. One of the examples is through imitative writing technique.

According to Brown (2004), imitative writing deals with the basic tasks of writing. It is a stage in which students attempt to master the writing's mechanics. Imitative writing has some activities that help students to build their writing fundamentals. Copying, imitative writing activities include cloze selection tasks, picture-cued tasks, form completion tasks, and converting numbers and abbreviations to words. The student should read the word and copy it in the correct order in the copying task. In the cloze task, this procedure is converted into a paragraph. The learner reads a text, and the pupils must subsequently write the same paragraph with some words removed. Some visuals are displayed in picture-cued activities, and the learner must select related words. All in all, imitative writing is a technique that helps to build student's writing fundamentals or the basics. It aims to build their writing skills and help them to think creatively.

B. Procedures of The Technique

Imitative writing has three steps, pre imitative writing, while imitative writing, and after imitative writing.

- In the pre imitative writing steps, materials from books or articles are given to the students for them to read. In these steps, students are expected to study the background information, data, and activities of the materials.
- The second stage is during imitative writing. In this step, students try to do some exercises. As the student already read the materials, students will try to fill up the missing words. This activity called the cloze selection task. In imitative writing, cloze selection tasks are commonly used. A cloze task is a type of exercise, exam, or assessment that consists of a section of language with certain elements, words, or signs deleted, and pupils are asked to replace the missing language component. Cloze tests necessitate an understanding of context and vocabulary in order to determine the right words or portion of speech that should be in the deleted passages. Cloze task helps students to understand the context of the reading materials.
- The third stage is after imitative writing which is the feedback stage. The students will receive several feedbacks from either teacher or other students. At this stage, the teacher might provide constructive feedback to the students in order to help them correct their mistakes and improve their performance. During this phase, students can also give their feedback on the materials too, students can comment on whether it is really effective for them to use the writing technique.

C. Implementing into the Teaching and Learning Activity

Imitative writing has three steps, pre imitative writing, while imitative writing, and after imitative writing.

In the pre imitative writing steps, materials from books or articles are given to the students for them to read. In this case, it is about wetlands. In these steps, students are expected to study the background information, data, and activities of the materials. With this pre imitative writing, students will be able to picture things with what they're about to write.

The second stage is during imitative writing. In this step, students try to do some exercises. As the student already read the materials, students will try to fill up the missing words. This activity called the cloze selection task. In imitative writing, cloze selection tasks are commonly used. A cloze task is a type of an exercise, exam, or assessment that consists of a section of language with some elements, words, or signs deleted, and the learners are asked to replace the missing language component. Cloze tests demand the ability to recognize context and vocabulary in order to determine the proper language or part of speech that belongs in the deleted passages. Cloze task helps students to understand the context of the reading materials. In this case, students individually are filling in the words from the wetland article specifically about the material of Wetland Conservation. The essay about wetlands is a fantastic place to start because the language is simple and engaging. The essay about wetlands is a fantastic place to start because the language is simple and engaging. The wetlands article is also important because the students will also learn from the article about Wetlands Conservation and their importance to society. For example:

Wetland Conservation

Wetland conservation is aimed at _____ and _____ areas where water exists at or near the Earth's surface, such as swamps, _____, and bogs.

Efforts to _____ wetlands are starting to begin across the country and the main focus of governmental efforts was on _____ methods of conservation rather than adopting engineering options. A national wetland mapping project has also been initiated for an integrated approach to conservation. In certain wetland sites, it is heartening to see the Government and _____ _____ coming together to wetlands.

One of the examples is The Katingan conservation area. It was saved from becoming an acacia plantation. Today the project provides _____ to 400 residents from 34 local villages. Many of the project employees work as fire firefighters and _____. Every year tens of thousands of new saplings are grown in on-site nurseries and regular maintenance is conducted to control fire risk and _____ the rate of tree survival. The project area is also home to a microfinance institution and several community enterprises focused on agroforestry, ecotourism and aquaculture.

The third stage is after imitative writing which is the feedback stage. The students will receive several feedbacks from either teacher or other students. During this stage, the teacher can give constructive criticism to the students in order to fix their mistakes and improving their performance. During this phase, students can also give their feedback on the materials too, students can comment on whether it is really effective for them to use the writing technique.

D. Advantages of The Technique

- Improving writing skills
- Develop writing fundamentals

- Understanding the context of the materials
- Improving student's vocabularies

2. DIALOGUES TECHNIQUES FOR GRAMMAR AND VOCABULARY TEACHING

A. Introduction

In language teaching, dialogue or conversation is one of the usual techniques to go. Dialogue technique is the short conversation representing some kind of communicative event (H. Douglas Brown, 2001). This technique is usually conveyed vocally or in writing. Such dialogues can portray spontaneous occurrences during a language class. Those unexpected exchanges are truly communicative, and they follow the "stimulus/response" model. This approach promotes active thinking, intuitive thinking, and language use within the context of established communicative habits.

Dialogues are useful for providing context for language use. They can also be a source of key grammar and vocabulary, providing pupils with valuable language input. Dialogues can also enhance pupils' confidence because they don't have to worry about developing words on their own right away. Another advantage of dialogues is that they are well-known. Language students have come to expect conversations in class.

B. Procedures of the technique

In the first part of the learning, the teacher will hand over the materials that have been prepared to the students. Form groups for students (or pairs) in order to have an easier time learning the materials, even the most introverted kids

communicate at the same level as "non-timid" students. Work in groups that develops a student into the central character of the language lesson is the type of work that allows students enhance their communicative skills.

Then, the students could find new vocabularies in the materials given by the teachers. The students could take their time to indulge themselves with the dialogue and in the conversation video to find out grammar forms. A genuine conversation is always instructive, unpredictable, and surprising.

A teacher supposed to explain the materials given. Explain the grammar forms presented in the dialogues and conversation sheets, let students ask if they have questions regarding some of the grammar forms. The teacher then would asks the students if they would find any new vocabulary in the given dialogues and conversation sheets. If they couldn't get what is the context of the new vocabularies, explain to them what the meaning is. Then, the teacher should proceed to the next part of the learning.

The third part is to test students' comprehension on the materials so far with exercises, so that the teacher could make a guess on how far the learning has progressed. The exercise should be taken in the form of written exercises. The students will be tasked to check whether or not the dialogue in question is in the correct form of grammar. The exercise should consist of 10 simple questions in the form of dialogues. After students are familiar with the current dialogue, then facilitate them with some vocabulary expansion. This freedom will give them a chance to create their own dialogues.

The final part is to give the students constructive criticism. Students must be able to receive constructive comment and respond on how they do the exercises.

Feedbacks, especially positive ones, will serve as a motivation for students to move forward with their learning.

C. How to Implement in Teaching and Learning Activities

To create more engaging learning activities, let's bring the class to the nature, like wetlands for example about **Wetland Conservation**. The teaching materials will be presented along with wetlands facts. While learning about grammar, the students could also learn about wetlands. For example:

A	Yesterday, I watched on TV about wetland. It is so similar with what we have here near the forest.
B	Yes, it is true. We live surrounded by wetlands. Wetlands have provided lots of benefits to us, from the very fertile soil to the varied ecosystem consisting of plants and animals that are only found in wetlands. Wetlands are the most valuable in the field of natural ecosystem which gave a huge impact towards the global economic compare to other ecosystems, and the rest of crucial global climate regulators.
A	Wow, that's cool! But the news said something about wetlands conservation. What is it?
B	The purpose of wetland's conservation is to conserve and preserve wetlands such as swamps, marshes, and bogs from threats. That's why our parents never allow us to play and destroying the wetlands habitat.
A	Now, I understand. I also want to help preserve wetland. What can I do?
B	There's plenty of way, for example:

	<p>- Try to raise awareness for protecting and restoring wetlands in our community by putting info graphic, etc.</p> <p>- Encouraging government authorities to implement wetlands-protection measures. Wetlands must be safeguarded against development. Wetlands will continue to exist if we advocate for stronger land development policies that require wetlands to be conserved, restored, and maintained as a prerequisite for development.</p> <p>And many more.</p> <p>Even if from a smaller step, we can help in conserving the wetlands.</p>
A	<p>I agree.</p> <p>Thank you for sharing this with me!</p>

Here teacher can guide students to learn about new vocabulary, grammar and also information about Wetland Conservation in one way. The follow up activities, like questions based on this kind of dialogue will be preferable to test out students' understanding.

D. Advantages of the technique

- Dialogues are useful in establishing context for language use. The natural, respectful and adequately redundant, in providing ample opportunity for conversational English practice.
- They might also be the source of crucial grammar and vocabulary elements in giving the learners a valuable language input.
- Dialogues can also enhance learners' confidence because they don't have to worry about producing language on their own right away. Dialogues with lower-level students might be useful in demonstrating them how to apply the target

vocabulary and language structures that you intended for your class.

- Another crucial advantage of dialogues is their familiarity. Language students have come to expect conversations in class.

3. STORYTELLING TECHNIQUES

A. Introduction

As one of the speaking skill techniques, storytelling is a method where students become the active participant and the center of the lesson. It helps the students to utilize the information and delivers their own understanding and messages to others in the form of telling a story (Ling in Julia, 2015:14). In addition, by Safdarian (2013: 208), storytelling is a way to retell stories in a different light by giving some word twists and new construction from the main source. Zaro and Saberi in Akhyak and Indramawan (2013: 20) say this is an activity that engages storyteller and audience interaction or between a speaker and a listener in some length or level of area. Which means, storyteller performing to a real-time presenter that actively tells an audio-based story to the audience while listening and understanding the story of what the performer says.

In this method, both speaking and listening skill of the student is being tested for good. The listener will be trying to activate the schemata to understand the story that is told by the performer, understanding why the performer chooses the story to tell, memorize what the story about, and whether entertained or not to the story. Therefore, it can be concluded that storytelling is a learning and teaching technique where a student is performed to become a presenter for telling his/her stories, whether it is from some fiction or non-fiction, into a speaking-based presenting.

B. Procedures of the Techniques

Fikriah (2016: 96) introduces the steps of storytelling techniques as follows:

- First, the students will be formed and to sit in their assigned groups.
- Then, the students will produce a story after be given some key words and sentences from the teacher.
- Lastly, the teacher will ask the students to retell their make-up story based on the result of their discussion in front of the class.

C. How to Implement

In this project, students will do storytelling related to Wetlands Conservation. Some of them will perform in front of the class to present the story of what they have understood about the wetlands themselves using the aid of keywords.

In the preparation stage, they will be introduced to anything related to Wetlands Conservation through reading material and teacher explanation. Students also can ask anything related to the materials that they perhaps think is not explained enough before engaging in the next session of learning. For example, of the reading material:

Wetlands Conservation

This conservation is targeted to protect and to preserve Wetland's areas. Such as swamps, marshes, and bogs. Wetlands are a vital part of world 's environment. Thus, maintaining and improving the health of wetlands will integrated positively to support plants, animals, and people. Here are five ways to conserve wetlands:

- **Plant a Native Plant Buffer Strip:** Plant a native plant buffer strip to improve the health of wetlands. Native plants have a higher resistance to disease, so they don't require as many pesticides or fertilizers to thrive.
- **Reduce the Use of Pesticides:** The use of chemical pesticides or any fertilizers for lawn care can harm aquatic life and wildlife. It will also negatively affect and decrease the water quality. If it is truly needed, it will be better to use natural products in place of chemicals.
- **Eradicate Invasive Species:** Non-native plants that quickly become invasive can have devastating consequences on wetlands. It will endanger the natural plant and change the wetland's function. That's why removing non-native plant species immediately is needed.
- **Reduce Stormwater Run-Off:** Stormwater provides the wetlands with the free water they need to survive. But, on the note that stormwater have to be in clean condition.
- **Clean Up After Pets:** Never leave animal waste near wetland's environment. Animal waste can wreak havoc on wetlands and their wildlife population.
- **Wetland Restoration:** Wetland restoration is a process to transform a former or degraded wetland in its form of physical, chemical, or even in biological characteristics to return its natural functions. Restoration practices such as:
 - **Re-establishment:** rebuilding previous wetland.
 - **Rehabilitation:** repairing and rehabilitating a degraded wetland.

In the next session, each student is divided into a group. As explained before, each member of the team will take turns in telling the story. After that, teacher distribute the key words for them to be included into their storytelling performance later.

Keywords
Native Plant Buffer Strip, Pesticides, Stormwater, preserving, conservation, restoration

The group members are intended to make a story for around 15 minutes based on what they have read and heard from teacher. Students are given full free access to develop it as they want. They are discussing how will the story going on and finish them properly including to input the keywords.

The storyteller group will go to the front of the class and telling the story that they already discussed in the group. In this session, the other groups that become the listener are intended to listen to what the storyteller tells about.

After the storyteller finished the story, the teacher asks the student what they got from the story to test their understanding. Students also may give a review of what they already heard.

At the end of the session of where each of the groups finished the storytelling, the teacher will give achievement to each group of which groups perform greatly. They will be scored from how the storyteller performance, the groups that listen to the story carefully and gives a good explanation of the story, etc.

D. Advantages of The Technique

- Improve their speaking skill

With this method, they also may feel more confident when they try to do public speaking in front of a lot of people.

- Train student's listening skill in a real-life situation

Students will try to understand the context of the whole story while listening to the spoken language. This is similar to what will they face when they are joining some conversation, or maybe when they attend some conference.

- Improve their cooperation

4. EXTENSIVE READING TECHNIQUE

A. Introduction

In defining what reading really means, many experts have given their best at illustrating the activity. All of them agree that reading is a very important skill that must be mastered by students. This is an activity that cannot be separated in the process of teaching and learning. Reading can be called a process of seeing written symbols and obtaining meaning from those written symbols. With the eye function, the written symbols (letters, punctuation marks and spaces) can be read to find its meaning. With the aid of the brains, the symbol can be converted into words, paragraphs that convey something or some message.

According to Grellet (2004:7), reading is a continuous cycle of guessing the meaning. In reading, the students are taught to use what they know to understand unknown elements, and how to decipher the symbol into ideas or simple meaning. After facilitating students to understand the strange element that they are not familiar with in the beginning, this process aids a child's knowledge to develop and grow as they learn something new at every stage of the day.

Similar to the above analysis, according to (Tarigan (1990:7) in Jaenal 2010), reading is a process that is experienced by readers with the clear aim to get the message delivered by the author through the medium of words or written language. In

short, reading is an activity to derive meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words. Therefore, to help overcome these problems, teachers must apply a special technique in learning. In this discussion, you can use extensive reading techniques.

According to several experts, extensive reading is one way to approach by observing students' reading comprehension of several written texts. Because by doing extensive reading students will get more information very clearly and quickly. It can also be interpreted that extensive reading is reading in general and in a broad scope with the aim of getting new information as well as enjoying the reading activity.

There are many benefits of reading extensively with extensive reading, namely that students will become good readers. Research conducted by an expert named Richard Day states that the more we read, the students will be better at processing words and better at speaking. With so much vocabulary that we get from reading every day, the newer information the student will get. As for the opinion of another expert named Elley (1981) which states that if a child is diligent in reading every day, then he will also gain expertise in writing. This is because if we are diligent in reading, we will also get ideas which we can then pour into an article.

It is also highly recommended that if students want to start reading extensively, students must look for readings that match their respective interests and preferences. Because if they read according to what they like it will make them more diligent and also enthusiastic in reading. Because basically the purpose of reading is to seek pleasure, information and also new understanding.

B. Procedures of the technique and how to implement in teaching and learning activities

The media used for extensive reading are:

- Journals
- Articles
- Books
- Newspapers
- Material on the internet related to wetlands.

Step 1 is all about surveys. Students have to skim through the book and highlight the headings and the title. Reading summaries at the end of chapters and books will also be helpful. Students have to guess what the author is going to say. They can also write it down on notes, on paper, then look it all over to get an overall idea.

Step 2 is about questions. They have to come out with a question after each heading or title point (e.g. “Basic Concepts of Reading” to “What are the Basic Concepts of Reading?”).

Step 3 is about the real activity of the reading itself. Start to answer each question in the previous step. With this way it can help student to have a target and clear direction to their extensive reading.

Step 4 is for Recalling. During this step, students have to mentally visualize and memorize the points of the material that they have read immediately upon completing the reading. This process will give a clue to what extent the students have understood their reading journey.

Step 5 is Review. Students have to look at their questions, answers, notes and book once again to see how well the recalling process went. The mistake that they

have made will further aid them to memorize it better. While the material that they quickly remember will help them to be confident in their reading skill.

In the procedures and steps used to teach extensive reading, it is better to start by doing short small talk between the teacher and students so that students can feel calm and ready to start the lesson. Without realizing it, small things like this are also very useful because they can make students confident and happy. If students are already feeling happy then it is a good step to start the class with students who are already in a happy mood.

Before giving the reading text, it would be better if the teacher asked the students to talk a little about the material to be discussed. For example, in this lesson, we will discuss about wetlands in Indonesia, so ask students the extent of their understanding and knowledge of wetlands. When explaining the material, the teacher can also use English to stimulate students' minds in using English, or if it is not possible the teacher can use mixed language so that students are not too difficult to understand the material. When the teacher asks questions about students' understanding of wetlands, it would be better if the teacher encouraged and also convinced students that there was no need to be afraid to answer because any answer would be accepted, this way students would feel safe and not afraid to express their opinions.

C. Advantages of the technique

The following are the advantages of this technique:

- Students become better readers: After learning how to be an effective reader to maintain good memory, they will become a better reader. Students will know how

to read effectively and shifting their focus on the meaning and content rather than on the shape of text only.

- Students learn more vocabulary: After students familiarize themselves with reading, they will more likely to enhance their vocabulary retention that way. The exposure of reading makes them understand not only the meaning but also the context of the vocabulary used.
- Students improve writing: Frequent exposure to reading and the way it is flow in the text will give them a boost in their writing skills. It will produce their own unique way of language acquisition mechanism.
- Students improve overall language competence: Not only affecting positively on reading and writing skill, this technique also increases their overall skill of language competence.
- Students become more motivated to read: When they can enjoy reading and perceive it as not a burdening task, then they can be self-motivated to make their own choice in reading without being ordered too. This also extensively gives positive new habit for them to enjoy the activity and the reading itself.
- Students develop learner autonomy: Students can read anywhere, at any time, and reading extensively helps them become more autonomous learners. This way, even without being ordered to, they will actively seek the reading activity themselves.

5. NUMBER HEAD TOGETHER

A. Introduction

Indonesia happened to be the country which view the importance of English language and implement the English instruction in almost every layer of education including the both national and international standard school. Even when the current

regulation didn't put English as one of the mandatory lessons in elementary school, there are some of schools still include the English instruction because they considered it is very crucial for the development of students' understanding.

In current situation, vocabulary and pronunciation material is the first priority at elementary school level besides reading and writing. Unfortunately, teaching and learning in listening skill is still lack of attention. Listening English foreign language activity can be said as foundation in English communication. The objective of teaching and learning listening skills for elementary students is by giving the basic listening skill and a simple listening comprehension. In teaching listening, it is forbidden to test the student how far they can listen a conversation well.

Cahyono (2012) states that, there are three chances of a successful in teaching English instruction program. Firstly, the program will be success if the teacher has good capability in pronunciation. Secondly, have the syllabi, good materials and quality teacher, the variation of teaching method. Last, if the focus of teaching and learning are grammatical competence, thus it should be understood and applying communicative approach.

One way is through listening skill. It is the ability to respond and interpret the meaning of the communication process. There are five scopes of listening ability, starting from receiving, understanding, evaluating, memorizing, and responding. The good listener has to be able to identify and construct the speech sounds directed to them in forming the meaning and also the message of the transmitted sound. Not only that, they also have to restore the information and memorize it to construct the good and correct responses. That is the way effective communication is going on.

Number Heads Together is one of the many methods that are considered capable of helping students become more active in learning activities. In the method developed by Spencer Kagan, students can be educated to be responsible for their work. Furthermore, Lie (2005) explains that this numbering method can provide opportunities for students to share ideas and provide accurate answers. This opinion is also in line with Kagan (2007) who argues that the NHT learning method allows students to listen carefully and can practice sharing information as the aid for them to be more involved and actively engage in the process of learning. In short, this method can motivate students to work hand in hand with group members to find the solution of the problems faced in earnest.

Lie (2005) defines Number Heads Together as "a type of cooperative learning, a structural approach that gives students the opportunity to share ideas and consider the most appropriate answers". This type of cooperative learning is formulated to enhance and affect students' style of interaction in learning process (Trianto, 2007). Through cooperative learning type Number Heads Together, student activity can be increased. According to Shoimin (2014), "students can motivate colleagues who are in their team to learn together so that in the end they can get good grades. Thus, the purpose of a lesson can be achieved. Komalasari (2010) also states that learning in small groups allows all group participants to work together to maximize learning outcomes.

In other words, Number Heads Together (NHT) as part of cooperative learning can help students minimize the problems faced by discussing and studying with their group of friends. The method used for developing the listening skills for elementary school student here is learning while playing with the Numbered Head Together (NHT) learning model. In addition, NHT can also train students to ask more questions and solve problems together.

The characteristics of the NHT learning method are each member group:

1. Consists of heterogeneous students

2. Have different numbers

Each student will be given 1 crown with a number, the numbers given are not the same or different.

3. Think together

Each group works together to exchange ideas and thoughts in order to solve problems or questions by the teacher.

B. Procedures of the technique

The following are the steps in NHT cooperative learning:

1) Introduction:

The teacher explains the NHT learning model and conveys the learning objectives.

2) Core activities:

- The teacher instructs the students into forming several groups
- The teacher, then, gives each students a random number to be weared on their head similar to a crown
- The teacher gives a *Student Worksheet* which contains several questions and the students answer them in a discussion
- Each student can convince the members that each member knows the answers to the questions in their worksheet

- The teacher takes the student number randomly in the form of rolled paper and the student whose number is selected and matches the number worn on the head, the teacher asks a question and the student must answer it
 - Students who answer will get points for their groups and at the end of the game, the teacher gives rewards or awards to groups who get high points. The reward can be in the form of candy that is made like a winner's sash or made into a crown.
- 3) The media used is as shown below, participants wear crowns on their heads containing their own numbers, and the numbers are not the same with the other:



C. How to implement in teaching and learning activities

<i>Implement</i>	<i>Activities</i>
1. Numbering	In this activity, teachers divide the class into small groups consists of 4-5 people. Each group are given random numbers to be put on their head as a crown.
2. Questioning	The teacher then gives different questions to each group. (Because this is listening skill, so the teacher prepares audio

and paper for students to answer questions)

The text would contain the identification of **Wetland Conservation** and then the students will answer what is the name of the conservation or give the specific answer regarding the conservation based on the question given.

Kakadu National Park

Kakadu National Park is a diverse park about half the size of Switzerland located in the Northern Territory of Australia. This park has wetlands that provide the beauty of the best wildlife magnificent. The wildlife lives there peacefully. There are freshwater and saltwater crocodiles that rest calmly on the banks of the rivers or billabongs. They can also be seen swimming in the water. That is the famous Kakadu's landmark called the Yellow Water billabong. It is located near the small settlement of Coinda, This billabong is a sanctuary and a home to many wetlands habitats such as crocodiles, wild horses, buffalo and many others. The billabong, which floods to join other waterways during the tropical season, also a safe-haven for millions of migratory birds each year.

Questions:

- 1. Where is Kakadu National Park located?*
- 2. What is the characteristic of Kakadu National Park?*

3. Heads together (Discussion)	In this activity, teacher will allocate some time to give the students a chance to do heads together, which is discussing and corresponding their opinions regarding the questions the teacher has given.
4. Answering	The teacher takes the numbers randomly so that the opportunity is equal to present the results of the discussion.

D. Advantage of the technique

The NHT learning model emphasizes students to work collectively in groups so that each group member understands the results of their group work and is responsible for the results of this work, so that automatically students feel themselves an active role in the center of the the learning process. Thus, students will feel motivated to learn so that learning activities can improve student learning outcomes.

The advantages of Number Heads Together according to Kisworo (2006), the Numbered Heads Together type of cooperative learning model are:

- Every student becomes all prepared.
- Students will discuss in earnest.
- Smart students can teach less intelligent students.

CHAPTER VI

TECHNIQUES IN TEACHING ENGLISH USING WETLANDS

SOCIAL LIFE MATERIAL

1. SITUATIONAL LEARNING CONVERSATION BASED

A. Introduction

In improving speaking skill, one of the techniques that is commonly used is conversation class. The basic idea is to make students talk freely in an easy and as comfortable as possible supporting environment. The role of the teacher here is not just to look for the student during the discussion but more of the assistance that gives any advice or correction among the students having conversation.

It is imperative to have such clear goals and carefully create a plan for oral and listening work. One interesting technique in Conversation Class is Situational Learning. This is where teachers provide a certain situation and students will be accommodated to act on it. A conversation can happen anywhere at any moment, make sure that the students are ready to talk at any time in a variety of situations. Teachers should try to give the students a sense of new experience for them to learn.

B. Teaching Procedure

- Opening Activity
 - The teacher provides a learning objective as the goal of the lesson, along with the learning material in a similar manner.

- After that, the teacher offers initial questions to give students an idea of the learning material to be delivered.
- Core Activity
 - Teacher began to ask the student to form a small group within the class.
 - As the discussion and conversation is going in progress, the teacher can observe the student or be involved in a conversation group to make sure that the conversation is still on the track.
 - Closing Activities
 - In this last stage, the teacher facilitates students with a room for questioning and stirs some productive discussion about the material.
 - Last but not least, students conclude the learning that has been done.

C. How to Implement

In implementing situational learning in class, here is the way:

- Opening Activity

In this initial activity, the teacher provides the learning material that expanded from the learning objectives to be obtained. Here, teachers could also start to introduce the situational learning technique.

The material will be explained with the teacher giving some initial and clue questions, so that the students have an idea of what they are facing. Here in the discussion of Wetlands, it will be interesting to put the situational learning for Wetlands Social Life

- Core Activity

Teacher began to ask the student to form a pair within the class. Teacher give a certain situation to discuss within the member of the group, for this particular discussion, Wetland Social Life is going to be the related topic. Instruct the student to create a conversation appropriated based on each role given.

For example:

Situation
Student A is a tour guide of Wetlands Conservation. Student B will be a visitor. B will ask questions and A will try to deliver about the social life around wetlands.
Student A is a news reporter seeking to know the life around wetlands. Student B will be the interviewee.

As the discussion and conversation is going on in progress, the teacher can observe the student or be involved in a conversation group to make sure that the conversation is still on the right track.

- Closing Activities

In the closing activity, the teacher provides a session where students can ask any question and discuss the material that has been learned before. This will give students some reflection and review process to what they have retained. After that, the teacher will help students to make conclusions from the overall lesson.

D. Advantage

- Situational learning where students can build up a conversation has the benefit of facilitating students to actively learn and grasp better ideas of lessons that they

need to know. As they communicate with their partners, the students will also get to experience the idea of sharing knowledge and information from each other.

- Conversations in situational learning are also good in enhancing students' sense of their academic identity. Working with their group and discussing any topics and ideas will eventually increase their self-agency in their learning process.
- Lastly, situational learning is also beneficial in providing a chance for students to grow their confidence and sense of belonging to learning; that they are capable to learn and grow just as well as others either in class, in school, or even in life. This is a point where students have to believe in themselves of their self-worth and capacity.

2. EXTENSIVE MONOLOGUE

A. Introduction

When someone is learning English, speaking skill is one of the most important things to be obtained. This skill allows us to initiate or engage a conversation with other people and express ourselves. Brown (2000) proposed that in learning language students are expected to master six types of oral production, one of which is “extensive monologue”. It is one form of oral monologues, including short speeches that can either be planned beforehand or impromptu style.

Brown and Yule (1983, as cited in Richards, 2006) made a framework distinction between the functions of speaking. In one of those parts, one of them is talk as performance. This one refers to public speaking where one can transmit information to a bunch of people or audience, such as short speeches.

Next to short speeches, extensive monologue also comes in the form of storytelling. These easy techniques can be used to make students familiar with speaking skills in the classroom. Pesola (1991) declared that this certain method is beneficial to naturally surrounding students with the target language. It offers students a fun learning activity, as well as increases their interactivity and creativity.

It was also stated by Ellis and Brewser (1991) that the act and application of storytelling can be useful for EFL students. It can help them to be more confident in expressing themselves, be it thoughts or feelings. Storytelling has the ability to help these learners to show their oral monologue creatively, and of course, spontaneously.

According to Kurniati et al. (2015), students tend to hesitate to speak and ask questions during the class. Many of them are reluctant and choose to avoid to give their response during the lesson. Hence, by giving learners the opportunity to enhance their speaking skill using several techniques from extensive monologue, there is a chance that their confidence might be boosted.

Short speeches and storytelling are great examples of extensive monologue as one of the teaching speaking techniques. Teachers can use those techniques to help increase students' speaking ability, as well as their confidence when doing public speaking in front of other people. In order to make students have better speaking ability, teachers can teach them to improve their ability in doing oral monologues.

B. Procedures of the technique

There are several steps that teachers can teach to their students in order to help them deliver their extensive monologue effectively (PETA, 2014). Some of them includes:

- Research and preparation.

- Writing your speech.
- Practicing.

In preparing themselves, as teachers, we have to teach them about one of the most important things in public speaking. That thing is knowing their audience. They must know about the characteristics of their audience and their beliefs about the topic. In addition, they also have to make sure that their message goes well with the occasion. Students must be taught to be aware with both their audience and the occasion in which they are delivering their speech or doing their storytelling activity.

Next, teachers have also been able to make sure that their students write their speech well (if it is a planned extensive monologue, not an impromptu one). Before they begin writing their speech, first and foremost, let them choose a topic. Make sure that the topic is interesting for both the students and their audience. When they have finally chosen their topic, we can help them to do their research about it.

In gathering contents or materials, teachers can recommend their students to do their own research by going through information in various printed sources such as the magazine or newspapers, interviews, or even doing discussion or brainstorming session with their peers. This can help them to think critically and recognize which information is important. Additionally, by doing a discussion with their classmates, they can increase their communicative skill in the classroom. It can also help to create a healthy and supportive environment among the students.

After they are finished in collecting the information, it is time for them to start writing. Organizing their ideas is one of the most crucial steps in here, because it can determine whether their speech will be able to be easily comprehended by their audience or not. Make them understand that they have to outline the body of their speech and limit it to three (or maybe four) main points. Keeping the contents short

and interesting is important because when they give too much information, there is a chance that they might lose their audience out of boredom.

The last step is practicing. The students must be able to do their speech well and speak naturally without glancing at their notes for every two seconds. It is very important for them to keep practicing until they are able to deliver their speech comfortably. Teachers can tell their students how many times in a day that is ideal to practice their speaking skill or with who they can practice. Teachers can suggest their students to either practice alone or do it with the other students; whichever most convenient to them.

Here, the role of teacher is very essential in helping the students to practice. Teachers have to give students some examples and simulations on how to control their expression, how to use better tone, volume and intonation in speaking. It is better too if the teacher encourages their students to use gestures on their performance. After that, one more aspect for teachers to pay attention to is the pronunciation of the students. Speaking skill requires the speakers to speak clearly to better transmit the oral message.

Of course, most of the steps also apply in storytelling. The students must also know their audience, decide what topic that they want to talk about, and start writing what they want to deliver. Practicing is also a key for them to become a successful storyteller. Perhaps, what makes storytelling and speech different from one another is the way storytelling is something that can make new abstract ideas easier to understand because it can help to simplify messages and concept that are complex and hard to understand.

Through storytelling, students can explain a problem more simply since they can use their own personal experience and real-life situation as an example of their topic.

They can make it as entertaining and educational as possible. Using the teacher's help, they can improve their speaking skill by using this technique. When they can get a better hold of the storytelling ability, they can do it in impromptu speaking where they do not need to do much preparation to speak, but rather do it spontaneously.

C. How to implement in teaching and learning activities

Emma (2018) mentioned that there are three stages that are typically applied in the objective of practicing speaking:

- The pre-stage: here, the teacher will give time for students to prepare them self and their speaking task.
- The while-stage is the speaking task itself. In this stage, learner will be facilitated a chance to actually practice their speaking skill.
- The post-stage allows learners to get feedback on their performance and conclusion of the task.

According to those stages, we can implement the extensive monologue in the class by making sure the students are ready and well prepared for their speaking task, namely giving speech or delivering their storytelling. The learners can start by choosing a topic about wetlands, for example about wetland's social life.

When the students are finally well-prepared, they can move to the next stage, which is practicing speaking. Teachers can give them a week or two to prepare themselves to perform their public speaking. Some students might need longer time to be able to perform in front of other people, which is why it is very important for teachers to get to know their students first before assigning them to do a speech or perform storytelling.

Lastly, in the post-stage when the activity is done, teachers can give their students several feedback or constructive criticism that can make the students gradually improve their speaking ability. Giving students positive feedback and affirmation is very crucial during the learning activity since it can give students larger motivation to increase the quality of their speaking performances.

D. Advantages of the technique

Docan-Morgan and Nelson (2015) stated that there are ten benefits of public speaking, which also apply to speech and storytelling. Those benefits in question are:

- To strengthen critical thinking skills.
- To reduce speaking anxiety and increase self-confidence.
- To deliver your message as effectively as possible.
- To listen more intently and effectively.
- To provide more useful feedback to others.
- To take an audience-oriented perspective.

As mentioned before, teachers can make the students do discussion with one another when they are preparing for their speech. In one of the advantages, Docan-Morgan and Nelson (2015) stated that public speaking can strengthen critical thinking skills. When teachers let their students work either individually or with other students in preparing their speech, they will do a lot of research and brainstorming, which can help to increase their critical thinking skills.

Reducing anxiety and increasing confidence can also be something that is acquired from practicing speech and storytelling. Gradually, students will improve their ability

in speaking and get rid of their fear to speak publicly. When they managed to do that, they will also be able to deliver their message and point effectively to their audience. When their speech is delivered well, their audience will also become excited and engaged in what they are talking about. Everything is basically closely tied with one another.

3. MIND MAPPING

A. Introduction

Language plays a vital part in boosting students' knowledge and assisting them in achieving success in all of their educational subjects. In the age of globalization, English serves not only as a universal language but also as a tool for understanding and figuring out information, mind, feelings, science, technology, and culture through oral and written communication. In the English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing. In this section, the focus skill would be for writing skill.

Writing is an activity of exploring opinions and ideas into words. Writing produces a series of words, phrases, and sentences into organized, coherent and cohesive paragraphs. Writing skill is not an easy skill to be mastered for all language users: not only for foreign and second, but also for first language users. According to Richards and Renandya (2002: 309), written language is a complex task that required lot of preparation from its detailed parts such as organizing the ideas and the content, nature of originality, flawless style, fluency, accuracy, and some specific discourse.

In its nature, learning to write is difficult but it is more challenging in the academic setting. As one of the productive skill, writing requires specialized skills.

Hence, if it is not according to the context, there is a huge possibility of errors occurring in writing. Errors in writing can be in the variety of forms such as grammar, spelling, vocabulary, punctuation, and even cohesion.

One of the common techniques used in teaching writing is through memorization. The teacher usually instructed the students to memorize a set of new words of vocabulary on the blackboard. Thus, the next meeting the teacher tested students' capability to memorize it perfectly even with the meaning. This concept will not help them in the long run-in writing. This bank of vocabulary only serves as difficulties for them to start writing. The students often confused about expressing their ideas in writing. Another problem was that they have a low understanding of the grammar.

To solve the problems above, new techniques is required where the students can easily absorb and understand the new words. One in which they can make them easy to retain new information and express their ideas into words. One of the techniques can be in the form of mind mapping.

Mind mapping is a technique to note effectively and creatively and creating map of ideas (Buzan, 2005: 4). This technique can improve students' creativity because they can express themselves in colors, pictures, and some abstract concepts in their own imagination. This way the map can help them easily write down their ideas in organized manner and improve their writing skills.

All mind maps have a basic structure which rotted from the center. This can be a replica of the thinking process. It will be connected through lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could be turned into something joyful and colorful, well regulated, and easy to memorize by students.

B. Procedures of the technique

Mind mapping is a unique technique that can potentially uses brain management to open its potency and capacity. This technique is also a learning system that can change the atmosphere to be more effective, efficient and enjoyable, that are:

- 1) Putting the main idea as the center is an illustration design to give freedom for students to expand their ideas to any direction. This is so similar with human radiant thinking in action. Placing the main idea or topic in the middle of page will give maximum space for other ideas to radiate out from the center.
- 2) Using a picture or photo for the central idea picture and photo are important especially for students. It is because pictures have a strong impact on imagination and memory. It will give them the aid to enjoy the process of learning. Moreover, it also help to keep the students focused.
- 3) Using colors color makes mind map more alive and adds the energy on creative thinking. Thus, the students can express themselves through colorful adventure and energy. It also can be used to easily capture attention and interest of readers.
- 4) Connecting main branches to the center picture and so on gives some similarity to what the brain works according to the association. Students will instantly relate two or more things all at once. The connections among branches make it easier for students to understand and remember. Thus, give them more tool in memorization.
- 5) Using one key word for each line it is because a single key word gives more energy and flexibility for mind mapping. Students also more attract to something than can be simplified rather than something complicated.

- It enables students to have a meaningful learning, because by using mind mapping technique the students are not only asked to memorize the materials but also having an understanding regarding the materials, specifically about the process in wetlands' social life.
- Mind mapping can increase students' memorization and retention. It is because diagrams and pictures are more easily stored in memory rather than complicated and complex formats. Mind map allows students to restore information in memory in visual and as well as some written form.
- It makes it easier for the students to make the complex issues in wetland's social life material becomes easier to understand.

4. TICKING OFF ITEM

A. Introduction

The importance of English language is happened In Indonesia. Many of education level both local and international standard (kindergarten, elementary school, secondary, tertiary and university level) implement English instruction. There are some of schools still include the English instruction at elementary schools because it is considered very important.

Commonly vocabulary and pronunciation material is the first priority at elementary school level besides reading and writing. But unfortunately teaching and learning in listening skill is lack of attention. Listening English foreign language activity can be said as foundation in English communication. The objective of teaching and learning listening skills for elementary students is giving comprehension and basic listening skill. In the teaching listening, it is forbidden to test the student how far they can listen a conversation well.

Cahyono (in Annisa, 2012) states that there are three chances of successful in English instruction program. Firstly, the program will be success if the teacher has good capability in pronunciation. Secondly, have the syllabi, good materials and quality teacher, the variation of teaching method. Last, if the focus of teaching and learning are grammatical competence, thus it should be understood and applying communicative approach.

Listening skill is the foundation for other skills. As receptive skills, students have to integrate and master listening skills to learn other skills such as speaking, especially in learning foreign language. By developing good listening skills, students able to match the sound with corresponding symbols when they decode words. By listening, in the early initial process students are preparing to imitate the sounds when they speak. In addition, even listening skills can lay the foundation for reading instruction; it is because by developing good listening skill, students can match the sounds with the corresponding symbols (Scott & Ytreberg :2006).

Teaching listening to children should make fun and varieties. Children who learn second or foreign language learning require time and psychological area. Every student has difference characteristic. Teacher has to know these differences in teaching and learning. There are some characteristics of student. First, children`s have different in experience and attitude. The more teacher gain or expose student`s unique experience the more relevant learning becomes. Second, children are different in level attainment and interest. Some students have difficulty in learning foreign language.

In this case, the students should know the function of language at least they are aware of the use of functional skill expression such as how to express their feeling or to respond others in English. Another reason why the teaching listening in the

classroom is still far away from sufficient is the inadequacy of listening materials in the school.

The Rules for Teaching Listening

- a. Improving student`s confidence. Teacher must understand their condition that all students are not always comprehend every word that teacher`s explain and pronounce
- b. Giving the explanation why student must listen. Make sure they know the beneficent and the purpose of listening skill
- c. Teacher might help the children to develop some listening technique. Children use their own background knowledge for knowing something that there are not certain sure.
- d. Setting the steps of teaching and learning well. Teacher should apply pre listening, listening stage and post listening.
- e. Listening is not depended on tape recorder only. Most of listening material is teacher`s talk

B. Procedures of the Technique

Since listening skill is important to learned and mastered by the students, it is necessary to teach it in simple way for young learner. Listening activities in the classroom can be divided into three stages, the activities are below:

a. Pre-Listening

Activities when teacher help your students for preparing what they will hear.

The purposes of pre listening activity are: arousing interest, activating prior

knowledge, building vocabulary knowledge, and predicting the content. In pre listening stage you can discuss the topic of conversation, give students information about the context, for example who is talking, where there are, help to find them unknown vocabulary, give them some predictions questions about the topic, teacher should give the sureness what the students have to do and make sure your students understand the reason doing the activity for example to practice listening to native speaker.

b. Listening Stage

This is a stage where the teacher gives various types of tasks. For example: answering questions from text comprehension, or in multiple choice, or true or false. Other than that, could also be in completing something such as a form, chart, or picture based on some listening tape. Following direction on a map, matching the listening section with the correct set of pictures is also included as the variety of listening section. The purposes of while-listening activities is to help learners improve the skills of understanding the messages from spoken language.

c. Post listening

This is the teaching step that the teacher uses after presenting the listening text. Activities when the teacher check students` understanding of what they have been listening to, give feedback. For example speaking activities, writing activities and pronunciation activities.

C. How to Implement in Teaching and Learning Activities

1) Pre-listening activities

- a. The teacher prepares the topic or the heading. Here, they can list down appropriate content of the heading. The teacher may also note the number

of each column, to save counting later, and a suggested context. For example:

<i>Animals</i>	<i>Plants</i>
snake	mangroves
alligator	shrubs
otter	water lilies
turtle	sedges
dragonfly	
5 words	4 words

- b. Teachers have to brief students on what they must do or provide clear written instruction for them to follow.

2) Listening stage activities

- a. The teacher then calls out the names of the items in random order. For example, mangroves, dragonfly, otter, turtle, snake, shrubs, sedges, alligator, water lilies.
- b. The students hear, identify and put a tick in the right column.
- c. The result would like this.

<i>Animals</i>	<i>Plants</i>
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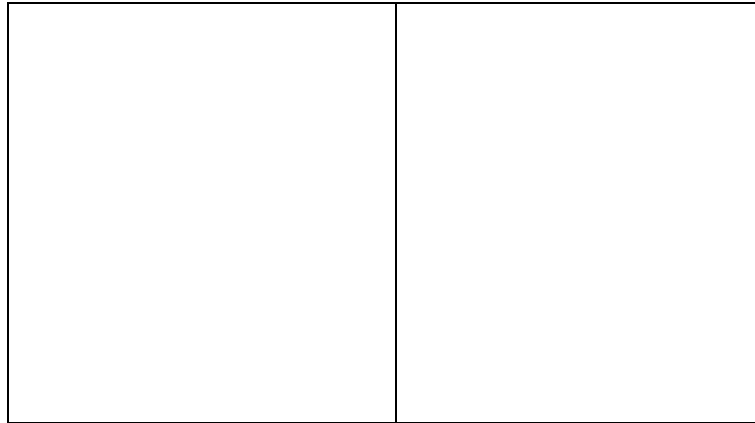
3) Post listening activities

Here, the teacher will give students the result of their tick-off task. Teacher's feedback will provide how many rights and wrongs each student has in each column. In more extended version, the teacher can give them long explanation and key answer:

Many plant and animal species live in the wetlands, including a number of rare and endangered species. The plants that grow in wetlands like mangroves, water lilies, shrubs and sedges provide shelter from predators for prey species like alligator or otter, and nesting areas for birds, or insect species like dragon fly while the water gives fish and turtle a place to spawn.

The result of student-response is the same type as the above:

<i>Animal</i>	Plant
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D. Advantage of the technique

Some advantages of the technique:

- For the teacher, the technique can replace the tape recorder. So, teacher doesn't depend on the tape, however she/he can use their voice to teach listening.
- For the students, the technique will bring them on fun section. Teacher is talking and the students will listen directly.
- The technique will build interaction between students and the teacher. So, they will close each other.

5. CHARADES TECHNIQUE

A. Introduction

General characteristics of young learners are curious, imaginative, and playful. They develop as individuals very quickly and luxuriate in routines and repetitions. They learn and adapt into their surrounding by imitating, watching, and listening. This is the way how they are acquiring new language.

In order for youngsters to accumulate English, they need to experience and listen to the language. In general term, it is believed that children learn languages

better than adults, this is due to their free way of absorbing and bravery of practice and making mistake.

Young learners got to concentrate to some elements of English like pronunciation spelling, structure, and vocabulary. To master English skills, in the early age children must know the vocabulary with their meaning as the source of their skills' improvement (Linse, 2005). In this section, how vocabulary is learned are going to be discussed briefly and a few methods and approaches of the way to teach them are going to be put forth.

Vocabulary is very crucial to support students' ability in English, but nowadays it becomes the problem in learning English, for instance many students cannot express word well because they less vocabulary mastery and difficult to recollect the new word. Mostly, they found the difficulties on the way to increase their vocabulary skill. In learning process, the scholars confuse what the teacher said even don't know what the precisely the meaning of it. So, they work hard in remembering and listing every single new word. Furthermore, in their mind they think that English is too hard. This situation is different from the opposite students who master in vocabulary. They will easy to hitch the category and fun to try to to every task given by the teacher.

In the general term, the teacher usually ordered students to to memorize variety of word lists per a day. This technique is used because teacher found the difficulty to search for other interesting technique of vocabulary. That is why teacher's creativity is needed.

When students actively produce the word, for example they can touch, hear, and see the word, there's an opportunity that the word are going to be remembered. Thus, the using of Charade game is often used to be alternative interesting way of

enriching students' vocabulary. The students can expand their vocabulary within the stimulating game. This game called Charade is an acting game. This game is focus to make students act the word by their body language without speaking and then the other students guess what exactly vocabulary that given by the teacher or their friends.

B. Procedures of the Technique

Charade is a word guessing game. It is pantomime that involves body movement and countenance are fun and encourage creativity and spontaneity. Glouberman (2003) says that charades game may be a game using the face and therefore the body to speak. He furthermore notes some points that should be examined in the game:

- a. Keeping from talking
- b. Using physical communication skills (body, face, gestures, etc.)
- c. Shared and non-shared cultural references
- d. Learning to ascertain things from the opposite person's perspective
- e. Emotion in communicative: what to try to when your partner frustrates you
- f. Development of specific vocabulary
- g. Effects of competition on effectiveness and enjoyment.

Charades game is acting out words, actions or feeling during a text. This game makes the scholars guess every word by using their gestures, and may help them to recollect the meaning of the word. It is an alternative way to teach the vocabularies. Charades game may be a fun and entertaining game for all ages. By using this game, the students have good participants because they need high degree of interest and satisfied to find out something.



- Preparation

Before playing, giving each child the chance to write down ideas for each category (fruits, songs, animal, etc.). This freedom will facilitate them to brainstorm and energetic if their ideas is chosen. Remember to keep charades one that are fairly easy to act out and are well known. Anything too unusual are going to be difficult to act out and guess and therefore the children might get bored and frustrated.

- How to play

Once player gets a good list of words, playing the game is quite simple. Divide into teams to make it more competitive. Each group choose one representative to pick a word or phrase to act out and the other players guess what they are acting (in group). Remember to warn the students not to speak and only act the word out. If the word or phrase is fruits, act like the player eats food (putting their hand toward their mouth). For a song, pretend to sing.

Example:

Alligator (animal): the student can try to make their body doing a posture like crawling and make scary face just like how others could imagine the alligator looks like.

C. How to implement in teaching and learning activities

Applying charades game in the classroom:

- a. Firstly, before starting the game, it is better for the teacher to give warming up activity. For example; the teacher provides a topic about animal, then she/he ask the scholars to say quite animal to form sure that the scholars have many vocabularies of it and ask to what the characteristics of these animal too to them in which those animals are related to the wetland's social life. Let the students know that they're going to have a Charade game. The teacher then explains how to play the game and the rules of the games.
- b. Secondly, the teacher or the team should list every word of the category. They could use the aid from index as a tool. Then, the team write list of words within the index cards and put during a basket or box.

- Snake
- Alligator
- Otter
- Turtle
- Dragonfly

- c. Thirdly, during the game, the teacher has to make sure that all students involve and participate in the game. Encourage them if they are wrong or find some difficulty. Praise them if they can guess the word correctly. Teacher also has to make sure that all students enjoy this process of learning the vocabulary through act.



- d. The last, after the Charade game is finished, the teacher can lead the reflection and post-discussion. They can review the wetland's social life together and sharing good memory during the games. This is the right time for the teacher to steer the discussion to the subject or the topic in which wetland's social life that the teacher refers to.

D. Advantage of the technique

There are some advantages of the technique:

- Charades is a fun game for children.
- Encourage them to think outside the box when presented with a problem to come out with a solution.

- Teach students to be creative with limited resources and develop their non-verbal communication skills.
- Facilitating students of a group work where they can do it collaboratively.
- Increasing students' activeness, either their activeness in acting the words or their activeness in guessing the words which are played.
- Increasing students' memorization or vocabulary retention.
- Help the students to manage their emotions. They should not be nervous when act out the words.

CHAPTER VII

TECHNIQUES IN TEACHING ENGLISH USING THREATS TO WETLANDS MATERIAL

1. SPEAKING CLASS THROUGH DEBATE TECHNIQUE

A. Introduction

Speaking is fundamental to human communication. Likewise, in learning language, focus to the speaking skill is considered as active and primary one among the fundamental basic skills. Moreover, to enable students to communicate in English, speaking skills should be taught and practice in the language classroom.

One of the challenges of teaching speaking is student often reluctant to do so due to anxious of making mistake, any difficulties, etc. One way to tackle this problem is to create and establish classroom environment where students feel free to practice and make mistake. Encourage students' participation in class using simple English. Giving positive feedback also helps to encourage less-active students to participate more in class discussion. Another way through providing them a new style of speaking activity such as debate.

Debating is a speaking technique where problem-solving task conducted via sharing opinion that can encourages thinking skills and also offers motivating contexts for learners to communicate with one another. One way, debate can also enhance active practice of speaking skill in situation where opposite points of view are presented and argued. Through debate, students will feel energized to share their opinion of some matter with practicing their English.

B. Teaching Procedure

Here is the procedure of implementing debate techniques in speaking class:

1. Initial Activity

- The teacher conveys the background of the learning material in accordance with the learning objectives to be achieved.
- The teacher gives initial questions to give students an idea of the debate's topic to be discussed.

2. Core Activity

- Teacher began to ask the student to form a small group within the class.
- Teacher give a certain topic to discuss along within the member of the group, for this particular discussion.
- Teacher assigned some group as affirmative who sided with the topic and also a opposition team who will argue with the topic.
- As the discussion and conversation going in progress, teacher can observe the student or involved in a conversation group to make sure that the conversation is still on the track.

3. Closing Activities

- The teacher facilitates each member of the team to deliver their opinion and argument regarding the topic.
- Other group will be given time and chance to respond with agree or disagree to the opinion given.
- Teachers are the mediator. Teacher can add important points and short tips to understand the topics more easily.
- The teacher helps students conclude the learning activity.

C. How to implement in teaching and learning activities

In implementing debate technique in speaking class with the topic of Wetlands, it will be more preferable to discuss the topic which requires students to formulate their answer and opinion over it, such as about **Threat to Wetlands**. Here is the example of learning activity in regards to this:

- Initial Activity

The teacher introduces the students to the wonder and benefit of learning speaking through debate technique. Then, teacher give students briefing about the topic of their upcoming debate and discussion. Here, students will get to know about the wetlands in general.

- Core Activity

Teacher began to ask the student to form a small group within the class. Teacher assigned some group as affirmative who sided with the topic and also opposition team who will argue with the topic.

Teacher give them the motion or the topic of the debate, such as:

Motion
<i>Whether or not the major threat to wetlands come from human hand?</i>
<i>Who responsible to the threat of wetlands? Government or society?</i>
<i>What should be done to minimize the threat of wetlands?</i>

- Closing Activities

The teacher facilitates each member of the team to deliver their opinion and argument regarding the topic. Other group will be given time and chance to respond with agree or disagree to the opinion given. Teachers is the mediator.

Teacher can add important points and short tips to understand the topics more easily. The teacher helps students conclude the learning activity.

D. Advantage

- Debate can build students' academic identity. When students are given the freedom to work together to build up ideas and ways of expressing those ideas, their sense of agency in their learning grows. The way that they can voicing their opinion is also good to prove that their ideas matter and can contribute to the collective learning and ideas in class.
- Improve students' critical thinking skill to consider one topic from various perspectives.
- Build students' sense of confidence, and knowledge from various topic of debate motion. This way they can actively seeking information based on their own self-curiosity. It is very important for students to believe in their capacities to learn.
- Through debate when students talk with peers, they also can learn to be more understanding and valuing and respecting other opinion.

2. GROUP WORK TECHNIQUE

A. Introduction

According to Cohen (1994:1), group work is a technique where students gather in a small group to participate on a task that has been assigned. The students collaborate as a unit of joint operation to come up with a suitable solution and achieve goals in a certain amount of time (Jeffs et al, 2005). Therefore, the essence of group work is collaborative teamwork where students can exchange what's in

their mind to and enhancing critical thinking with their peers. This technique of group work is implemented by many teachers all over the world due to the effectiveness to improve students' communicative skills and critical thinking.

In the area of classroom teaching, group work technique is the heart of a student-centered course. Here, the teacher allows the students to have interaction with peers without the major interference of the teacher. Teacher gives students time and space to learn, to solve the problem, and to make their own choices because of students' diverse knowledge or background. They can help each other when working together to come up with a solution or an answer. In this stage, teacher's role will be an assistance to assist students along the way if they find any difficulties.

Group work technique can be adapted into various subjects and courses, including in teaching English. Teaching English as Foreign Language is challenging without any variety of teaching method. Group work could be implemented to give students a room to improve and learn independently by themselves in supporting system by their peers.

B. Procedures of the Technique

There are set of procedures for teacher in initiating the implementation of this techniques. The group work learning technique consists of eight procedure as follows:

1. Initial orientation: describe the scope of the material, state the objectives, convey learning procedures, and convey alternative learning resource materials.

In this first stage, teacher also needs to motivate student to the new style of learning.

2. Forming groups and dividing tasks: determine the number of teams and the number of members, and inform team membership. Delivering material grids and giving assignments to be done in a work team according to the topics, indicators of competence that students must master and what is expected of them as a group.
3. Exploration: the group begins to exchange thoughts, and the group leader also sets agreements for the group members in order to run a smooth project. They explore learning resource materials, discuss and complete each assigned task, and prepare presentation media materials. Here, the teacher plays a crucial role in encouraging students to work toward their goals and keeps them moving in the right direction.
4. Learn to become a team of experts: students carry out peer teaching in their respective groups in turn until all group members become experts on topics that need to be presented in front of other groups.
5. Group presentation in class: draw a team that must present their group result in front of the class. The other groups will be listening.
6. Understanding checking: appointing two or four people at random outside the presenter group to re-present the material according to their understanding in turns. Monitoring the level of student understanding of the material, allowing other students to clarify material that has not been understood by students outside the presenting group.
7. Reflection and conclusion: re-explaining some questions that have not been answered correctly and clearly by the presenter team, providing a summary of the material to reinforce student understanding, allowing each student to ask, answer and respond to student questions.

C. How to Implement in Teaching and Learning Activities

In teaching English, this technique could be implemented in various topics that can facilitate students' collaboration and cooperation. More specific into the topic of Wetlands, these techniques will be suitable to be applied in the discussion of Threat to Wetlands. The learning activity will be like this:

- Students will be divided into small groups to be efficient (3-4 students).
- Each team will be assigned to formulate a list of threat to the wetlands. They will be encouraged to find various material like from e-journal, book or in internet.
- The group representative will be presenting their result in front of the class. The other students might give their feedback to the team.

Examples of the material:

The main threats to wetlands as follow:

1. *Unsustainable development*
2. *Pollution*
3. *Invasive species*
4. *Climate Change*

D. Advantages of the Technique

The advantages of this technique as follows:

1. Helps the students to deal with a complicated problem in smaller parts which makes it easier for the students to get the task done.
2. This technique helps the students develop their critical thinking.

3. Allows the students to develop strong communication skills.
4. Serves as an essential source when students do not have a good comprehension of things.
5. Deepen the students' knowledge about things and learn more things they were unaware of in the past.
6. Increasing students' grasp of variety of language functions. Such as students will learn the art of requesting, how to clarifying, how to offer suggestions politely, and exchanging conversation during group work.

3. DISCUSSION TECHNIQUE

A. Introduction

Speaking skill is defined as “the range of exercise types and activities with a communication approach is unlimited, provided that such exercises and activities enable learners to attain the communicative objectives of the curriculum, engage learners in communication and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction”. (Richard and Rodgers, 986: 165).

Gulley (1960, p. 4) states that discussion occurs when a group purposefully interacts orally for enlightenment of some problem or to come out with new ideas. If the aim is enlightenment, members systematically define, analyse, and exchange information. When the end is problem solving, student members systematically evaluate the possible solutions, and attempt to come with collaborative decision.

Similarly, Brown (2001) claimed that discussion is one of the techniques used in language teaching. Ewa (2014) defines discussion as a diverse body of teaching

techniques that emphasize participation, dialogue, and two-way communication. This technique helps students to develop their critical thinking, understanding for diverse opinion, and the ability to take action.

B. Procedures of the technique and how to implement in teaching and learning activities

- Procedure in organizing a discussion

- 1) Students are divided into groups. Each group consist of five or more members.
- 2) The teacher explains the purpose and the process of discussion to the students.
- 3) The teacher hands out some related information and question to each student and asks them to respond only after the discussion is over.
- 4) The teacher then sorts out the responses into their respective groups and quickly read to ensure that they are on the right track to reach the course objectives.
- 5) The teacher shares a summary of the responses and lets the students draw their own conclusions.

- Preparing for Discussion

To start planning a discussion, firstly teacher has to set up the objective or the target of the learning process. Teacher has to visualize what the teacher wants for the students to get out of the discussion. After that, the teacher can organize a discussion in various forms such as through small groups, choose sides for a debate, or write and share a paragraph in response to the theme in question. The teacher also has to allocate some post-discussion time for reflection and summarization to see what students get from the activity.

- Problematic the Topic

Having a clear goal in mind makes it much easier to plan a discussion. Here, teacher has to provide an open-ended problem to solve, a motion to debate, a decision to make, or a list to create.

- Select a Discussion Format

Many discussions format can be used in the classroom. Here, the teacher has to wisely chose one that can better facilitate the student in their learning process.

C. Advantages of the technique

- 1) Emphasis on learning instead of teaching
- 2) Participation by everyone in the class
- 3) Development of democratic way of thinking
- 4) Teaching student of reflective thinking and self-expression
- 5) Teaching students to be more tolerant and respecting other's opinion
- 6) Enjoyable learning activity to enhance their speaking ability

4. COMPETENCY-BASED LANGUAGE TEACHING (CBLT)

A. Introduction

In the world of education, Competency-Based Language Teaching (CLBT) is a technique application under the umbrella principles of Competency-Based Education. This technique offers new approach to the education field with focusing more on the outcome of learning or result of language competencies post-learning. This is a breakthrough from previous language teaching approaches that focus on the language learning input.

This technique has an aim for effective performance of real-world application or activities with list of essential skills, knowledge, attitudes, and behaviors. Thus, the

output educational goals is to provide students with a descriptions of knowledge, skills, and behaviors at the end of a program or course study. This approach rooted on the assumption that the quality of teaching and students' learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that the competency-based assessment can offer.

B. Procedures of the technique

There are key features that characterize the implementation of Competency-Based Language Teaching, as follows:

1. Task or performance–centered orientation. This orientation will provide learning environment where students are taught language abilities based on its function on the situation or context.
2. Modularized instruction. This instruction will define the learning objective as set of narrowly focused sub-objectives that will make students easier to grasp their target in learning to achieve better progress and achievement.
3. Outcomes that are made explicit. The desired outcome are specific, so that the students can know exactly what expected behaviors are required.
4. Continuous and ongoing assessment. Even if the focus is on the output, the ongoing assessment is still conducted along the learning process. This way it can be a reflection and continuous feedback for the students on their learning process.

C. How to Implementing

- Modularized instruction. As the initial process of learning, this instruction will define the learning objective as set of narrowly focused sub-objectives that will

make easier for students to grasp their target in learning to achieve better progress and achievement.

The parameter of the objective is focusing on life skills. The students are taught just those language abilities required by the situation or context in which they will function. *The goal of teaching is what the students can do as a result of instruction* (performance-centered orientation).

For example, with the aid of the material of wetlands specifically about Threat of Wetlands, the learning objective will be constructed to give students full competency and knowledge about the material. Not only that, in practical level, along with learning about the content and the language, students will also be exposed into the practicality of how is the best way to avoid the threat of wetlands in real-life.

- Outcomes that are made explicit a priori. The desired outcome is specific, so that the students can know exactly what expected behaviors are required.

For example:

	<i>Outcome</i>
Students are able to understand the significant Threat to Wetlands and the mechanism how it could happen	<ul style="list-style-type: none"> - Cycle / Map of Threat to Wetlands - Article on Threat to Wetlands
Students are able to formulated constructive solution and action to help preventing the increase of threat of wetland	<ul style="list-style-type: none"> - Poster how to stop threat to wetlands - Video on educating the significant danger of threat to wetlands

- Continuous and ongoing assessment. Even if the focus is on the output, the ongoing assessment is still conducted along the learning process. This way it can be a reflection and continuous feedback for the students on their learning process.

Modul as the example of assessing students understanding through writing form:

Threat to Wetlands

Many human activities put wetlands in jeopardy. Over half of the wetlands in the lower 48 states have been lost since colonial times owing to development, agriculture, and forestry, including 20% of Maine's wetlands. Despite the fact that current legislation has significantly reduced wetland loss, the United States continues to lose nearly 60,000 acres every year. Moreover, the ecological health of our remaining wetlands may be in danger from pollution, and invasive species, especially in rapidly urbanizing areas.

According to the Federal Environmental Protection Agency's Office of Wetlands, more than a third of threatened and endangered species in the United States live only in wetlands, and nearly half of them use wetlands at some time during their lives. The Blanding's Turtle, the Ringed Boghaunter Dragonfly, and the English Sundew are among the vulnerable species found in Maine's wetlands.

Unfortunately, human activities is also included as threat to wetlands in several different ways. For example: the use and the waste of toxic chemicals to wetlands habitat, physical disruption like sedimentation, or biological causes like invasion of non-native species.

D. Advantages of the technique

The advantages of CBLT:

- The benefit of specific and practical competency is it can be easier to cater students' need and interest
- This technique will provide good communication tools, so student will master basic structure of the language
- The competencies' objective makes it possible to be mastered one at a time, therefore the learners can take a record into what has been learned and what still remains to be learned
- Enhancing students' motivation in learning by using some media in the process.

5. FISHBOWL TECHNIQUE

A. Introduction

As the part of children's overall language development, speaking skill is very important for them. Through speaking skill children can express their ideas and thoughts verbally. Children can learn that words and sentences can be used as a form of entertainment. They can practice their speaking skill while they play alone or with their friends. Moreover, a teacher should train this skill at the school. Teaching speaking to young learners definitely is more difficult than teaching speaking to adults. However, fishbowl technique is very helpful for the teacher to teach speaking.



As stated by Silberman (2002: 132) fishbowl is a discussion format in which most of the class form a circle discussion, group discussion around it. In this technique the groups are divided into two. There are inner group and outer group. The inner group called the fish group and the outer group called the bowl group. The inner circle has to initiate the core discussion while the outer must to listen and take notes. Through this method, participants either in inner or outer circle can actively engage while listening, communicating and increased understanding of a variety of viewpoints. This is so suitable for respectful and balance need of peer communication.

Fishbowl techniques are used to stimulate conversation in class, with an emphasis on deep listening, critical thinking, critical questioning and thoughtful response (Olsen, 2011:1). This method exposes students to free option to engage while observing or taking part in. They will learn to be patient waiting for their turn and also how to respecting another role in the circle.

Fishbowl discussions are a great way to enable students to really engage with ideas they find interesting (Shakespeare : 2012). With new topic of discussion, students can work on their understanding with their group peer. They can exchange perspective, opinion and ideas. It is also enjoyable because introducing them to new way of learning through entertainment method.

B. Procedures of The Technique

In order to apply fishbowl technique to teach speaking skill, a teacher has to make some preparations. The teacher needs to prepare the media and the material first.

Fishbowl technique requires some media such as flash cards, picture, piece of paper, and color paper.

1) The Media of Fishbowl Technique

a) Questions picture



b) Flash Cards



c) Throwing ball

d) Colour paper

e) a piece of paper



The Steps to Apply Fishbowl Technique

- Prepare several pictures, flash cards and a ball.
- Cut the colour paper and distribute it to the students.

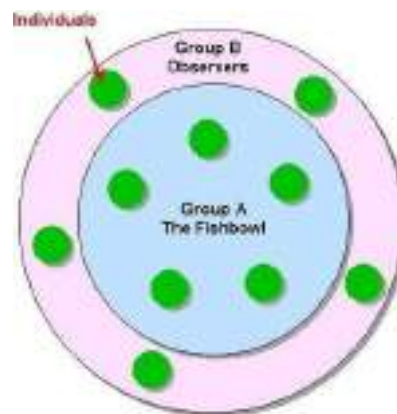
- Each student who gets a specific colour should make a circle group.
- The inner circle is the fish in the fishbowl get to communicate, the outside circle represented as the bowl and observes the inner circle.
- To start the discussion, the teacher will be the volunteer in inner circles.
- If the students in inner circles cannot answer question from volunteer, they should be back to outer circles.
- At all times, one of the participants already in the fishbowl will to relinquish his/her seat, and take a seat in the outside circle of observation.
- The action stops in the fishbowl until time is up.

C. How to Implement in Teaching and Learning Activities

Fishbowl is one of the techniques that can be applied in teaching speaking because of some reasons. First, fishbowl is very effective as an alternative way to boost students' self-confidence in speaking. Second, this activity could be an enjoyable task for them. Students will love to see some different technique in class. Third, this technique offers opportunities for students to practice communicating effectively. Last, fishbowl can enhance students' participation in the speaking class.



In order to implement this technique in teaching and learning activities, the teacher must introduce the starting topic, for example about **threats to wetlands** and gives an example about how to use fishbowl technique. Then, the teacher will divide the student into five groups and arrange the classroom seats in concentric circle. The teacher asks five students to stay in inner circle and the others are in outer circle. Teacher will use several media and tools in order to help the activities.



The first media is questions picture. Teacher shows the picture of one condition which threatens the wetlands for example like a picture of trashes and then give questions to students in inner circles and students should answer the question from teacher related to the picture. If the students cannot answer the question, they should back in the outer circles and choose the students in outer circles. Second media is flash cards. Teachers ask students to choose the flash card one by one. Teachers asks students to guess the flash card and speak up but if students can't guess the flash card, they must back to outer circles. The last media is throwing ball. Teacher will throw the ball to each student and asks question. when the students can't answer question, they must choose the outer circle by throwing the ball. They will be ended until the time is up.

D. The Advantages of The Technique

- It can be effective teaching tools for modeling group process. Here, students can learn on how to behave in group dynamic, on how to respect other's opinion and be sincere.
- It is beneficial for engaging students or other groups in discussion of cross-cultural or challenging topic. Students then will learn on how to perceive a difficult issue from various perspectives.
- It gives students greater autonomy in classroom discussion.
- Fishbowl also has impact towards students' self-efficacy in speaking.
- Fishbowl can make the students active in class and reduce the students' boredom,

CONCLUSION

The development of language teaching is always progressing time to time. The improvement is massive along with the research and the study. The great effort is established and integrated to give the sector of language teaching the best input and output. It is also to give the best experience for the learner in the language acquisition.

One of the results coming from this development is variety of techniques in language teaching, especially in English as Second Language (ESL) and English as Foreign Language (EFL). The length list of the techniques is provided with various objectives in targeting the mastery of four basic skill of English, vocabulary, grammar and many else. The technique are also vary in terms of activity, there are simple, complex and even games type one.

In implementing the techniques could be achieved into various form of materials, including all about Wetlands. With the aid of the techniques, learning English for Wetlands will be more interesting, educative and creative. This book has collected the weapon to make learning English for Wetlands joyful.

In learning Type and Characteristics of Wetlands material in the first and second chapter, teacher can use the aid of bottom-up, information-gap and summarizing techniques to improve students' mastery of reading. In the listening section, teacher could use the technique of subtitle from short-clip to provide visual and audio assistance. As for the productive skill, speaking skill could be improved by using presentation technique and writing can be implemented through descriptive writing technique.

In the second chapter with the material of Wetlands Habitat, teacher can give benefit from active techniques such as matching word to picture, three phases and Know What to

Learn (KWL). Aside from that, for the joyful learning through games can be implemented through Guessing Games and What's Missing games. Thus, students can learn about wetlands habitat in serious and also interesting manner.

In chapter three, under the theme material of Wetland's Function, there are also various techniques that could be implemented. In the type of collaborative learning, there are group work and discussion technique. Besides that, there are writing skills scope with the technique of semantic mapping, process approach and clustering. These variety will make students more eager to learn and explore their writing style.

Wetland's Conservation is the main theme of chapter 4, this material could be learned by using the techniques of extensive reading. It is also could be actively implemented in the productive skill using imitative writing and storytelling techniques. Beside from that, in learning the gist of vocabulary and grammar could be done by dialogues and short conversation.

Chapter five about Social Life in Wetlands could be explored by students through the techniques of extensive monologue and situational learning. This strategy could help students understand the material better along with the acquisition of the objective skills.

The last chapter under the material of Threats of Wetlands has the objective on the mastery of productive skill of English. Here, teacher could teach students how to maximize the technique of group work, discussion, competency-based language teaching and also debate. This type of activity will be beneficial in language teaching to help students acquire both the speaking and writing skill.

All in all, these integrated various techniques could be implemented to the chosen material to bring unique and new environment for students in classroom setting. With the

specific advantage and procedure, teacher can use these guidelines in teaching English in class. The variety will prove to be helpful to create creative and educative classroom activity.

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- <https://methodsineit.wordpress.com/communicative-language-teaching-clt/b-the-teaching-implementation-brances-of-clt/b-the-teaching-implementation/competency-based-language-teaching/>
- <https://www.epa.gov/sites/production/files/2016-02/documents/wetlandfunctionsvalues.pdf>
- <https://www.epa.gov/wetlands/basic-information-about-wetland-restoration-and-protection>
- <https://www.epa.gov/wetlands/classification-and-types-wetlands#marshes>
- <http://cas.umt.edu/watershedclinic/links/clarkfork/wetlands/whatarewetland.html>
- <https://www.fluentu.com/blog/educator-english/information-gap-esl/>
- <http://www.wetlands-initiative.org/what-is-a-wetland/>
- <https://www.worldwildlife.org/habitats/wetlands/>

SYNOPSIS

Techniques in Teaching English using Wetlands is presented as a unique tool to aid practicing teachers or future teachers to engage all about Wetlands in teaching English. This interesting theme is provided to introduce students and young generation to the magic and beauty of Wetlands. With selected and innovative techniques, surely the purpose of this book in giving guideline to link the techniques to all sort of Wetlands material will be fruitful to the advance of English teaching and learning that interesting, educative and creative. This book has collected the weapon to make learning English for Wetlands enjoyable.

This book introduces and make use of wetlands material into 7 integrated chapters. Each chapter provide unique and interesting techniques in teaching English. Each chapter has its own specialty in techniques that match with the like of wetlands from the type and characteristics of wetlands, its habitat, wetlands' function, conservation of wetland, its social-life and all sort of threat to wetlands.

The length list of the techniques with the taste of wetlands are provided with various objectives in targeting the mastery of four basic skill of English, also vocabulary, grammar and many else. The techniques are also varied in terms of activity, there are simple one, complex and challenging and even the games type one. These topics in each chapter are organized intentionally in that order with the hope that such a presentation and organization of materials in this book will aid teachers in preparation with a practical and clear sense on teaching English using wetlands material from theory to practice.

