CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some related literature dealing with this research. It covers definition of teaching English, definition of method, kinds of English teaching method, definition of Inclusion, the benefits of Inclusion, current literature relevant to research question:

2.1 Definition of Teaching English

According to Brown (2000), teaching means guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning. Therefore, teaching English means that the teacher guide and facilitate the learners to study about English. Teaching English in Indonesia is regarded as teaching English as a foreign language. English is not used by Indonesian as their daily language. However, English is learned in very limited environment such as at school as one of compulsory subject.

Learning and teaching foreign language needs a lot of patience, energy, time, creativity, and competences. The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistics and non-linguistics such as the students, the teacher, the material, the media or aids used, and the methods.

2.2 Definition of Method

Method is an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based on upon, the selected
approach. An approach is axiomatic, a method is procedural (Richards and Rodgers, 2001). A method is a plan for presenting the language material to be learned and should be based upon selected approach. Thus, the strategy is a plan for achieving while method is a way for achieving goals. Therefore, based on the theory above, method is a plan or preparation from the teacher before he teaches the students in the class.

2.3 Kinds of English Teaching Method

According to Freeman (2000), there are eight kinds of English teaching method. They are Grammar-Translation Method, Direct Method, Audio-Lingual Method, Community Language Learning, Desuggestopedia, Total Physical Response, Silent Way, and Communicative Language Teaching Method. These methods will be explained in brief one by one as follows:

2.3.1 Grammar Translation Method

Grammar Translation method is the oldest method used in language teaching. This is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentence and text into and out of the target language (Richards and Rodgers, 2001). Students have to be able to translate the target language back to their first language or their native language, in this opportunity is Bahasa Indonesia, and vice versa. It is stated by Harmer that by analyzing the grammar and by finding the equivalents between the students’ language and the language to be studied, the students will learn how the foreign language is constructed (1998).
The principal characteristic of the Grammar-Translation Method were (Richards and Rodgers, 2001):

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.
2. Reading and writing is the major focus; little or no systematic attention is paid to speaking and listening.
3. Vocabulary selection is based solely on the reading text used, and words are taught bilingual word list, dictionary study, and memorization.
4. The sentence is the basic unit of teaching and language practice.
5. Accuracy is emphasized.
6. Grammar is taught deductively.
7. The students’ native language is the medium of instruction.

Moreover, there are some techniques associated with Grammar Translation Method (Freeman, 2000):

1. Translation of a literary passage
Students translate a reading passage from the target language into their native language.

2. Reading comprehension question
Students answer questions in target language based on their understanding of the reading passage.
3. **Antonym/Synonyms**

Students are given some words and asked to find the antonyms of each word given. A similar exercise could be done by asking students to find the synonyms for a particular set of words.

4. **Cognates**

Students are taught to recognize cognates by learning the spelling or sounds patterns that correspond between the languages.

5. **Deductive application of rules**

Grammar rules are presented with examples. Once the students understand a rule, they are asked to apply it to some different examples.

6. **Fill-in-the-blanks**

Students are given a series of sentences with word missing and they are asked to find the word missing itself.

7. **Memorization**

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical paradigms such as verb conjugations.

8. **Use words in sentences**

In order to show that the students understand the meaning and use of a new vocabulary items, they make up sentences in which they use the new words.

9. **Compositions**

The teacher gives the students a topic to write about in target language. The topic is based upon some aspects of the reading passage of the lesson.
In this method, the language learning is more focused on grammar and translating into and out of the target language. Understanding the literary text is primary focus of foreign language learning and there is little need for speaking practice.

2.3.2 Direct Method

In foreign language teaching, direct method is also known as natural method. Sauver and other believers in the direct method argued that a foreign language could be taught without translation or the use of learner’s native language if meaning was conveyed directly through demonstration and action (Richard and Rodgers, 2001). Therefore, in this method translation into native language is not allowed. To teach new words or new vocabulary the language teacher can use mime, demonstration, and pictures.

Richard and Rodgers summarized the principles and procedures of Direct Method as follows (2001):

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concentrate vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

These are some techniques usually used when the teacher chose Direct Methods (Freeman, 2000):

1. Reading aloud
   Students take turns reading section of passage, play, or dialog out loud.

2. Question and answer exercise
   This exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures.

3. Getting students to self-correct
   The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.

4. Conversation practice
   The teacher asks the students a number of questions in the target language, which the students have to understand to be able to answer the questions correctly.

5. Fill-in-the-blank exercise
   This technique has already been discussed in the Grammar-Translation Method, but differs in its application on Direct Method. All the items are in target language; furthermore, no explicit grammar rule would be applied.

6. Dictation
   The teacher reads the passage three times. The first time the teacher reads it in a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow the students to write down what
they have heard. The last time the teacher again reads a normal speed and student check their work.

7. Map drawing

The students were given a map with the geographical features unnamed. Then the teacher gave the student instructions and the students write down as the teacher said.

8. Paragraph writing

The teacher asked the students to write a paragraph in their words.

In this method, the students study about how to use the foreign language to communicate. The activities in this method demand the students to speak in target language and no native language is allowed. All explanations and instruction from the teacher also use the target language. Therefore, the students should be encouraged to use the target language.

2.3.3 Audio-Lingual Method

This method was created in United States toward the end of the 1950s as a result from the increasing attention given to foreign language teaching. The Audio-Lingual Method drills the students in the use of grammatical sentence pattern (Freeman, 2000). Based on that theory, we know that to learn a language needs more drills and repetition so that the student will be usual to use the language.

In this method there are many kinds of activity in form of drills. The students are expected to acquire the foreign language by repetition habit. There are some characteristics of Audio-Lingual Method, as follows (Brown, 2007):
1. The material is presented in dialog form.

2. There is dependence on mimicry, memorization of set phrases, and over learning.

3. Structures are sequenced by means of contrastive analysis and taught one at a time.

4. Structural pattern are taught using repetitive drills.

5. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.

6. Vocabulary is strictly limited and learned in context.

7. There is much use of tapes, language labs, and visual aids.

8. Great importance is attached is pronunciation.

9. Very little use of the mother tongue of by teachers is permitted.

10. Successful responses are immediately reinforced.

11. There is a great effort to get students to produce error-free utterances.

12. There is tendency to manipulated language and disregard content.

Moreover, there are some techniques associated with Audio-Lingual Method (Freeman, 2000):

1. Dialog memorization

   Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other.

2. Backward build-up (expansion) drill

   This drill used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts.
3. Repetition drill
Students are asked to repeat the teacher’s model as accurately and as possible.

4. Chain drill
A chain drill gets its name from the chain on conversation that forms around the room as students, one-by-one, ask and answer question of each other.

5. Single-slot substitution drill
The teacher says a line, usually from the dialog. Next, the teacher says a word or phrase-called a cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place.

6. Multiple-slot substitution drill
This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line.

7. Transformation drill
The teacher gives student certain of sentence pattern, and affirmative sentence for example. Students are asked to transform the sentence into a negative sentence or the other.

8. Question-and-answer drill
This drill gives students practice with answering questions. The students should answer the teacher’s question very quickly.

9. Use of minimal pairs
The teacher works pairs of words which differs only one sound; for example, “ship/sheep”. Students are first asked to perceive the difference between the two words and later to be able to say the two words.
10. Complete the dialog

Selected words are erased from the dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

11. Grammar game

The games are designed to get students to practice the grammar point within a context.

   In this method, one of the ALM teacher’s major is that a model of target language. It is students’ job to repeat as accurately as they can. Language learning is seen to be a habit formation. The more often students repeat something, the greater their learning.

2.3.4 Silent Way

   Silent way is introduced by Caleb Gattegno in year 1972. He said that the teacher should be silent as much as possible while teaching but students should be encouraged to produce as much language as possible. One principle in this method is teaching should be subordinated to learning means that to teach means to serve the learning process rather than to dominate it. Moreover, he believed that learning is facilitated if the learner discovers or creates rather than remember and repeats what is to be learned.

   These are some principle in teaching using Silent Way (Freeman, 2000):

1. The teacher should start with something the students already know and build from that to the unknown.

2. Language learners are intelligent and bring with them the experience of already learning language.
3. Language is not learned by repeating after a model.
4. Errors are important and necessary to learning.
5. The skills of speaking, reading, and writing reinforce one another.

Moreover, there are some techniques associated with Silent Way (Freeman, 2000):

1. Sound-color chart
The chart contains blocks of color, each one representing a sound in target language. The teacher, and later the students, point to blocks of the color on the chart to form syllables, word, or even sentences.

2. Teacher’s silence
The teacher gives just as much help as is necessary and then a silent.

3. Peer correction
Students are encouraged to help another student when he or she is experiencing difficulty.

4. Rods
Rods can be used to provide the visible actions or situations for any language structure, to introduce it, or to enable students to practice using it.

5. Word chart
The teacher, and later the students, points to words on the wall charts in sequence so that they can read aloud the sentences they have spoken.

6. Fidel chart
The teacher, and later the students, point to color-coded Fidel charts in order that the students associate the sound of language with their spelling.

7. Structure feedback
Students are invited to make observations about the day’s lesson and what they have learned.

In this method, the teacher was silent in that he did not model the language, he directed the students in using it. It is the students who should practice the language, not the teacher. Because the teacher does not give a model, the students have to give their full attention to the teacher’s cues. They are also encouraged to learn from one another.

2.3.5 Desuggestopedia

Desuggestopedia is one kind of method which is developed by a Bulgarian psychiatrist-educator named Georgi Lozanov. This method is very concern with the situation of environment around the learners when they study the language. There are several things which usually get more attention such as decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. With good environment, it is hoped that the students can enjoy the class then they can study easier.

These are several principles in teaching using Desuggestopedia (Freeman, 2000):

1. Learning is facilitated in a cheerful environment.
2. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
3. The dialog that the students learn contains language they can use immediately.
4. Songs are useful for freeing the speech muscles and evoking positive emotions.
5. Fine art provides positive suggestion for students.
6. Music and movement reinforce the linguistics material.

These are some techniques associated with Desuggestopedia (Freeman, 2000):

1. Classroom set-up
   The challenge for the teacher is to create the classroom environment which is bright and cheerful.
2. Peripheral learning
   By putting some posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly.
3. Positive suggestion
   It is teacher responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them.
4. Choose a new identity
   The students choose a target language name and occupation. As the course continues, the students have an opportunity to develop whole biography about their fictional selves.
5. Role play
   Students are asked to pretend temporarily that they are someone else and to perform in target language as if they were that person.
6. Creative adaptation

The students engage in various activities designed to help them learn new material and use it spontaneously. Activities particularly recommended for this space include singing, dancing, dramatizations, and games.

In this method, the teacher should make the students enjoy and feel free by making the class more attractive. Play the music while the teaching learning is processing makes the students more enjoy and relax. Due to this situation the students will learn.

2.3.6 Community Language Learning

Community Language Learning (CLL) is a method which is developed by Charles A. Curran. He is a specialist in counseling and professor of Psychology at Loyola University, Chicago. This method assumed that the teacher as the counselor and the learners as the clients in the language classroom. In this method, teachers consider their students as “whole person”. Whole person learning means that the teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feeling, physical reaction, instinctive protective reactions, and desire to learn (Freeman, 2000). The goal of this method wants their students to learn how to use the target language communicatively.

These are some principle in teaching language using Community Language Learning (Freeman, 2000):

1. Building a relationship with and among students is very important.
2. Language is for communication.
3. The teacher should be sensitive to students’ level of confidence and give them just what they need to be successful.

4. Teacher and students are whole person. Sharing about their learning experience allows learner to get to know one another to build community.

5. The teacher “counsels” the students.

6. The students’ native language is used to make the meaning clear and to build a bridge from the known to unknown.

   These are some techniques associated with Community Language Learning (Freeman, 2000):

1. Reflect on experience
   The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another.

2. Reflective listening
   The students relax and listen to their own voices speaking the target language on the tape.

3. Small group task
   The small groups in the class were asked to make new sentences with the words on the transcript. Afterward the groups shared the sentences they made with the rest of the class.

   In this method, the teachers demand to understand their students as “whole person.” Becoming a skillful teacher in this method means recognizing and accepting the struggles students face as they attempt to learn another language.
Moreover, teachers make a good relationship with the students so the student feels secure which make them learn better.

2.3.7 Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 2001). This method was developed by James Asher, a professor of psychology at San Jose University, California. The general objective of this method is to teach oral proficiency at a beginning level. You will find imperative drills as a major of classroom activity. After the learner listen the imperative sentence they should do the physical movement.

Here some principles in teaching using Total Physical Response (Freeman, 2000):

1. Meaning in target language can often be conveyed through action. Memory is activated through learner response.
2. Students can initially learn one part of target language rapidly by moving their bodies.
3. The imperative is a powerful linguistic device through which teacher can direct student behavior.
4. Language learning is more effective when it is fun.

There are some techniques in teaching using Total Physical Response (Freeman, 2000):
1. Using commands to direct behavior

The commands are given to get students to perform an action; the action makes the meaning of the commands clear.

2. Role reversal

Students command their teacher and classmates to perform some action.

3. Action sequence

The teacher gives the students three connected commands and the students are asked to perform. For example, the teacher told the students to point the door, walk to the door, and touch the door.

In this method, the activities are made in happy and fun condition in which the students give more attention to the material so that the teaching learning will be more effective. Moreover, the words are showed in action and practice by themselves. It makes the students easier to memorize.

2.3.8 Communicative Language Teaching

Communicative Language Teaching according to Richard and Rodgers is theory of language teaching that starts from a communicative model of language and languages use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques. In this method, learning language required not only linguistic competence but also communicative competence. The learners know how to use the language in the real life.

These are some principle in teaching using Communicative Language Teaching (Freeman, 2000):
1. Being able to figure out the speaker’s or writer’s intentions is a part of being communicatively competent.

2. The target language is a vehicle for classroom communication, not just the object of study.

3. Games are important because they have certain features in common with real communicative events.

4. Students should be given an opportunity to express their ideas and opinions.

5. Error are tolerated and seen as natural outcome of development of communication skill.

6. Learning to use language forms appropriately is an important part of communicative competence.

7. Communicative interaction encourages cooperative relationship among students.

8. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

These are some techniques which usually used by the teacher when using Communicative Language Teaching (Freeman, 2000):

1. Scrambled sentence

The students are given a passage (a text) in which the sentence are in a scrambled order. They are told to unscramble the sentences so that the sentences are restored to their original order.

2. Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.
3. Picture strip story

Many activities can be done with picture strip stories.

4. Role play

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts in different social roles.

In this method, there are so many fun activities which make the students which enable the students to speaking English freely. The teacher acts as the facilitator to make the activities more communicative.

2.4 Inclusion

The definition and benefits of inclusion will be explained briefly as follow:

2.4.1 Definition of Inclusion

Inclusion is full acceptance of all students and leads to a sense of belonging within classroom community (Florida Developmental Disabilities Council, 2002). Inclusive education is education serving which allow children with special needs study together with the same age children in regular class nearest their house. The purpose of inclusive education is giving education service to children with special needs which have different level in learning difficulty in learning process caused by physically or mentally disorder in the regular school.

According to ministry of National Education regulations in Indonesia Number 70 year 2009, stated inclusive education is giving the chance to all students who has disorder and potential of intelligence and/or specifics talent to
follow the education and learning in education environment together with ordinary students. Moreover, it has several purposes, they are:

1. Give a wide opportunity for all students who has physical, emotional, mental, social disorder or who has potential of intelligence or specifics talent to get the good quality of education which appropriate with their need and ability.

2. To make realization of education implementation which appreciate the diversity and do not discriminate all students which stated in point 1. Students who has disability as follow:
   a. Blind
   b. Deaf
   c. Mute
   d. Difficulty learning
   e. Slow learner
   f. Autism
   g. User of narcotics, prohibited medicine, addictive substances.

2.4.2 The Benefits of Inclusion

For students with special need, inclusion provides increased opportunities to improve communication skills and interact with their peers. They can also get benefit from inclusion socially through a reduce sense of isolation and be subjected to less negative labeling. It is believed that with inclusion they can be more motivated to work and study harder in the classroom.
2.5 Previous Research Related to the Research Question

From the previous research which was done by Syarif (2015) as his thesis under the title A Case Study on the English Teaching Method for Mentally Retarded Students in SLB-C Bakti Luhur Malang, the researcher get some information as follow; the teacher used three methods in teaching English to the mentally retarded students, they are Grammar Translation Method (GTM), Audio-Lingual Method (ALM), and Total Physical Response (TPR). In applying GTM and ALM, the teacher faced a problem which is the students could not understand well the material given by the teacher. The teacher’s way to cope with this problem was doing a lot of repetition in teaching until the students could understand the material well.

Another research was done by Fitrianto (2016) under the title A Study on Teaching English for Verbal Autism Student at SMP Laboratorium of State University of Malang. The result of this study showed that the method used by the teacher in teaching verbal autism was the combination of several methods, such as Grammar Translation Method (GTM) and Audio Lingual Method (ALM) which included in popular methods in teaching English. Those methods were interspersed with Relationship Development Intervention Methods that tended to be effective to help the teacher in providing comfortable treatment when the verbal autism student was in tantrum. Further, the verbal autism student showed cognitive, affective, and conative responses which depended on her level of comfort which could be calm or unusual, such as laughing, crying, sleeping, and babbling toward the teaching methods used by the teacher in affective aspects of the learning outcomes of the verbal autism student.