TECHNIQUES IN TEACHING ENGLISH USING WETLANDS MATERIAL

by Upt Bahasa

TECHNIQUES IN TEACHING ENGLISH SKILLS FOR YOUNG LEARNERS IN WETLAND AREAS

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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.

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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 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 though 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.)

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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 behaviorime 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.

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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

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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 (Anonimous 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).

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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 [ðaɪ]. 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 Cattegno. 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

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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.

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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:

TRY TO TRANSLATE THESE WORDS TO BAHASA INDONESIA USING YOUR OWN WORDS!
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:
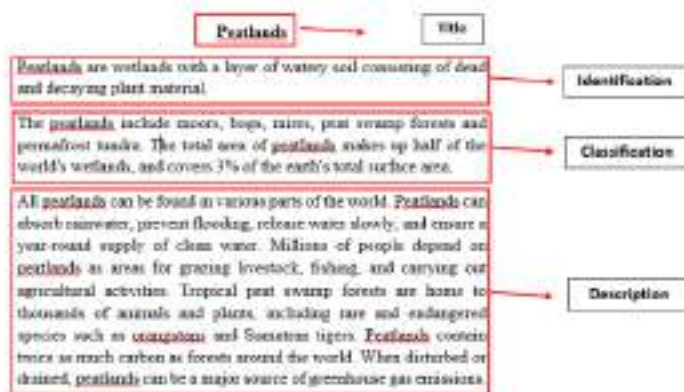
- Main activity:

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

Type and Characteristics of Wetlands:

Instruction: And now let's make descriptive paragraph from the Topics and Key Words Types and Characteristics of Wetlands!
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.

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- 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"

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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 gasp 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
Draw This!
Practice: Picture and descriptions. **Procedure:** Divide students into pairs. Give an image or picture to the first student in each pair without showing it to the second student. 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.

Example:

Student A: This picture is a lot of green.

Student B: Okay.

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

Student B: What is the characteristic of pound?

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
1. Teacher explains about material and gives student a text to read and discuss. For example about type and characteristics of wetlands.	Each student has to read the text carefully then discuss it with all of students in the class.
2. Teacher give students time to learn and understanding by their own	

pace and method. 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. 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.	

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 Kusumarasdyati (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:

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Set of Card A	Set of Card B
Swamps /swämp/ 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.	
Bogs /bäg/ 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.	

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

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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.

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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.**

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.

So, mind mapping is a simple technique that can be used to note creatively and effectively. Besides, it can help the students to memorize information. By using mind mapping, people can emerge and organize ideas to be a good sentence. Moreover, mind mapping can make the students happy in studying because there are colorful pictures. That is why mind mapping is a technique that can be used to learn writing skills.

C. How to implement in teaching and learning activities

1) First student will get the material about wetland's social life from the teacher. The teacher will also explain about the material contain within the scope of wetland's social life.

2) After that, the teacher will also explain about mind map and how to make it, just like the procedure explained before.

3) Then, by the material and explanation given, students are asked to make their own mind map about wetland's social life individually.

(*Example of mind map*)

D. Advantage of the technique

- 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

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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

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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:

Animals	Plants
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.

Animals	Plants

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:

Animal	Plant

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

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 batter 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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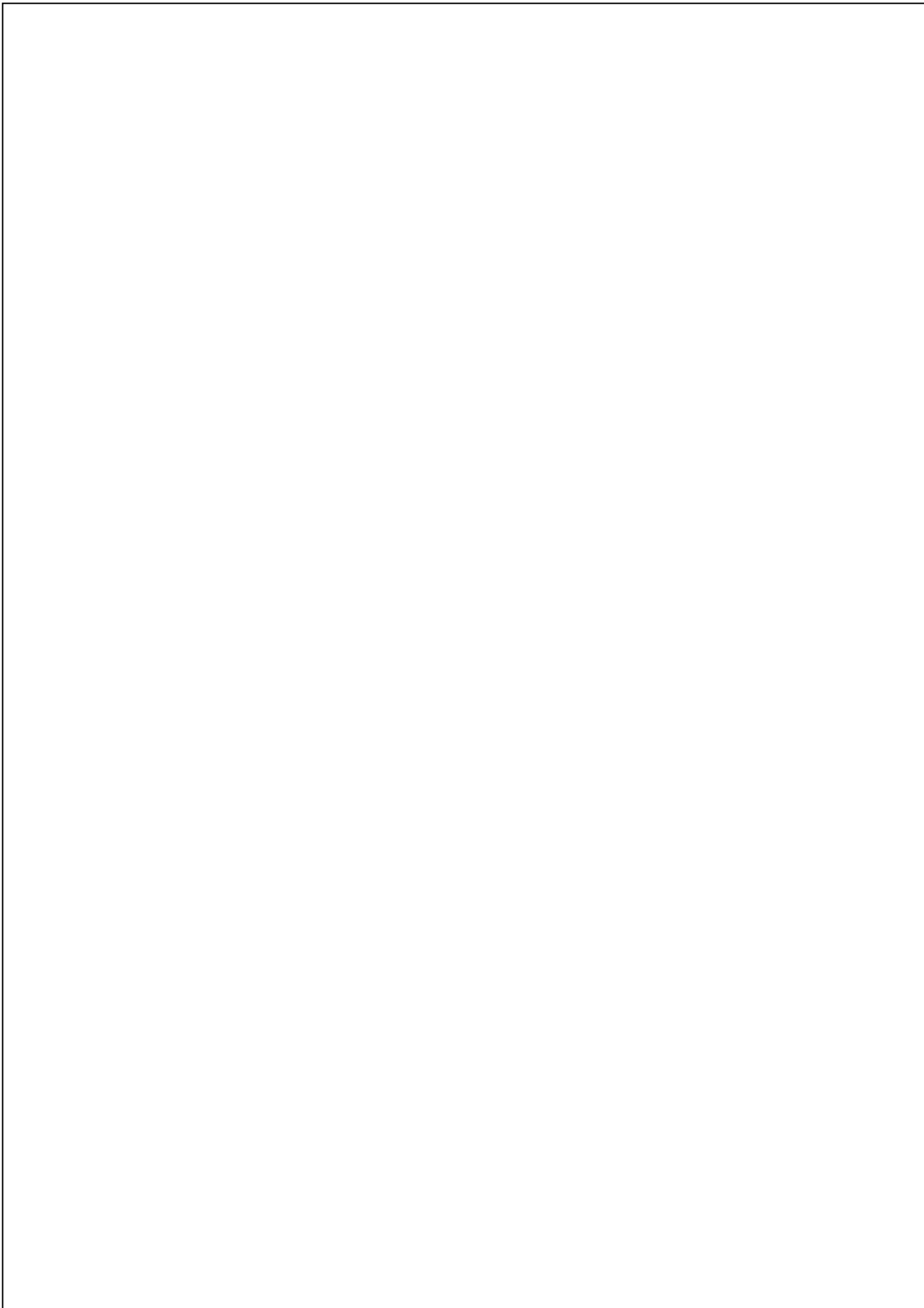
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SYNOPSIS

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.

TECHNIQUES IN TEACHING ENGLISH USING WETLANDS MATERIAL

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