CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of literature is very important. It is basic theory concerning with the formulation problems and goal of the research. The review below consist of the definition of exemplary teacher, the definition of teaching media, characteristics of teaching media, ICT(Information, Communication and Technology), ICT is a learning media, ICT in teaching, the benefit of ICT, and previous research related to ICT.

A. The Definition of Exemplary Teacher

A teacher is a person who provides education for students. A good teacher can inspire hop, ignite the imagination, and instill a love of learning. A good teacher's attitude might typically mean that they: love teaching, exhibit goodwill, are receptive, are supportive listeners, are patient, are self-analytical, motivate with enthusiasm, are honest and reliable, are discreet; and have a sense of humor. In terms of skills, a good teacher: communicates well, is knowledgeable, teaches relevant information, teaches study and test-taking skills, is well organized, accommodates individual needs, and establishes and maintains discipline. As far as expectations are concerned, good teachers: set out clear and reasonable goals, and set various and appropriate levels of challenge. For feedback a good teacher, prepares appropriate tests and quizzes, is a just grader, gives constructive feedback, encourages self-esteem, ensures positive interaction, and guarantees a non-threatening classroom

(Simpson & Mengi, 2014). Whereas, exemplary teacher is the teacher who has good attitude, good knowledge, used new media in teaching English, has different ways with the other teachers in teaching and learning, and etc.

Exemplary teachers are able to communicate effectively with all stakeholders all information related to student achievement and performance and can develop with all stakeholders plans to fill student achievement gaps. According to *Office of Educational Innovation and Evaluation* (OEIE, 2008), exemplary teachers can see the 'big picture' and effectively communicate high expectations and help all students enjoy learning no matter how many different levels of ability are in any given classroom. Exemplary teachers don't make 'excuses' but they actively seek 'solutions' to any issue impacting student performance. While already asked and answered, exemplary teachers manage all classroom interactions, activities, events, effectively so that instruction is enhanced and never interrupted. Exemplary teachers do everything 'on purpose' and create multiple opportunities for all students to enjoy learning.

The criteria of exemplary teacher who used the researchers in this study are: the teacher who used many techniques to facilitate learning, using media of ICT in teaching English, the teachers who update with the new media, communicate high expectations for students in meeting objectives, and design a well-functioning classroom. According to Johns (2008) cited Anugerahwati & Saukah (2010), for examples lists the characteristics of effective teachers, which include using various, methods to involve students

and encourage their interactivity, being prepared to "go the extra mile" for an individual, and are themselves good learners.

B. The Definition of Teaching Media

Learning is the activity or process of gaining knowledge or skill by studying, practicing, experiencing something (the activity of someone who learns). Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment (Smaldino &Russell, 2005:06). According to UU RI No.20 (2003), learning is students' interaction process with a teacher and learns in the environment. While, teaching is to give something by way of guiding and assisting the learning activities to someone (student) in developing the intellectual potential,(emotional and spiritual) so that these potentials to develop optimally (Sulistyorini, 2009:33).

While, media comes from the Latin medius which literally means middle, intermediate, or receiver (Arsyad, 2008:03). A medium (plural, media) is a means of communication and source of information. Derived from Latin word, meaning "between" the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructions. These are considered instructional media when they provide message with an instructional purpose. The purpose of media is to facilitate communication and learning (Smaldino and Russell, 2005:09). Usman & Asnawir (2002:11) wrote in their book that, *Association for Education and Communication*

Technology (AECT,1977) defines all forms of media that are used to process information distribution. Meanwhile, according to NEA (*National Education Association,*1969) defined as objects that can be manipulated, seen, heard, read or discussed along with instruments to good use in teaching and learning activities, may effects the effectiveness of the instructional program. According to *United Nations Educational, Scientific and Cultural Organization* (UNESCO, 2006:07), Media play an important part in the socialization of young people, a phenomenon which has been gaining in momentum. Media is anything that can be used to deliver a message from the sender to receiver so that it can stimulate the mind, feelings, concerns and interests as well as the students' attention such that the learning process occurs (Sadiman et al, 1986:07). Thus, from definition text above, media is the plural of medium, or ways to communicate information.

According to Heinich et al in Arsyads' book (2007), suggest that teaching media is a media that carry messages or information aimed at containing instructional or teaching purposes. The use of media in teaching-learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching-learning activities or not. Thus, teaching media means something, event and people that is used to send a message (materials) from the sender (teacher) to the receiver (students) to the teaching and learning objective.

C. Characteristic of Teaching Media

Some of figures mentioned that characteristics of teaching media as follow, Gerlach & Ely(1971) cited in Arsyad (2007:12) , mentioned that there are three characteristics of teaching media :

1. Fixative Property

These characteristics describe the media's ability to record, store, preserve, and reconstruct an event or object. An event or object can be sorted and rearranged with media such as photography, video tape, audio tape, computer diskettes, and movies. An object that has been photographed (recorded) by a camera or video camera can easily be reproduced easily whenever required. With this fixative property, allow the media to a recording of events or objects that occur at a particular time are transported without knowing the time. Example: photo, video and tape.

2. Manipulative Property

Transformation of an event or object is possible because the media have a manipulative characteristic. Transform event faster or slower. An example is video about butterfly metamorphosis.

3. Distributive Property

Distributive property of media enables an object or event is presented to a large number of students with the same stimulus relative experiences regarding the event it. Today, the media distribution is not limited to one class or several classes at schools in a particular area, but also the media for examples, recording video, audio, computer diskettes can be spread to all corners of the desired place anytime.

The characteristics of the above mentioned that the characteristics of teaching media more specific. While, According to Rudi Bretz (1977) in Usman and Asnawir's book (2002) means that, the characteristics of teaching media on three basic elements, namely sound, visual and motion. Visual form differentiated into three forms, namely the visual image, the line (liner graphic) and symbol. Besides, he also distinguishes media broadcasting (transmission) and the recording media (recording), so there are eight classifications media: audio-visual media motion, audio-visual media silence, media Audio semi motion, media visual motion, visual media silence, media visual motion spring, media audio, and the print media.

Every figures different mentioned the characteristics of teaching media based on their each opinion. But, the content is almost same. While , According to Oemar Hamalik (1985) cited in Usman and Asnawir (2002), the characteristics of teaching media are: visual tools that can be seen for example filmstrip, transparency, micro projection, whiteboards, bulletin boards, pictures, illustration chart, charts, posters, maps and globes. And then the tools are auditory or can only be heard, for example; phonograph records, transcription electris, radio and recording on a tape recorder. The tools that can be seen and heard, for example, film and television, three-dimensional objects that are usually performed, for example; models, specimens, sandbox, map electris, a collection of dioramas. And the last is dramatization, role play, socio dramas, puppetry, and so forth.

D. ICT (Information, Communication and Technology)

The term of Information and Communication Technology (ICT) covers two aspects; Information Technology (IT) or Infotech and Communication Technology. Sawyer and Williams (2003:03) states that "Communication Technology, also called telecommunications technology, consists of electromagnetic devices and systems for communicating over long distance." Supriyadi and Kiswanto (2010:70) explain that, in information technology can be defined simply as a result Human engineering of the process of delivering information from the sender to the receiver so that the delivery of such information will be faster, more extent of its spread, and longer storage. In more detailed explanation of both the underlying technology of information is as follows.

1. Computer Technology

   This computer technology related to computers, including major pieces of equipment computer-related equipment such as printers, reader fingerprints, and even CD ROM. The computer is a versatile machine that can be controlled by the program, which is used to process data into information. Computer program is a set of instructions expressed in language, code, schematics, or any other form, which when combined with media which can be read by computers will be able to make computers work to perform specific functions or to achieve specific results, including the preparation in designing these instructions.

2. Communication Technology

Communication technology is a technology relating to remote communication, ex. telephone, television, and radio. Some equipment it also includes a computer, because in that equipment has implanted a computer in the form of chips, ie microprocessors and need to know that information technology should not be absolute in the form of a computer that are connected to other computers through equipment telecommunications, but it can also be an electronic device that can provide information.

Information technology is defined as the result of human engineering to the process of delivering information from the sender to the receiver so that the delivery of such information will be faster spreading wider and longer storage (Supriyadi and Kiswanto , 2010:70) . ICT is part of the Science and Technology (Science and Technology) in general is all the technology related to retrieval, collection, processing, storage, distribution, and presentation of information (Darmawan, 2012:01). Sawyer and Williams (2003:02) state that Information Technology-'InfoTech'- technology that merges computing with high-speed communications links carrying data, sound, and video. Examples of information technology include personal computers, of course, but also new forms of telephone, televisions, and various handheld devices. ICT also as a source of learning. According to Yudhistira in Asmani (2011: 152), there are some roles of ICT as learning source:

a. Source of knowledge

The first role is the most important role. ICT here is meant Internet, a network that brings giant and integrate all learning resource center on the face of this earth. All individuals have the right of equitable access across the world, especially the wide range of knowledge and intellectual property products compiled by education practitioners, industry, government, community and society.

b. Meeting place for learners

Internet is not only a central source of reference, but furthermore, also become a meeting place for the individual learner itself. It can be done by communication application facilities such as email, mailing lists, chat and blogging.

c. Producing initiatives in teaching and learning activities

The process of digitizing the educational resources has given rise to various initiatives in the organization of teaching and learning activities by making use of the internet as a medium penetrating the boundaries of space and time, for or example with the holding of e-library, e-learning, e-research, and e-conference.

d. Supporting tool to overcome the limitations of the senses

The fourth role that ICT makes this educational technology to support teachers and students to overcome the limitations of the senses to absorb, process, organize, deliver, collaborate, conclude and implement much knowledge and competency that a learning object.

e. Integral part of the curriculum framework

The fifth role is as a component or integral part of the curriculum frameworks and methods of teaching and learning approaches are developed. Competence based learning strategy is to implement a variety of instructional methods at once, such as independent study model, simulation, incident, role play, practice, experimentation, etc.

f. Balancing individual learning styles

The sixth is the role of ICT as a tool trigger or balancing individual learning styles for diverse teachers and learners-this is due to different levels of human intelligence. The concept of multiple intelligences that are unique to the individual illustrates the need for the 'customization' of the teaching materials and methods of teaching and learning approach that is becoming increasingly effective. In this context that every student is welcomed and it is possible to tailor-made his own reference, teaching materials, and learning approach to remain within the corridor defined teacher education system.

Based on Rusman et al (2011: 53), the Internet-as a part of the ICT-can be used for teachers as learning source by accessing an online lesson plan or syllabus with new methodology, accessing course material that is suitable for students, and can convey ideas. It is strengthened by Cahyono and Widiati in Cahyani and Cahyono (2013: 425) that because of the Internet as an important part of the education of English teachers, therefore, it is necessary to take a look at Internet-based materials and facilities and use them as resources for learning in more interesting way.

E. ICT as a learning media

Nowadays, many teachers teaching English using media in ICT, such as ,computer, internet, video, e-learning, and etc. Based on Goodwyn (2000: 11), ICT work in English is not neutral; just using ICT is of little value. For some teachers, the actual use of ICT as media education is the intrinsic motivating purpose because it captures the interest and enthusiasm of students. There is some support for this idea but in the computer/media age this motivational force will be relatively short-lived. ICT is only valuable when it is providing intrinsic benefits. In English there is a specific and crucial emphasis on language and ICT offers us powerful new ways of working with language and other symbolic systems. Asmani (2011: 151) stated five ideas about ICT as learning media, they are:

a. Currently, many teaching materials stored in digital format with a variety of models such as multimedia.

b. Learners–learning infrastructure and learners– actively moving from one place to another.

c. The learning process should be done anywhere and anytime.

d. Differences in geography lessons should not be disallowed.

e. The network is the school, going to be a new phenomenon in the world of education.

Davies in Adams and Brindley (2007: 65) stated that digital technologies are too powerful to settle for simply being tools for achieving the old familiar things, and teachers need to be open minded and suspicious about these technologies in equal measure. These technologies can provide

unrivalled opportunities for exploring the communicative power of language, in brand new ways that, for instance, blur the traditional distinctions between written and spoken language. These technologies can also be immensely powerful in helping young people to visualize, explore and express thoughtful ideas about difficult texts. These technologies might also prove capable of expanding young people's readiness and capacity to write at length. He identified three broad benefits incorporating ICTs as learning media into the classroom:

a. Cognitive gain

The visualization processes of the software had a dramatic effect on the capacity of many children to think independently about the meaning of difficult text, and to make their own imaginative but usually legitimate (because based closely on specific textual examples) interpretations of that text. The students' experience of the first stage in using this respect: the process of visualization did seem to stimulate and structure quite complex thinking about texts.

b. Motivational gain

The extended use of the software over several weeks did appear to sustain enthusiasm and motivation. Teacher particularly valued the impression the students had of playing a game while maintaining a good level of appropriate thinking about what was going on in the play. This experience of the software did seem to support what is often claimed on behalf of ICTs: that they can be more fun than ordinary learning.

c. Interactional gain

The most powerful aspect of the software lies in its potential for bringing about a shift in the working relations between students and teachers. There are many varying instances of how the on-screen work became the focus for non-confrontational negotiations between teacher and students about the tasks to be done. Not only did these negotiations reveal students' understandings of tasks as set by their teacher, in terms of the order of their constituent activities, but they also revealed students' interpretations of the pace at which they ought to proceed with tasks and their justifications for creatively deviating from them. At the same time, it appeared that students felt more ownership of the work and, more confident in their ability to explain their developing ideas to the teacher, directing the teacher's attention to particular things they had done onscreen, and actually leading the way in conversations (Davies in Adams and Brindley, 2007: 60).

F. Using ICT in Teaching

Today the role of the teacher has changed a lot. Traditionally a teacher's job has been "to fill" the minds of students with "true" knowledge. The teacher was the only authority that gave information. Students were supposed to give their knowledge back to the teacher through retelling and reporting. But today the teachers should be aware of their new role and responsibilities that ICT requires from them. The change of the role of the

teacher is conditional by the development and implementation of new technology in the classroom.

Once the computers which part of ICT are found the classroom environment should be changed. The classroom becomes a multidimensional environment. It is difficult for the teachers to manage this multidimensional environment. It is essential for them to make the students able to use the computer and at the same time deal with other activities such as researching for information from books and magazines, collecting data from observations, gathering information from a videotape, or conducting an experiment, etc. This type of environment is student-centered, very active and requires careful planning and cooperation from the students. The students should be able not only to use computers but also manage the extra resources required by technology as well. Time has come that Internet be considered as a tool to promote learning. The success of this tool will depend upon students' and teachers' ability not only to examine and make sense of information they encounter, but also to evaluate this information. Bertram et al (2010:230-241) mention that the kinds of using computer technology in teaching are:

1. Using CD-Roms

   CD-Roms (Compact Disk-Read Only Memory) are similar to commercial audio CD-disks (music CDs) but can store audio (sound), video, text (typed words) and graphics (pictures). This mix of media in a single technology is referred to as 'multimedia'. Multimedia resources can either be distributed or accessed using CD- Roms or the World Wide Web (WWW). The text that appears on your computer screen when you open a

site on the WWW, or open a CD-Rom programmed, will look much like what you are used to finding in books. But it has at least one important difference: the existence of what are called 'hyperlinks'. You may notice that some words in the text appear in a different colour, or are underlined. This generally indicates that they are *hyper-links* – which indicate that you can move directly from this word to linked ideas elsewhere on the CD-Rom, or anywhere on the WWW. Hyperlinks have made navigation through multimedia materials much easier since, with the click of a mouse button, a user can bring up different screens, play a video or audio clip, or switch to a standard computer application. As CD-Roms store and play back huge amounts of data, they are commonly used for storing any type of computer files (for example, for archiving files), as an alternative way of publishing books, for storing and distributing computer software, games and educational materials. The data can either be plain text (such as a dictionary or thesaurus, or word document) or include pictures, photographs, audio or video clips (such as a multimedia encyclopedia).

2. Using Internet

What is internet? The internet is at the heart of the "*Information Age.*" Called "the mother of all networks," the internet (Net) is a worldwide network that connects hundreds of thousands of smaller networks. These networks link educational, commercial, nonprofit, and military entities (Sawyer, 2003:5). The Internet is a global web of computers that are connected to each other. This connection enables computer users to share information and , resources. In simple terms, the Internet has two main

parts - the World Wide Web (WWW) and e-mail. No one owns the Internet, and anyone can use it. You can put your own information onto the Internet by making your own website, or you can visit the web sites that other people have created. You can also send and receive e-mail as long as you have an e-mail address. In this section, we look at the ways you can use the WWW and e-mail to support your teaching.

3. Using E-mail

The other major component of the Internet is e-mail that allows computer users to send messages to each other. Text messages and computer files (such as Word documents) can be sent from one computer to another. It is possible for computer users to have e-mail but not to be connected to the WWW. This type of arrangement is quite common in schools that use dial-up networking. While each teacher or learner has an e-mail address and can send and receive e-mail from any computer in the Local Area Network (LAN), only one computer is actually connected to the Internet. It is through this computer (the LAN server) that e-mail messages are collected and distributed. E-mail can be used for virtually any correspondence that would probably otherwise have been done using the postal system or facsimile.

English teachers used media in teaching English, ICT as a learning source. they also used the kinds of ICT to teaching. According to Gordon (2007: 181), the kinds of media in ICT which usually used in teaching English, there are:

a. Overhead projector

The Overhead Projector (OHP) is probably the simplest and most accessible technology available in the classroom. Teachers use the OHP to write and draw on transparencies and to project magnified images on the screen or a blank wall while facing the audience. The use of OHP increases flexibility of instruction and increases visual and emotional appeal materials, thus facilitating the language learning experience.

b. Audio

Audio has long been popular among English language teachers as a tool that is easy to access and use at a low cost. It is used to practice listening skills, provide context and motivation for speaking, reading, and writing activities, and to access listening and speaking.

c. Songs

Songs present a natural opportunity for meaningful repetition in context. Songs also convey valuable cultural information and deal with topics that are relevant to students. Another benefit of using music activities in the classroom is that they foster relaxation, positive group dynamics, and make learning the language a memorable experience.

d. Audio books

Audio books facilitate reading by highlighting the connection of the sounds and the written language, and increasing reading rate, and word attack skills. They are particularly beneficial for emergent readers who can understand much more than they can read. Audio books provide an opportunity for children to experience reading through the voice of others.

e. On the Web

An infinite supply of interesting, authentic, and recent listening materials is available through the Internet. There are many Web sites that offer a variety of recordings ranging from separate sounds, words, and sentences for pronunciation practice to dialogs, texts, and songs that teachers can integrate into a sequence of lessons in order to develop listening and understanding of the target language.

f. Video

Like audio, video is a familiar medium. Video is used to expose students to target language in context, present cultural information including nonverbal cues, and prompt student discussion. The choice of a particular video depends on the objectives of the lesson, the level of students' language proficiency, and the video material itself.

g. Word processing software

Word processing software has been used extensively both by English language teachers and students. While teachers enjoy the ease and flexibility with which they can manage, modify, and save teaching resources and students' records; students' are motivated to articulate their ideas in writing, work on multiple drafts, and actively interact with written text.

h. Presentation software

Presentation Software (PS) is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations. PS such as PowerPoint or Keynote

has become increasingly popular with language teachers because it is flexible, user-friendly, and can be mastered with a minimal amount of training.

i. The World Wide Web

The World Wide Web is a popular educational tool both with English language teachers and students. Teachers and other adults use its unlimited teaching resources to gain access to a wide range of interesting, current materials that they can use for content and cultural instruction. The use of the Web is seen as a desirable component of the learning experience as it can lend itself to student-centered and individualized teaching in a foreign language classroom as well as offer authentic language input and valuable cultural information.

G.   The Benefit of ICT

Technology has benefits for education. Technology in learning process is media for teaching. Technology is the media which born as a result of the communications revolution that can be used for learning purposes, in addition to teachers, textbooks and blackboards. The parts that make the learning technology is television, film, OHP, computers and parts of hardware or other software. Based on Gordon (2007: 179), the benefits of technology as an instructional tool are, technology benefits young learners by enhancing their physical abilities such as hand-eye coordination and fine motor skills. It can also improve children's understanding of the world around them, develop

their flexibility and ingenuity, enrich their worldview, and expand their openness of mind. And then, technology is the potential medium to motivate children and to produce a positive attitude toward learning. Apart from the excitement of novelty caused by the appearance of a new teaching tool, technology builds substantial interest by adding variety and bringing new experiences to the classroom. And the last is technology can offer the language learner an authenticity, a feature that scholars regard as essential to language learning experience. Scholars generally suggest that authentic materials should be introduced in their original form early in instruction, provided that the tasks are tailored to the students' linguistics abilities.

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While, Pandia (2006: 40) stated that there are many uses of ICT in education include:

a. Share research results

ICT, in this case, particularly the Internet, has been widely used as a source of information to support education. Internet has been used for sharing results of research conducted in different parts of the world. Sharing results of research prevent similar study repeated.

b. Consultation with experts

Internet is also being used to consult with the experts who are in other places. This led to the space and distance is no longer being a problem. A student in Kalimantan who is conducting a research, can consult with a lecture in Java. This can be done by using e-mail, chat, or mailing lists on the Internet.

c. Online library

Online library is a library in a digital form placed in the Internet. Online library allows students to access for sources of knowledge in a simple way without limited by time and distance.

d. Online discussion

Online discussions are discussions done in the Internet. Application of online discussion allows students to exchange ideas without gathering in one place. Online discussions also allow a student to talk with an expert.

H. Review of Previous Studies

Studies under the same topic are conducted by some researchers. First,"The Effectiveness of Using ICT (information and communication technology) toward students' vocabulary mastery of The First Grade Students of MTsN Tulungagung in the Academic Year 2012/2013" by Sujiarti. Sujiarti (2013) used experimental research design with quantitative approach, which conducted at MTsN Tulungagung, which the population in this research was the all first grade of the students at MTsN Tulungagung in the academic year 2012/2013, in which the total of class VII were eight classes and in this research just conducted in one class. In this research, the researcher describes the effectiveness of using ICT in teaching vocabulary by comparing between the students' score before they are taught using ICT and using pretest posttest each of them.

There are other several previous studies about ICT written by students of English Department from State Islamic Institute of Tulungagung, entitled *" ICT Based English Teaching in SMPN 1 Trenggalek "* by Hanik Anwariana (2013). The research design of this study was descriptive design by using qualitative approach. Techniques of data collection in this study are observation, interview and documentation. The result showed that there are three kinds of preparations done by English teacher before teaching English by using ICT.

The other research about ICT using application is Edmodo application. This research written by students of English Department from State Islamic Institute of Tulungagung, entitled "The Effectiveness of Edmodo in Increasing Students' Writing Skill in Recount Text (An Experimental Study towards The First Graders of MAN Rejotangan in Academic Year 2014-2015) by Adin Fauzi (2015). This study used quantitative approach with pre-experimental design. The participants of the study comprised 9 students from Excellent program. They were purposefully assigned as the sample of the study. Before starting the treatment, two similar tests were prepared as the pretest/posttest, IBM SPSS Statistics 20 was used to investigate whether Edmodo was effective in increasing students' writing skill in recount text.

The next research about ICT using application is Quipper School application. "The Effectiveness of E-learning - Quipper School Application on The Accounting Learning at State Senior High School 2 of Surakarta" by Rahmawati et al. Rahmawati et al (2015) used experimental research design

with quantitative approach, which conducted at Senior High School 2 of Surakarta, which the population of research was the students in Grade XII of Social Science Program of the school. The data sources of the research were an Accounting teacher and students. The samples of research were taken by using the simple random sampling technique. They consisted of 61 students. They were divided into two groups, 32 in experimental group and 29 in control group.. The data were collected through test of achievement in Accounting, observation, in depth interview, and documentation. They were analyzed by using the two-tailed t test at the significance level of 5%.

Based on some previous studies above on the use of ICT and the application about ICT, the researcher conducts study in English instruction by using ICT (information and Communication Technology). The similarity with the previous studies in this research is the research about the use of ICT in English instruction. But, in this study, the researchers conducted research in some schools, there are MTsN Aryojeding, SMPN 02 Sumbergempol and SMPN 1 Ngantru. And Interviewed with one Exemplary teacher who used ICT in English instruction. The researcher used qualitative approach, and describes the ICT applied in English instruction, the teachers' and students' responses toward the use of ICT in English instruction from the result of interview between the researcher with teachers, and the students.