

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is the process of teaching and guiding knowledge, moral values, and information to the new generation. To acquire knowledge, moral values, and information is the goal of the teacher teaching students. Teaching is a daily activity that every people can see in school. It defines as the influence of one individual on other's people learning, Gage (2009). Teachers are the important actors in learning. They act to influence the students by giving knowledge to students. Teachers not only provide knowledge but also teach students how to behave and act. Besides that, the teacher and students interact together in the classroom interaction.

In the development of curriculum in Indonesia, we know that the government tries to improve the curriculum. The change of curriculum is to make education system in Indonesia better. Many curriculums that had been applied in Indonesia from KTSP curriculum, curriculum 2013, and the newest one is prototype curriculum. Like curriculum 2013, according to Permendikbud no.69 of 2013 that the purpose of the 2013 is to prepare Indonesian people to have the ability to alive as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. While the west one in 2022, prototype curriculum has principle that the curriculum pushes the students to have the based competencies and character, not only

how many the teacher teaches the students and have academic ability, but the students can apply the knowledge in daily life. So, as the initiator school and teachers must have facilitator and to make sure the teachers have training to support their competencies and skills.

The impact of the shift of curriculum makes the system in the school changes to adapt the rules that the curriculum applied. It also has an impact to the teacher that must be changed the evaluation system of the students. Not all the school is ready to follow it, like schools that are in the village and far island. It also happens in some school in the village. They still use traditional curriculum or KTSP curriculum. It also can be seen from vocational school that want to try to follow the curriculum, but the unpreparedness of students, teacher, and the school to follow up the curriculum, it makes them to stay using traditional curriculum. For instance, English lesson in the vocational school, it cannot support their major. Because the teacher still use English material of senior high school to the students who are in the vocational school. But, as the teacher must teach English specific purpose for them, like how to learn English in accounting major. The adaptation English lesson of senior high school, it makes the school cannot follow the curriculum well. But all the purpose of the changing of the curriculum is to make system education better.

On another side, there are so many problems that students have to master English. According to Rany (2013) mentions some students' problems study English, such as first, English is difficult subject to learn to those people who consider English as a foreign language, second, a lack of support to use English in the environment. More practice can make the students mastering

English better when they have a partner or friends to talk, but because there is no people can talk English, it seems so hard for the students. Third, students have limitation of vocabulary proficiency. It also make the students are afraid to try speaking in English. Fourth, the students do not have motivation learning English, because students' thought that they do not have to learn English immediately and not the main language in this country. And fifth, learning English depends on teacher as authorities. Rules from the teacher can make the students cannot explore more what they want to study specific. For example, if the teacher teaches speaking and tell the students how to speak well, but the students do not just want learn the theory. It is better for them if they practice directly than just learn theory from the book, because the students want to know how their skill when they practice.

In teaching English, it introduces four skills that must be studied by the students from the beginning in learning English, so it makes easier for students to achieve listening skills, speaking skills, reading skills, and writing skills, Brown (2000). It cannot be denied that every part of English teaches about the four skills. Every topic in English links to these skills. To master four skills and support students' skills, the teacher must facilitate the students with good knowledge and ask the students to bring a dictionary to every English class. In teaching English, the teacher must get used to speaking English while teaching students. It can be done so that students are accustomed to hearing English pronunciation and do not feel foreign because students can hear and try to imitate and pronounce it. And this can also happen in writing and reading skills. It is popular thinking, Rivers (1970).

To solve students' problems, teachers as instructors or guidance must think and work hard make the students to be active when they are learning English. The teacher does activities such as giving explanations, asking questions, and clarifying are the duties of the teacher to the students in the classroom interaction. By doing activities, the teacher hopes the students can respond to the teacher. Interaction and participation are what teachers want to happen in the classroom. Their response and participation in the learning process can help the teacher to improve students' skills in learning. The way teacher and teachers behave to do teaching activities also is a supporter to make the students feel comfortable learning.

To support students learning English, the teacher can offer the students many variant concepts like conventional or modern. The success of teaching concepts depends on the way of teacher delivers the concept and what students need. Many concepts of teaching can help the teacher in teaching. A good concept can help the students to understand the learning well, and a bad concept cannot help the students. How the teaching happens, and how the teacher treats the students, it describes the situation and condition in the classroom. For instance, the teacher introduces and applies lectures to the elementary or junior school; this concept makes the students get bored. Because there is no response that the teacher takes from the students, they only listen to the teacher lecturing in this activity. So, the teacher cannot take positive feedback from their students.

While, if the teacher uses active learning as concept teaching in the classroom. It is possible for the teacher gets interaction with the students in the

class. For instance, the teacher gives an explanation of the topic after asking the students the question and finding the answer to the questions. It is very useful to make the students active. So, the teacher must find the appropriate teaching concept for the students to get a good achievement.

Manipulation is a smart way of persuading people to do something that manipulator wants the target to do, Wright (2017). From this theory, it can be a way to the teacher to make the students want to learn as the teacher's willing. The teacher can utilize situation and condition in the classroom. If the situation and condition look passive, it is time to the teacher to manipulate the students. The teacher can persuade the students using positive reinforcement, such as praise, false sympathy, apologies, and rewards. The others manipulations, the teacher can use skillful ways to support the learning process, such as observation, translation the meaning, analysis the text, and practice. This situation and condition can use if the students are brave to speak up and answer the teacher's questions. But the teacher can use punishment, such as verbal abuse, silent treatment, threats, and intimidation if the students are out of teacher's control. It is possible to do in the classroom because teacher can adapt to students' behavior and attitude. So teacher's manipulation in the classroom is crucial to support the passive classroom. It is also can be a strategy to the teacher to make the students more active.

The role of teacher as manipulator depends on teachers' behavior because he or she is a key factor in ensuring high-quality education for the students, Poisson (2009). Factors from the teachers influence the students' achievement because if the teacher delivers learning material, in the same time

the teacher has already manipulated the students, and without them knowing the teacher has influenced students by teacher's strategy and behavior in the application of learning material. It also can be seen as long the teacher teaches the students, the teacher has shown behavior, such as positive and negative reinforcement.

Positive reinforcement is demonstrated when a behavior is followed by a consequence that increases the behavior's rate of occurrence. For instance, the teacher gives praising words to the students who can be brave to answer the question, even though the answer is wrong. The teacher can say to the students such as good, nice effort, and a good job. While negative reinforcement, it refers to a relationship among events in which the rate of behaviors occurrence increases when the students show a bad attitude and unpleasantness during learning. For instance, the teacher says to the student who can finish the task on time, they will get a reward. But, if they are late, they will get punishment. Teachers' behavior is the background in teaching the student. Having good and bad behavior can influence the students.

There are many kinds of research had researched about teachers' manipulation, one of them a journal the research by Saepuloh, Dewi, Nuraeni (2021), investigated teaching speaking skills by using audio lingual method. Here the researchers mentioned that the teachers need to manipulate to help the teaching and learning process especially in speaking skill. The researchers also mentioned about the difficulties of speaking skills, such as not being, brave to speak, not being confident to speak, not used to talking in class, being afraid of making errors. The research was used descriptive qualitative. And it

focused on the audio lingual method and orai application to teach speaking skills. The results of research was the students got motivation to learn English especially speaking skills by using audio lingual method and orai application. From the observation, the researchers knew that the students were more enjoyable and easier. From the relevant study here, the researcher knows that student's fear makes the students are not uncomfortable. That is why manipulation is needed here to increase students' motivation. Some verbal behavior can make the students have interaction with their friends in the classroom.

Based on the researcher's experience during observed teaching descriptive text at grade X students of SMK Negeri 1 Kisaran, the researcher saw teaching process of descriptive text in the classroom between teacher (T) and student (S).

T :It is impossible. He is easy to smile. Smile. (Giving the explanation in bahasa) What else? Raise your hand! You! (Pointing a student)

S :(Raising her hand and speaking in English) **He has thick hair. Rambutnya tebal (Translating in Bahasa)**

T :**Oh, his hair is thick. Rambutnya tebal**

S :**Handsome. (Mentioning the other description about Ade)**

From data, it can be seen that the teacher also invited the students to describe their friend 'AD'. And the teacher also manipulated the element by encouraging the students to have their own experience of describing. She asked the students 'what else? Raise our hand! In this conversation, the element that manipulated was appearances. Here mentioned the appearances of AD that he had thick hair. The teacher also repeated what the student said and also translated into bahasa. Another appearance was handsome. He

described as a handsome boy by his friends. Many opinions appeared when the students tried to describe person. It was very good to increase their English skill.

From this conversation, it can be seen the way the teacher manipulated the element of descriptive text used observation, translation and practice when they taught the students in the classroom. Teachers did the manipulation verbally that was why it is called verbal manipulation, such as said 'let us observe, what is the meaning, which one adjective? Let us practice. Teacher's manipulation that happened between teacher and students can be created classroom interaction. It was also the way the teachers teach the students by manipulating them verbally. By manipulating the students, the teachers forced to continue to respond or answer until the teachers got the response and answer from the students so that it caused teacher and students interaction. The way teacher did teaching activity, teacher's manipulation was crucial in the learning process especially to create classroom interaction. From the explanation above, the researcher did research entitled "Teachers' Manipulation of Elements in the Process of Teaching Descriptive Text."

1.2 Problems of the Study

1. How do the teachers manipulate the descriptive text elements in teaching the students' language skills?
2. Why do the teachers manipulate the way they do?

1.3 Objectives of the Study

Here the researcher mentions two objectives of the study as follow as:

1. To investigate the way the teachers manipulate descriptive text elements in teaching the students' language skills.
2. To investigate the reasons why the teachers manipulate

1.4 Scope of the Study

This study only focuses on teachers' manipulation during teaching descriptive text elements. The research is conducted at SMK N 1 Kisaran, grade X Academic year 2021/2022 in Pandemic COVID 19.

1.5 Significances of the Study

The researcher hopes that this research have some benefits in English teaching learning process, especially in teaching descriptive text. There are two kinds of benefits in this research, theoretically and practically.

1. Theoretically

This research introduces teachers' manipulation of descriptive text elements in the teaching process. Not all the teachers have the same behavior and manipulation in the teaching English, especially teaching descriptive text elements. The research findings add the research on teaching descriptive elements.

2. Practically

The research findings gives some advantages for the English teachers and the effort to develop the teaching learning process in language especially, teaching descriptive text elements . The readers, who are interested in teaching english text, can increase their knowledge in learning descriptive

text. For the researchers, as an input for them when someday they go to field of teaching English class and they can continue the research about manipulation in normal situation and condition teaching process without pandemic.

