

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some reviewed literature dealing with the topic of the study conveying the definition of teacher, the role of teacher in teaching English, theory of language learning in the classroom, teacher activities or strategies to teach English, teaching strategy, classroom interaction, motivation, types of motivation, active learning on the studying in English.

#### **A. Teacher**

##### **1. Definition of Teacher**

Teacher is a person who provides education for pupils (children) and students (adult). According to Kunandar (2009:54) teacher is a professional educator who has the main role to teach, guide, direct, train, asses and evaluate the students in their early childhood of formal education elementary and in the high school.

Teacher is one of human component in teaching learning process who is participating to form being potential human sources in development. Teachers are carriers of either positive or negative behavior toward students. So that, teacher should play the role activity and place their state as a professional teacher, analogously with development of period. It means that teacher has responsible to involve the learners to a maturity. Teacher not only as an instructor who transferring

their knowledge but also as an educator who transferring the value. Besides that, teacher as a counselor who gives briefing and guide the learners in teaching learning process. A teacher not only teaching in the classroom but also they must be able to be a catalyst, motivator and development dynamist place where it live. Teachers' may use a lesson plan to facilitate students learning, providing a course of study which is called the curriculum. Teacher has big effect in success of students learning. It means that teacher should be able to make positive progress in education.

## **2. The Role of Teacher in Teaching English**

According to Harmer (2007:25), there are five important roles of teacher such as controller, prompters, assessors, resource and tutor. Here are the simple definitions of each role :

### **1. Controller**

As controller, the teacher usually stands at the front of the class dictates everything that happens. There will be little chance for learners to take much responsibility for their own learning, in other words for them to have agency.

### **2. Prompters**

As this roles, the teacher has to encourage the students, push them to achieve more and feed in a bit of information or language to help them.

### 3. Assessors

As an assessors, the teacher must be able to know the students English ability and give them grade based on their performance in the class.

### 4. Resource

The teacher has to to give information about what they are learning in the class well.

### 5. Tutor

As a language tutor, the teacher needs to respond to what the learners are doing and advises them or what to do next.

## **B. Theory of Language Learning in the Classroom**

In English class, interaction is one of important aspects that plays significant roles. Classroom interaction is the collaborative exchange of thought, feeling, or ideas between two or more people resulting in a reciprocal effect on each other during the teaching-learning process. Theories of communicative competence emphasize the important of interaction as human being use language in various context to „negotiate“ meaning, or simply state, to get one idea out of your head and into the head of another person and vice versa.

From the very beginning of language study, classroom should be interactive, Rivers (1987) in Brown (1994:159) stated that thought interaction, student can

increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, join problem-solving task, or dialogue journal. In interaction, student can use all they process of the language – all they have learned or casually absorbed – in real-life exchange.

Based on that statement we know that in the process of learning in the classroom, both the teacher and the learners use the language to interact with one another. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Byrne (1999), the classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teacher is not to inform our students about the language but to develop their ability to use the language for variety of communicative purposes. Based on that statement, we can conclude that in a learning language, the students must learn the spoken form first before learn writing form, for this spoken is very needed in the classroom, because it used to interact between one to another, with a furious function.

### **C. Teacher Activities or Strategies to Teach English**

Effective teaching learning is a teaching learning activities that invite students' interest. Interest is a adhere characteristics to some one, interest has crucial influence to studying (Usman, 2005:27). To create the students interest,

teacher should take the appropriate strategies include method, media and stimulate students' motivations.

## **1. Methods**

In learning activities, determining the methods is crucial to achieve the learning goals. As one of learning components, method is important part. Djamarah (2005:233-244) explains the methods to teach actively related language learning as follows :

### **a. Project Method**

Project method is a method that gives opportunities to students to use living activities. Students can use the daily activities in their practices. Project method discusses the material related with students' experiences.

### **b. Task and Recitation**

In this method, students are asked to read more using interesting topic and find other similar books as comparison, but they are related with the lesson. While in recitation, students are given variation tasks and priorities of learning goals, then present the task in the form of report.

### **c. Discussion**

Discussion is a technical in teaching learning that it can be practiced by teacher in school. Applying this model, the process of interaction occurs and

students share their own experiences. According to Hasibuan (2010:23), students are active in participating of learning because with discussion activities : (a) Students will give response, (b) Students have opportunity to share their abilities, (c) Students develop their motivation, (d) Students have critical study and thinking, (e) Functioning students abilities.

#### d. Question Answer

This teaching method is a method used by teacher in teaching activity in the form of question that should be answered. The answers or questions can come from both teacher and students. When it comes from teacher, usually question as a test, but when it comes from students it is a real question.

## 2. Media

Media is any person, material or event that establish condition which enable the learner to acquire knowledge, skill and attitude. According to Gerlach and Ely (1971) media is delivering message and is able to stimulate the thought, feeling and students' desire so it can support them in the process of studying. So, media is something to transfer messages and is able to stimulate idea, feeling and students desire to support the learning process. The media is able to stimulate the learners learning better and is able to develop their performance according to the instructional goals.

### **a. Criteria of Choosing Media**

There are many kinds of media used in teaching, so each media has different characteristic. Something has to be considered in choosing media as follow :

- The media should be easy to prepare.
- The media should be able to explain something will be explained by teacher to the students.
- The media should be appropriate with the students condition.
- The media should be suitable to the instructional goal.

### **b. Kinds of Media**

There are three kinds of media : Audio, Visual, and Audio Visual.

#### **1) Audio media**

Sadiman, (1986: 44) states that audio media is a means transmits the message in the form of audios, symbols, either verbal (oral) or non verbal. Arsyad said that audio media are able to teach English as foreign language (EFL). It used to hear native speaker pronunciation in foreign language (English Language). Furthermore, it also can be used to record students' pronunciation and to correct them with native speaker pronunciation (Arsyad, 2003: 152).

Arsyad, (2003: 149-150) mentions several teaching variations by using audio media, they are: 1) Identify the topic such as mention the title, 2) Inform the students about the background of the topic, 3) After listening, discuss the topic with the students, 4) give them keyword of the topic being discussed, 5) Explain them

why they should hear the topic, the relation them, and give them clear instruction with the topic given.

According to Anderson (1987: 127) audio medium is a source of material which is economy, enjoyable, easy to prepare and to use. In the teaching process applying audio, the teachers need skill and good preparation.

## 2) Visual Media

Andersons says that the eyes have a great role or great function in finding information effectively and can save it in long term memory (Anderson, 1987: 49). Meanwhile, sadiman states the visual media include the graphic media that function as a server message through communication symbol of visual (Sadiman, 1987: 28). The graphic media is media that combine the fact and idea through words and pictures.

## 3) Audio Visual

Audio visual consist of sound completed by its picture. When we choose some kinds of media, better we include and add our skills there. As an example when we apply audio media we should give adding explanation about the material in the media.

### **c. Function of Teaching Media**

There are many functions of teaching media. Practically, media :

- a) Can help the students to be easy in teaching learning process.
- b) Gives the students interest and motivation to the study.



- c) Gives the real experiences for the students.
- d) Can interest the attention of students more.
- e) Can get up the students from theory to reality.
- f) Can active the sensory.

Actually the teaching-learning process between teachers and students develop their idea and mind. Sometimes the communication is not effective and efficient because there is verbalish. To raise the effective and efficient communication depends on supporting factors which are called aid and equipment. Thus, the interaction of communication will be more optimal when teachers use media.

The position of media in component of teaching method is as one of the ways to raise the process of interaction between teachers-students and interaction between students in the learning environment. According to Nana Sudjana the aim function of media is as a medium of teaching that can support the use of teaching method used by theachers (Sudjana, 1989: 7).

Every student has different way in learning because the standard of students' intelligence is not same, so teachers will face some difficulties. The difficulties can be overcome by using media. Hamalik states that media can help the teachers become being creative in making and using media and also managing learning experience (Hamalik, 1989:6).

Moreover, (Sadiman, 1986: 6) explor media as the following:

1. By using media, the message which will be communicated can be clear and understandable.
2. It is used for overcoming the limitation of the space, time and sense in teaching-learning process.
3. It can be raise the students' motivation in teaching-learning process and is enable to direct interaction between the students with the learning environment and reality.
4. It can give the same stimulation and the same learning experience and it can raise the same perception despite the differences in every student (Sadiman, 1989: 16).

Forms and kind of media have changed. However, their fuction in teaching-learning process has basically remained the same. According to Usman the function of media are as the stimulation presenter of information and raise the harmony in receipt of information. Thus, the function of media are to arrange the steps of advance and give feedback (Usman, 2002: 13). Media as server and distributor information can represent teachers in conveying lesson to be more clear and interesting.

Hamalik, (1989: 34) stated that the media use can build up a stick of experience more concrete to give meaning to the abstract representation of reality. Concrete and direct experience will make students study more easily to get, know, remember and use abstract symbols.

Suwarno (2005:128) mention that media offer some of the following advantages:

- a) Teacher can deliver the material appropriately.
- b) Students learning quality increased.
- c) The times of teaching and learning is deductible.
- d) Positive attitude of students in learning process increased.
- e) The process of teaching and learning can more interactive.
- f) The process of teaching and learning becomes more interesting.
- g) The process of teaching and learning can apply wherever and whenever.
- h) The teacher role becomes more positive and productive.

### **3. Teaching Strategi**

Teaching is 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”. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. 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. In line with the definition above, Brumfit (1979: 5) defines learning as an activity that is performed directly or indirectly, by human beings on human beings.

Moreover, Cambridge International Dictionary of English in Harmer (2002: 56) mention that teaching means to give (someone) knowledge or to instruct or train (someone). In addition, the Longman Dictionary Contemporary English suggests that learning is a means to ‘show somebody how to do something’ or ‘change somebody’s idea’.

Teaching strategies are produres used by the teacher which serves a way of reaching a goal (Suryosubroto, 2002) cited in Fetty (2013: 40). To reach the goal, teacher has the important role in the teaching because most of the output of students was determined by the teachers. According to Usman (1990: 7), a competent teacher will be able to creat 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. To be able to manage the process of teaching and learning, the teachers must have strategies to do that.

Kemp (1995) cited in Wina (2002: 187) stated that teaching learning strategy is a teaching learning activity that must be done by teacher and students to make learning goals can be achieved efficiently and effectively. In line with the opinion above, Dicky and Carrey (1985) also mentions that the teaching and learning strategy is some material collection and learning procedure it used together to optimal students learning. It can be concluded that the teaching learning strategy is essential praparing students teaching learning experience.

#### **4. Teaching English as a Foreign Language in Junior High School**

Teaching English is much needed for us, a lot of people use English to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the school, it starts from the beginning level that kindergarten to senior high school even in some university level. For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and other.

Between the ages 10 and 18 the range of the middle and secondary-school years-boys and girls move from childhood to young adulthood. It is no wonder that the lives of teenagers are full of complexities and enigmas. The business of growing up is a complicated one. Adolescents are torn by many conflicts and many moments of indecision. As stated in Harmer (2001:39) that adolescent is a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends.

Diagnosis of adolescence is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every adolescent boy or girl. The characteristics of every individual are very heterogeneous, those

adolescents sometimes can cause discipline problems and be disruptive in class. It because of the boredom they feel and the happiness if there is challenge found. However, there is something which is interesting from adolescents. As Ur in Harmer (2001:43) suggests teenage students are in fact overall the best language learners. Teenagers have a great capacity to learn, a great creativity, passionate commitment to things which interest them, and a great solidarity among classmates. Thus, they have unique characteristics. Teacher has to be able to use these characteristics and dig their potency through a supportive and constructive way, so that besides achieving the goal of teaching learning process with enthusiasm the learners morally can be good learners.

At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to thing which interest them. Harmer (2007:15) also stated that dolescence is bound up with a search for identify and a need for self-esteem. This is often the result of the students" position within their peer group rather than being the consequence of teacher approval.

## **5. Classroom Interaction**

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated. The New Oxford Dictionary of English defines the noun "interaction" as a '**reciprocal action or influence**'. Therefore interaction is more than action

followed by reaction. It includes acting reciprocally, acting upon each other. According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction “as the heart communication, it is what communication is all about”. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students’ achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

## **6. Motivation**

Motivation is not only applied in everyday life but in education world aswell. Greenberg (1996) says that motivation is the process of generating, directing and stabilizing behavior toward a goal. The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto,

2011:60). Motivation is a reason action which means that motivation becoming power or stimulates an individual action. Motivation also can be said as a process of effort to provide certain condition, in order to someone want and interest to do something and if she or he does not interest, so she or he will try to lose her or his feeling that something is not interest. So, motivation can be stimulated from external but motivation grows on human self in learning process.

Motivation is essential condition of learning, where the learning result will be optimal with motivation that given, the more success in the subject, therefore motivation always definite the intercity of learning for students. Motivation stimulates the students to study hard and to give attention toward the teacher explanation in order to have good attitude on their learning process, between high and low motivation is able to influences learning process.

## **7. Types of Motivation**

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

### **a) Intrinsic Motivation**

Ur Penny (1996:280) defines that:

Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners:



whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it. According to Harmer (2007:98) "Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Brown (1987:115) divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

1. Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.
2. Instrumental motivation. Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of

the target language, they will be instrumental in getting a better job, position and statutes.

When the learners have intrinsic motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners itself. So, they learn English by their internal desire not from other factor from outside the learner.

#### **b) Extrinsic Motivation**

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action, Penny (1996:277).

Harmer stated that external motivation has some external factors:

##### **1) The Goal**

According to Harmer (2007:99):

Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find their exam

classes more committed than other groups who do not have something definite to work towards.

Here the students want to learn English because any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

#### 2) The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular” Harmer (2007:999). The students want to learn English because their society. For example they learn English because they want to getn prestige from the society.

#### 3) The people around us

In addition to the culture of the world around them, students’ attitudes to language learning will be greatly influenced by the people who are close them Harmer (2007:99). Learning English are very important to communicate with the peoples around the world. Sometimes people want to learn English because they feel confidence if they can mastery the English language.

#### 4) Curiosity

We should not underestimate a student’s natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like.

This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult Harmer (2007:99).

#### **D. Active Learning on the Studying in English**

##### **1. Definition Active Learning on the Studying in English**

Active in learning is learning that includes or combines students spirit, ready and understand what is being done (Holingsworth, 2008:viii). When students are being active, many activities will be produced. Activities and task are possible to start the framework knowledge analysis by foregrounding the activities.

English is an instrument for oral or written communication. The purpose of English of junior high is to achieve *functional* level that can be used to daily conversation. Communication is an understanding and expressing the information, idea, feel, and develop science, technology and culture. Communication abilities in general is ability to understanding oral or written activity that be retaliated in four language skills., they are listening, speaking, reading and writing (BSNP 2006:123). Both of these skills used to response or create topic on daily life.

Base on previous definitions that to optimize the quality of students activity in studying English, teacher must provide many kinds of facilities become good facilitator and selective in determining appropriate teaching activities so will create conductive learning condition. According to Ahmadi (2008:207), the indicators that reflect active in the classromoom can be viewed from students, teacher, study and study situation.

**From students, active class is indicated by :**

- (a) Some appearances of effort or creativities in studying to done the learning process.
- (b) Want, audacity, need, problem and opportunity to participate in preparation, process and future.
- (c) Freedom in studying without depression from anyone.

**From teacher, active in the classroom is indicated by :**

- (a) Giving opportunities to students to be creative in study.
- (b) Motivating students to study.
- (c) Using many kinds of teaching method and multimedia.

**From study and study situation the teaching activity is characterized by :**

- (a) Supported by many teaching media.
- (b) Time is flexible in teaching process.
- (c) Studying activity is not only done in classroom, but sometimes it is conducted out door
- (d) Teacher and students relationship.
- (e) Students are enthusias and so they have motivation in developing each style of study.

## **2. Evaluation**

### **a. Concept of Evaluation**

Djiwandono (in Isnawati, 2012: 2) mention that in general, Evaluation is a systematic gathering of information for the purpose of making decision. The information does not only with the students' improvement in achieving the learning goal but also with the accomplishments of teaching learning program in general, (Phopam, 1974: 253) defines that evaluation is process through which a value judgment or decision is made from a variety of observation and from the background ang training the evaluation.

In coclusion, evaluastion is the way or process to know students' ability in order to know their English learning problems or their attitudes.

### **b. Function of Evaluation**

Evaluation is always associated by most people concerns with the students' improvements in achieving the learning goal. It's commonly believed that the better of the result of evaluation, the higher the students' achievement is (Isnawati, 2011: 3). The function of evaluation based on the argument of Djiwandono (in Isnawati, 2011: 3) are bellow:

#### **a) As a fatback for the teacher**

Unsatisfying result of evaluation can remind him or her whether he or she has planned the teaching and learning process well, whether the planned activities have been implemented well, whether the material, technique of teaching and media have been selected well etc.

- b) The direct-teaching strategy includes both formative (during instruction) and summative (conclusion and instruction) evaluation. The teacher giving corrective feedback during guided practice is a key to students' achievement. Frequentciest are givent during the weekly and monthly reviews so that reteaching of key material can take place as needed.