

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on review of related literatures that used as the theoretical background and previous studies which related to the research. The review of related literatures is described as follows:

A. Students' Response

1. Definition of Response

According to Ahmadi (2009: 150) that the response is "response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression. Meanwhile, the response' is the activity of organizing it, not just a positive movement, of all types of activity caused by stimulants, can also be interpreted as a result or impression gained (left behind) from observation.

The term of response in communication is a communication activity that is expected to have a result or effect. Communication activities are communication between two or more people that give some effect or response in the form of a response from communication to the message distributed by the communicator. From the communication, then some people get a response or feedback. With the response or feedback from some people then the communication in the classroom runs smoothly. This is what they can cause the response is divided into three parts, namely:

- a. Cognitive, is a response that is closely related to knowledge skills and information about person. This is response appear when there are change the understood or in perception by audience.
- b. Affective, is a response related to emotions. Emotion is a conscious mental reaction. This response applied when it exist a change in what the audience liked about something.
- c. Conative (psicomotor), means by psychomotor is response related to real behaviors, include action or habit.

The conclusion of the response is formed from the process of stimulation or the giving of action or causes that result in reaction and result from the stimulus process. Responses arise from message reception after a series of communications between some people. Therefore the change in attitude is depending on the alignment between people are communicate, whether the stimulus can be accepted by the object or instead unacceptable. If the strategy stimulus acceptable means of communication can be effective and smoothly and also the opposite.

2. The factors of Response

A person's response can occur if the casual factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get an individual response, because individuals do the appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself. Factors that will get individual stimuli are two factors:

1. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation.
2. External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor. According to Bimo Walgito in his book, states that the psychic factors associated with the object because of the stimulus, and the stimulus will be about the sensing device.

3. Definition of Students' Response

Students' response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students answer immediately. According to Suherdi (2010), that the students' response is actions from the students during interaction process in the classroom. In this study, students responses mean students action toward English teaching and learning process in class. In this research students' response is defined as students reaction toward learning process has done, especially model of learning used by the teacher.

According to Rosenberg and Hovland (1982), there are three components of attitude called tripartite models. The first component is cognitive. This component can be identified by the representation of what a person believes or thinks about something. The measured dependent variable of the cognitive component is based on perceptual responses and verbal belief statements.

The second component is effective which is defined as the emotional feeling toward something. Generally, emotional reactions are influenced by beliefs or what someone believes about something. It can be profitable and unprofitable to something. The third component is conative, which is responses related to real behaviors, includes action or habits. As explain action is happened one at the times while habits happened continually.

Stimulus given to someone can be accepted or rejected. If the stimulus is not receive or rejected, it means that the stimulus is not effective in influencing individual attention and stop here. But if the stimulus received by someone means there is attention from the individual and the stimulus is effective. If the stimulant has received attention from someone the he understand the stimulus is continued to the next process.

This theory bases the assumption that the cause of behavior change depends on the quality of the stimulus of communicated by someone. That is the quality of the source of communication such as credibility and the style of speak very determine the success of changes in the behavior of a person, groups, or society. In this situation, the researcher connects to

the student responses with one type of media to ensure the learning process in English language learning.

B. Theory of Teaching

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000: 7) teaching is “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”. In the teaching-learning process, which consists of various components that are interconnected with another one. The components that must exist in the learning process include curriculum, teacher, students, material, methods, media, and evaluation.

Teaching cannot be defined apart from learning, because in essence teaching is directing to a better direction, from those who do not know be known, from those who cannot become able. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Nasution (1990), teaching is organizing the best environment and connecting it with students so that learning activities occur. Teaching is done by the teacher and the work of the teacher, they want to go into teaching as a career.

While Karo (1975: 10) states that teaching is the process of transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge, or sciences, such as the telling and showing students how doing something, complimenting and giving rewards to the

students when they did well and scolding or punishing them when they did wrong. Where the role is solely done for the good of the students themselves.

Teaching and learning may be considered as two mutually defining aspects of the same process for the teacher is not just a giver but also a receiver and the learner is not just passive recipient of made to measure packages of knowledge but also an active participant. Looking at the teachers and learners are both participants in an interaction activity which has been traditionally called teaching-learning.

Quality in an educational institution can be seen from three aspects, namely good input and output, competent teacher, and a good learning process. It is universally recognized that the teacher is the key person in an education system. A competent teacher will be able to create an effective learning environment and will be also to manage the process of teaching and learning so that the students can achieve an optimal result stated by Usman (1990: 7). To be able to manage the process of teaching and learning, the teachers must have strategies to do that. So, teaching is conducted to reach and directed to the goal of the learning process or to enhance student learning and the outcomes of such learning.

According to Harmer (2007:25), there is some simple definition of important roles of a teacher such as a controller, organizer, assessors, prompters, participant, resource, tutor, observer, and performer as follows:

1. Teacher as controller

The teacher controls the whole class and all the activities that take place in the classroom.

The teacher gives instruction while teaching and learning process taking place. As controller, the teacher can help, repair, and assess critically concern of teaching process (Djamarah, 2005:48).

2. Teacher as an organizer

An organizer means managing a classroom with a variety of activities.

A teacher as an organizer plays some duties such as giving proper instructions, information, making proper seating arrangements, creating group activities and sum up the class lecture.

3. Teacher as assessor

The role as an assessor means assessing the students' level of learning, giving feedback and grading them. Most teachers are seen as assessors in the classroom. Teachers offer help if students do not understand something, they give feedback over their activities and also grades them in different ways. As an assessor, the teacher checks the students' exam or test papers and corrects the mistakes..

4. Teacher as participant

The teachers do not participate rather stay as a prompter, organizer or monitor the class. The teacher just monitoring the activities or offer help to provide information.

5. Teacher as resource

As a resource, the teacher should always be ready to help but the teacher should not interfere rather the students should ask for him/her. Through this process, students will become independent and increase their capability. So, playing a role as a resource is similar to be a consultant or adviser.

6. Teacher as tutor

The teacher as a tutor there are pointing them in directions they have not yet thought of taking" (Harmer,62). So, a tutor is a combination of a prompter and resource.

7. Teacher as observer

A teacher is an observer. The teacher observes the students individually to assess them. The students are observed to give feedback and grades.

8. Teacher as performer

The performance varies from teacher to teacher. The teacher as a performer is the mixture of all the roles discussed above. If a teacher performs badly it affects the learning process. So, it is very important for a teacher to be a good performer in the classroom.

C. English Language Teaching

1. Definition of English Language Teaching

According to Kasihani (2000) English is taught as a foreign language in these particular countries. It includes Indonesia, China, Japan, and etc. In the field

of education in Indonesia, English is taught as a foreign language. English is one of compulsory courses which is taught from the junior high school up to the senior high school and the vocational school level. Through English, the students are intended to develop four skills so they can communicate in English for a certain literacy level. The literacy level includes performative, functional, informational and epistemic.

According to Brown (2000: 5) language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings. Language is acquired by all people in much the same way language and language learning both have universal characteristics. Teaching is defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000: 49-58). In relation to learning Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. In other words, the concept of teaching is interpreted in line with the concept of learning.

Language is used to create a meaningful communication among human beings.

A teaching theory is viewed as something that is constructed by individual teacher. From this perspective, teaching is viewed as driven by teachers' attempts to integrate theory and practice. According to Blum, twelve characteristics of effective teaching are as follows:

- a. Instruction is guided by a preplanned curriculum

- b. There are high expectations for student learning
- c. Students are carefully oriented to lessons
- d. Instruction is clear and focused
- e. Learning progress is monitored closely
- f. Class time is used for learning
- g. There are smooth and efficient classroom routines
- h. Standards for classroom behavior are high
- i. Personal interactions between teachers and students are positive
- j. Incentives and rewards for students are used to promote excellence.

Teaching learning of a language is a matter of practice. The language teacher can teach the language any way he likes. But, the knowledge and application of certain principles help him to teach the same language effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn and above all his environment of learning.

Richards (1985:11) says that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of language which is not his native one. In the case of English, the English language teaching has been running for a very long time, started at the end of middle ages up to present day.

2. Teaching Method

According to Brown (2001:16), the teaching method definition is as follow: Method is a generalized set of classroom for accomplishing linguistic object. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material.

Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach and includes various procedures and techniques. The method used by the teacher has to be adjusted with students need. The best method is depending on some factors.

Teachers find that a particular method resonates with their own values, experience, and fundamental views about teaching and learning. It fits with what they are trying to achieve and it is appropriate to their students and their context. Method should not be exported from one situation to another. So, it demands teachers to have various methods based on the student condition. Teaching young children has different method from teaching adult. There are several method in English language teaching which are going to be discussed below:

a. Grammar Translation Method

The purpose of GTM is to make the students able to read literature written in target language. The procedure of teaching English is simply a combination of activities of teaching grammar and translation. The teacher

explains the rules in students' first language and then simple words are put into slot of grammatical rules. The teacher provides the class with other words are memorized as units. The students, then practice using the rules by using words provided.

b. Direct Method

This method involves all discussion in the target language. The teacher uses example of language in order to inductively teach grammar; the students are to try to guess the rules of the language by example are provided. Teacher interacts with the students a lot, asking them question about relevant topics and trying to use grammatical structure in the conversation. Accuracy is sought and errors are corrected. It still focused on the grammar.

c. Audio Lingual

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. This method also uses drilling to teach the acceptable pronunciation.

d. Silent Way

Silent way method is a method of language teaching based on the idea that teachers should be silence as possible during a class but learners should be encouraged to speak as much as possible. In addition, the learner needs to discover or creates, learning is made easier by the use of physical objects such as Cuisenaire rods, learning is made easier by problem-solving using the target language. The purpose of implementing silent way method in this study is to build the students' personality becomes individuals who are autonomous,

independent and responsible and become involved actively in the learning process.

e. Task Based Learning

In this method, the students are given a task perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students' performance of the task has shown to be desirable.

f. Total Physical Response (TPR)

Richard (2001) which also states that Total Physical Response is a language teaching method that uses cooperative speech and gesture which is an attempt to teach language through an activity, a method of teaching a language using physical movement to react to verbal input. The TPR method is a language learning method that relates to command coordination, speech, and movement. So that a teacher tries to teach language through physical activity and students are easier to master a language in learning.

g. Suggestopedia

This method provides a very low stress, attractive environment in which the acquisition can occur. The teacher should creating the right atmosphere and in acting out the dialogues in the target language, although at the beginning the teacher use first language.

D. Theory of Practice

Practice often is defined by what people do rather than who people are or how people think. Practice in complex domains involves the orchestration of

understanding, skill, relationship, and identity to accomplish particular activities with others in specific environments. Practice theories do more than just describe what people do. Practices are, in fact, meaning-making, identity-forming, and order-producing activities (Chia & Holt 2008, Nicolini 2009).

In the learning process, practice is considered very important. Students can understand a theory when they do practice, practice is an effort to give the opportunity to students to experience firsthand about a material or theory. Direct experience is an experience gained by a person as a result of his own activities. Direct experience would someone experiences goal attainment and directly related to the object to be studied without using an intermediary. Based on experience, it can encourage students to reflect or look back on the experiences they have experienced.

Wallace (2010) assumed that each student brings knowledge and experience when entering new learning. Wallace further explained that the effectiveness of practical learning depends on how students reflect by linking knowledge and experience and practice, so as to improve further learning. The ability to reflect on practices based on experience and knowledge determines the achievement of professional competence. It is expected that during practice, students are able to see, observe, understand, compare and solve a problem when practical activities are carried out.

The objectives of practical learning by Darman (2012) are as follows:

- a. Improve the ability of students to real conditions in the field.

- b. Add insight about information and train the mindset of students to be able to explore the problem, which will then be analyzed and sought for an integral comprehensive solution.
- c. Broaden students' general insights about future learning development orientation so that the student is expected to be able to realize the reality that exists between the theories given in class and the tasks faced in the field.
- d. Encouraging students' habits and mentality so that what they have learned could be more useful and they able to solve problems faced and finding solutions to problems that exist during practice.

E. Previous Studies

Previous study is the result of research from the researcher before. In this chapter, the researcher will give some similar. There are some researchers who have conducted the similar research relating to the descriptive of Students response on English teaching strategy and learning process.

The researcher found the other studies of descriptive study by the other researcher. The first researcher is conducted by Rohmah from English Education Department Teacher Training and Education Faculty Muria Kudus University in **“The Students’ Perceptions Of The English Teaching and Learning Process In The Tenth Grade Of MA NU Mu’allimat Kudus In Academic Year 2014/2015”**, this study the researcher describe the perception of students in English teaching and learning process.

The research focused on learner’s perceptions of classroom aims and events. Students’ perceptions of the target language, and the language learning

situation determine their motivation. The researcher found that the result reveal that the students' perceptions of the English teacher's teaching performance are the students think the teacher provides various classroom activities, stimulates interaction, cooperation and many others. The students also underlines that the activities requiring students' activeness are no much stimulated after 2013 Curriculum suspension, the teacher sometimes is unclear in giving example and instruction.

The second previous study by Anastasia (2014) entitled **“Students’ Response toward Teaching Technique used by Teacher in Teaching Writing to The Eighth Grade Class of SMP Negeri 1 Kepanjen”** in her research she describe the teaching techniques used by the teacher in teaching writing. The teaching techniques used by the teacher were effective to improve writing descriptive text ability. The students became easier to write descriptive text because by using pictures as media, they could develop their ideas and became more focus on the topic and also could add more vocabularies. The similarities are the object of research is students’ response in classroom and how to make students comfortable with methods used by the teacher in teaching.

The third previous research Zakiyatus Syarifatus Afi Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang by the title **“English Language Teaching Learning at Citischool Bilingual Kindergarten.”** She investigated all of the activities there. The purpose of this study is to investigate the English language teaching learning at Citischool Bilingual Kindergarten classrooms in terms of teaching materials,

teaching methods, learning assessment. This study uses qualitative approach because the data are descriptive in the forms of written and spoken. It was conducted at Citischol Bilingual Kindergarten Semarang academic year 2008/2009. The data are collected by some techniques: observation, interview, and also documentation.

This research has similarity with the other is the general them of the research. All of these research investigated the method of English material transferring process. The different between those researches and this research can be seen from what aspect that the researcher studies, the strategy used and implementation. Also, the place and condition of the students gives the different thing with another. The researcher wants to describe the students' response toward English language teaching strategy and learning process of the first grade at SMAN 1 Kampak Trenggalek.