CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is intended to explain the review of related literature that is based on relevant theories and previous research findings. It covers definition of teaching, method and technique in language teaching, kinds of teaching technique in language teaching, the problem in implementing the teaching technique, the solution in overcoming the problem in implementing the teaching techniques, mentoring program, and mentoring program of ELED at UMM. Each point presented as follows:

2.1 Teaching

As a common term that already legendarily known, teaching is constitutes as one of the essential component in the educational realm wherein many people are involved habitually in the classroom activity. As Centra (1993) as cited in Regmi (2012) argues that, “it is an intellectual process that produces beneficial and purposeful student learning through the use of appropriate procedures”. It is also in line with Brown (2000) as cited in Wati and Setyaningrum, (2014), teaching is often considered to be an activity which involving showing and helping a student to learn how to do something, to guide them to learn new things and to facilitate them with knowledge for comprehension purpose. From the definitions provided above it can be assumed that teaching refers to an activity of imparting knowledge to the students in order to develop the learning material.

Moreover, in the process of teaching and learning the teachers’ role which has highly specialized skills in teaching becomes the important thing in order to
help, to facilitate the students in learning activity. It is also supported by Banning (2005), who argues that in order to facilitate the process of learning, teachers must be competent. It means that the teacher should have self-esteem, hold authority within the classroom, show compassion, and respect for individuals. In the process of teaching and learning, the teachers’ role is not merely being as a facilitator or advisor, but teacher here also acts as an educator which has responsibility to recognize and identify students’ needs and also which learning styles suit the most. Since the students have different interest and motivation in learning, it requires an effort from the teacher to create an educative learning atmosphere that includes a cognitive, effective and psychomotor skills as an effort to achieve the purpose of teaching. Furthermore, the success of teaching and learning process is also certainly influenced by several components that can support the learning process. These components are teachers, students, approaches, methods, techniques, media, strategy and environment (Wati and Setyaningrum, 2014).

2.2 Method and Technique in Language Teaching

2.2.1 Definition of Method

In the process of teaching and learning, there are two common terms which usually used by teacher, namely method and technique. According to Atony (1963) as cited in Yulia (2012), method refers to "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach". In other word, method can be interpreted as a certain way used to implement the plan that has been prepared in the form of practical activities to achieve learning objectives. In accordance with the definition
above it can be said that, before applying several methods in the classroom activities, the teacher must ensure that all of the methods that are going to be used in the classroom should be appropriate with the students’ need and classroom condition.

2.2.2 Definition of Technique

As stated by Setyani (2012), teaching English as a foreign language to a higher level of education demands great consideration in choosing the right teaching technique. According to Brown (as cited in Herdianto, 2015), defined technique as “any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives”. Based on the definition above, it shows that technique refers to a specific way that implemented by teachers in the process of teaching and learning in order to obtain an optimal result. Moreover, the teaching technique also has their own advantages and disadvantages depending on the ultimate goal of the lesson, and the students characteristic Setyani (2012). With regards to this, the teacher needs to consider the best technique that can gain the students’ interest during the learning activity.

Furthermore, considering the importance of teaching techniques as the vital element in the process of teaching and learning it turns out that there are several techniques are found in many methods. For instance, translation of literary passage, reading comprehension questions and antonyms/synonyms, those techniques are derived from Grammar Translation Method. Since there are many techniques which develop from many methods, it is extremely important to be noticed by the teacher to consider the best technique that suit the most with the situation and also the
students’ need. By implementing the appropriate technique in the classroom activity, the teacher will find out the way in conveying the lesson to the students effectively and efficiently.

2.2.3 Kinds of Teaching Techniques in Language Teaching

Method and technique are set of teaching and learning process which cannot be broken up each other. Method is theoretical and technique is practical. According to (Freeman & Anderson, 2011), there are several kinds of methods in language teaching and each method has more than one technique. Each point is presented as follows:

2.2.3.1 Grammar Translation Method

According to (Freeman & Anderson, 2011), Grammar Translation method or more well known as GTM is one of the oldest model of method. The GTM believes that students should be taught the grammatical rule and taught how to translate literary texts from native language to target language or vice versa. Therefore, the students learn the target language form thus activity. Furthermore, the GTM method emphasizes on memorization of vocabulary and grammatical rule. The fundamental purpose of GTM in the language teaching is to enable the students to read and write in the target language and familiar with the foreign language literature. In line with Natsir (2014) as cited in Frewan (2015), highlights that this method focuses only on the development of writing and listening skill. The characteristic of the teaching and learning process in GTM method is the students are taught to translate from one language to other, and the students are demands to study grammatical rules, example of grammatical rules, memorize them, and
implemented the rules to other example. Moreover, based on (Freeman & Anderson, 2011), there are several techniques closely associated with Grammar Translation method such as:

1. **Translation of a Literary Passage**

   Translation of a Literary Passage is a technique involves translating the reading passage from the target language into the native language. The reading passage given by teacher can be in form of some literary works from the target language, or the teachers design the reading passage according to the student’s ability that include particular grammar rules and vocabulary that suit them most. On the process of translating of course the student will find out several idioms and the like literally. What the students should do is do not translate the idioms and the like literally but rather in a way that shows that they understand their meaning.

2. **Reading Comprehension questions**

   Reading Comprehension question is the technique involves answering question based on their understanding on the reading passage by using the target language. The questions provided the opportunities to the students for knowing facts, drawing inference, and drawing the personal experience.

3. **Antonym/Synonym**

   Antonym/Synonym is technique which involves providing the students with several list of words and asks them to discover the antonyms or synonyms in the reading passage.
4. Fill-in-the-blank

Fill-in-the-blank is a technique involves completion a series of phrase or sentence with the blank space. In this technique the students are require to fill the blank space with the new vocabulary or with particular grammar type.

5. Deductive Application of Rule

Deductive Application of Rule is a technique which demands the students to memorize the grammatical rules, exceptions as well as the example of it. Practically, the teacher asks the students to understand the grammatical rules afterward the teacher will ask to apply it to different examples.

6. Memorization

Memorization is a technique which demands the students to memorize the target language vocabulary words and their native language. The students are also demands to memorize grammatical rules and grammatical paradigms such ad verb and conjugations.

7. Use Words in Sentence

To show the students understanding on the meaning and use of new vocabulary material, the teacher asks them to make sentences in which the students demand to use the new words.

8. Composition

Composition is a technique involves providing the students a topic to write about in the target language. The topic based on some aspects of reading passage of the lesson. Afterward, the students demand to prepare the précis from the reading passage.
2.2.3.2 Direct Method

Direct method is one of popular English teaching method. It is applied when the grammar translation method is deemed ineffective. The Direct method is based on the assumption of making second language learning become the first language learning (Richards & Rodgers, 1998 as cited in Frewan, 2015). Moreover, the main objective of this method is to train the students to use the target language as a mean for communication. The direct method is characterized by emphasizing on oral communication and correct pronunciation of the students. The classroom activities that are often done by teachers are giving several examples of vocabulary and practices how to pronounce it. One of the basic rule in this method is no word translation allowed. Therefore, in Direct method there are several techniques that can be use by the teacher namely:

1. Reading Aloud

In this technique, the students are demanded to read aloud a passage, text or dialog one by one. Afterward, at the end of the reading aloud finished, the teacher explains the content of the text using movements, images, realia, examples, or other means to make the meaning of the passage to be clear.

2. Question and Answer Exercise

The question and answer exercise is a technique which involves asking several question toward the students. In this technique, the students are required to answer the question given by the teacher by using the target language in full sentences.
3. Getting Students to Self-Correct

The teacher assists the students to find out their error/mistake, and asks them to correct it by themselves. There are two ways how to get students to correct the error. For instance, “the teacher can repeat the student's error using a questioning voice. Another way of correcting is that the teacher can stop repeating the sentence just before the error so that the student can understand where the error occurred and that he can correct himself.

4. Conversation Practice

Conversation practice is technique involves asking several questions toward the students by using the target language. The question that will be ask by the teacher contains a particular grammar structure. What the students should do is to understand and to be able to answer the question correctly. Later, the students are able to ask each other by using the same grammatical structure.

5. Fill-in-the-blank exercise

Fill-in-the-blank exercise technique is quite similar to the technique in the Grammar-Translation Method, what makes them different is on its application. In this method there was no explicit grammar rule would be applied and the task that given by the teacher mostly by using the target language.

6. Dictation

In dictation technique, the teacher reads a passage several times and the students are demanded to write the passage as they listen to it. Firstly, the students listen to what the teacher have said and they not allowed to write some word or phrase. Secondly, the teacher reads phrases by phrase and gives a few minutes for
the students to write down what they have heard. Finally, the teacher reads the passage at normal speed and the students check their work.

7. Map Drawing

Classroom includes an example of a technique used to provide a student listening comprehension exercise. Teacher provides map to students with anonymous geographical features. What the student should do is follow the teacher's instruction to label one geographical feature.

8. Paragraph Writing

In paragraph writing technique, the students are asked to write paragraphs by using their own words based on the content passage, or they can use other passages in the previous lesson as a model.

2.2.3.3 Audiolingual Method

Audiolingual is a teaching method which uses oral based approach like direct method. The audiolingual method has strong theoretical base linguistic and psychology. It is taught that the way to acquire the sentence patterns of the target language is by helping the students to respond correctly to stimuli through shaping and reinforcement Wati and Setyaningrum (2014). Furthermore, dialogue and drill seem to be important in audio-lingual method. The dialogue is for repetition and memorization. In addition, it emphasizes correct pronunciation, stress, rhythm, and intonation. Students need to memorize the dialogue and then focus on certain grammatical patterns of dialogue in the form of drills and practice (Richards & Rodgers, 1998 as cited Frewen 2015). Therefore, there are several techniques that can be used in audiolingual method such as:
1. **Repetition Drill**

   Repetition drill is a technique which involves asking the students to repeat what the teacher have said as quickly as possible. For instance:
   
   a). Teacher : she is a beautiful
   
   b). Students : she is a beautiful girl

2. **Chain Drill**

   The teacher gives the instruction to the students to make a circle, afterward the teacher asks the students to make form a conversation and ask several question to their friends. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student’s speech.

3. **Single-slot Substitution Drill**

   In the Single-slot Substitution Drill technique, the teacher mentions a line taken from the dialog. Afterward, the teacher says a word or phrase that is called as cue. What the students should do is repeat what the teacher said. The major purpose of Single-slot Substitution Drill technique is to give the students some practices to find out and to fill the slots of a sentence.

4. **Transformation Drill**

   In the transformation drill technique, the students are asked to change the sentence into different forms such as: positive into negative, active into passive and so on.
5. Question-and-answer Drill

The question and answer drill is technique involves the students practice with answering question as correctly and as quickly as possible.

6. Use of Minimal Pairs

In the use of minimal pairs technique, the teacher gives several words which have similar pronunciation, for instance, ship/sheep, ate/eight. Afterward, the students are demanded to find the different among the two words, then ask the students to do some practices to pronounce the words correctly.

7. Complete the Dialog

The teacher gives a dialog with the words missing, what the students should do is to complete the dialog by supplying the missing words.

2.2.3.4 Silent Way Method

Silent way method is the method which use the language for self-expression or express students’ thought, perceptions, and feelings (Celce-Murcia, 1991 as cited in Hayati, 2017). In silent way method, the teacher does passively communication while the students actively response toward the teacher’s hand directing in engaging the language Wati and Setyaningrum (2014). Therefore, the students will be more active to develop personal responsibility, perception, and thought independently. Based on Richards and Rodgers (1986), there are three principles in Silent Way method such as:

a. This method demands the students to discover and create a new thing rather than memorizing and repeating what is to be learned.

b. Learning is made easier by involving physical object.
c. Learning is facilitated by problem solving.

In other words, the silent method belongs to the students centered learning in which the teacher’s role only provides them with the needed information and monitoring the students. Additionally, there are several techniques that can be applied by the teacher, those are:

1. **Peer Correction**

   Peer correction is the technique involves encouraging the students to help other students when he/she facing the problem during the learning process. The teacher’s role is merely monitoring the students.

2. **Teacher’s Silence**

   The teacher keeps silent unless he/she is required to provide help.

3. **Structure Feedback**

   In the structured feedback, the students are asked to give some comments about what they have learned and today’s lesson. Those comments may be used as a reference for the teacher to improve the quality of teaching for the next meeting.

2.2.3.5 **Desuggestopedia Method**

   Desuggestopedia or Suggestopedia is a method developed by Georgi Lozanov. The desuggestopedia is based on helping students eliminate negative feelings about their success in learning the foreign language (Larsen-Freeman, 2000 as cited in Frewan, 2015). The most important goal of desuggestopedia method is to motivate more of the students’ mental potential to learn which is obtained by suggestion. desuggestopedia method is also claimed as a dramatic method. Since in the process of teaching and learning involve a learning condition in which the
student’s mind free from the anxiety which can be facilitated by a relaxed learning situation, classical music, music rhythm, the decoration of classroom which can make the student feel comfort with the process of teaching and learning. Therefore, there are nine techniques are used proposed by (Freeman & Anderson, 2011), in desuggestopedia method, those are described below:

1. **Classroom set-up**
   
   This is focused on providing a positive environment that does not feel like a normal classroom, so that and it can make the students relaxed and comfort with the process teaching and learning.

2. **Peripheral Learning**
   
   The teacher providing the classroom decoration like poster, picture that containing a grammatical information in the target language. It is claim that by putting something useful around the classroom can help the students to obtain the necessary facts effortlessly and also learn many things indirectly.

3. **Positive Suggestion**
   
   The teacher takes a serious responsibility to arrange the suggestive factors in the process of teaching and learning. Through telling the students like “you are going to be success” or giving a dialog that can inspire them become success person, this matter expected to help students believe in her/herself and they can enjoy the learning process without any pressure.

4. **Choose a New Identity**
   
   In this case the students are asked to choose name and occupation in target language. The students have an opportunity to develop an entire biography about
their fictional selves, for instance they can write a story about the fictional hometown, family, childhood and many others.

5. Role Play

The students are asked to pretend to be someone else and also perform they role play by using a target language. The students also require to write their own line which have relevant with the situation.

6. First Concert

This part involves active presentation about the material that going to learn. For example, the teacher provides the dialog where in the dialog there are several grammatical points that should be pay attention by the students. Then the teacher read the dialog with a classical music accompaniment.

7. Second Concert

In this section the teacher invited the students to enjoy, relax and simply listen to Baroque music, the teacher also read the dialog very quietly with a classical music accompaniment.

8. Primary Activation

In primary activation, the students are asked to re-read the dialog out aloud individually even in a group. Then, the teacher divided the students into three groups, each group should read parts of the dialogue in a different manner for example: the first group, sadly; the next, angrily; the last, cheerfully.
9. Creative Adaptation

The students are engaged in various activities designed to help them learn a new material and use it spontaneously. Several activities that recommended to be used in the classroom include singing, dancing, drama, and games.

2.2.3.6 Community Language Learning Method

According to (Freeman & Anderson, 2011), states that community language learning is the method which takes the principle from general Counseling-Learning approach developed by Charles Arthur Curran in the 1970’s. In Community Language Learning method, the students are perceived as” whole persons” means that the teacher not merely pay attention to the intelligence of students but also have understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn as well. Moreover, according to Curran (1970), the students feel threatened and afraid that they look like a fool when facing a new situation. To cope with the students’ anxiety, Curran advises the teacher to become language counsellors in order to reduce anxiety, eliminate the negative feeling of the students and turn them into positive energy. Consequently, this method emphasizes more on counseling section rather than on ordinary teaching. The teacher is seen as a counselor who train the students to master the target language, and the students is viewed as a client. Furthermore, the purpose of this community language learning method is to make students are able to use the target language communicatively, and to reduce the student’s anxiety while learning a second language. There are several techniques typically used by the teacher, those techniques are:
1. Transcription

The teacher transcribes the recording of the target language conversation. Each student is given the opportunity to translate their speech and the teacher writes an original language that is quite similar to the target language. Students can copy transcripts after they are actually written on the board or on large poster paper, or the teacher can give them a copy. This transcript becomes the basis for future activities. If poster-size paper is used, transcripts may be placed in the classroom for later reference.

2. Reflection on Experience

This involves giving students an opportunity to reflect on how they feel about their language learning experience, themselves as learners, and their relationships with other students.

3. Reflective Listening

In reflective listening, there are several possible techniques that can be utilized by the teacher. Firstly, by asking students to relax and listen to their own voice in the target language on the recording. Secondly, the students just simply listen to their teacher reads the transcript, and lastly the students to mouth the words as the teacher reads the transcript.

4. Small Group Task

Students are asked to form groups and make sentences based on transcripts. Afterward, ask them to share sentences that have been made to other groups. For the next meeting, students are asked to work in pairs and re-create another sentence.
By asking students to work in groups, they can help them learn from each other and also can lead to community development among class members.

2.2.3.7 Total Physical Response Method

Based on (Freeman & Anderson, 2011), total physical response method is the method which encouraging the students to listen and respond a command through physical response. The general objective of this method is to teach basic communication skill and also to reduce inhibition feel by students when they are studying other language. In total physical response method, teacher acts as director of all student behavior and the students are imitators of her nonverbal model. Furthermore, the teaching and learning process can be described like this. The first phase of the lesson is one of the modeling. The instructor issues orders to some students, then takes action with them. In the second stage, these same students show that they can understand the commands by doing themselves. After learning to respond to some oral commands, students learn to read and write. When students are ready to speak, they become the ones who offers the command toward other students. After the students started talking, the activities expanded to include plays and games. The language area that are emphasize in this method are Vocabulary and grammatical structures. Accordingly, there are techniques which can be applied by the teacher such as:

1. Direct Behavior

   In this part, the teacher gives several commands and ask the students to perform an action, the action makes the meaning of the command clear. To clarify the meaning, the teacher takes an action with the student first, then the students are
required to perform the action by themselves. The student’s action tells whether or not the student understands with the command.

2. Role Reversal

Asher says that the students will want to speak after 10–20 hours of instruction. The teacher is not allowed to force the students to speak until they are completely ready. Then, the students command their teacher and classmate to perform some action.

3. Action Sequence

This involves the teacher providing several connected commands to the students. For instance, the students are asked to point to the door, walk to the door, and touch the door. Sometimes the teacher gives a longer series of connected commands in order to make the students learn more of the target language.

2.2.3.8 Communicative Language Teaching Method

Communicative language teaching method is aimed to make communication competence become the ultimate goal of language teaching. It is used by the teacher to assist the students to develop their English competence not only grammatically but also the English language can be used by the students communicatively. Furthermore, (LeComte, 2018), argue that the CLT activities typically involve the students to the real communication situation, where the accuracy is less important than the successful achievement of communication that they are performing. That is why the activity that almost done by the students are often associate with communicative activities such as games, problem solving, role play and many more. The teachers’ role is act as advisor and monitoring the
students’ performance and the students is seen as communicator. (Freeman & Anderson, 2011), mention there are six techniques that can be associated with CLT method. Those are described below:

1. **Authentic Material**

   In authentic material technique, the teacher uses the authentic materials like a newspaper, magazine, radio, that can be used as a source of language instruction. For the high-intermediate level of proficiency the teacher may possible use a simple authentic material (for instance, the teacher uses a weather forecast when working on predictions) and for the lower level of proficiency the teacher uses the item of realia that do not contain many words.

2. **Scrambled Sentences**

   Scrambled sentences is the technique which involves asking the students to organize the sentences in right and meaningful sequence of the scrambled passage.

3. **Language Games**

   Language games technique is the technique which involves the information gap game. It is enjoyable game for the students. Practically, this game has the three principles of communication those are: information gap, choice, and feedback. First, the students do not know what their class are about to go in the weekend. Second, the students as speakers have choice to predict what their classmates will do over the weekend. Each speaker will receive feedback from group members. If the prediction is not understood, then no member will respond and if it means and thus understood only then the member will respond.
4. Picture Strip Story

In this technique the student will take a strip story. He/she will show the first picture of the story to the other students. Afterward, they will predict what the second picture looks like. The picture strip activity works also as a problem-solving task in communicative techniques.

5. Role Play

The students have an opportunity to practice communicating in different social context and different social roles.

2.2.3.9 Content Based Instruction Method

According to Richards and Rodgers (2001) as cited in Villalobos (2014) say that “Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus”. In a CBI class, teachers want the students to master both language and content. The content can be themes of general interest to students, such as current events or their hobbies, or it can be an academic subject, which provides natural content for the study of language. Teachers do not want to delay students’ academic study or language study, so teachers encourage the development of both simultaneously.

Moreover, in the classroom activity the teachers should help students to understand authentic texts. The teacher makes the meaning clear through the use of visual, realia, repetition, giving many examples, and also building on previous student experiences. The teacher also designed activities that address both language and content. For example, the math language differs from the language for history.
Thus, the students are actively involved in learning the language and content, often through interaction with other students. There are several techniques that can be used in Content Based Instruction method, those are:

1. **Dictogloss**

   In this technique the teacher gives a short talk or reading on certain content then students should listen twice. For the first time, they listen for the main idea and take a note while they listen it. Then for the second time, they listen for details. Next, they should rewrite what they have listened from the talk or reading. They can use their notes to help them to restate their writing. In this way, note-taking can be practiced by students. Next, they work in pairs or in small group to develop the best version together based on what they have listened. For peer-editing section, students’ writing can be shared with the whole class. Thus, through this activity, students will get familiar with the organization of a variety of text within a context area.

2. **Graphic Organizers**

   Graphic organizers are visual displays which the purpose is helping students to organize and remember new information. They involve drawing or writing down the idea and making connections. They express and arrange words and phrases, symbols, and arrow to map knowledge. Diagrams, tables, columns, and webs are included. By using those graphic organizers, it can help students to understand how to organize a text. It also can enhance students to learn of reading academic texts and do their academic tasks, such as rewriting of what they have read. The main reason for using graphic organizers in the CBI as it facilitates the demands of
cognitive content, allowing students to process content at an advance level and can also use it for language practice.

3. Language Experience Approach

One by one, students take turn to dictate their life story to the teacher who write it in the target language. Then every student practices to read his or her story with teacher’s helping. The language experience approach applies the principles of WL: the content of the text is significant to the students and it works collaboratively. So, the connection between text and meaning is facilitated.

4. Process Writing

Mostly, in writing learning process, teacher gives a task for students to write about certain topic and they do a brainstorming about the topic during pre-writing stage. Afterward, they should write and elaborate their idea based on the topic. Subsequently, students’ writing are collected and evaluated by the teacher. In the other hand, the beginning of process writing the students may initially brainstorm the idea about a topic and start writing. Then, they have to discuss with the teacher and other students to get any feedback on their writing. Students can make revision based on feedback that they receive and continue on writing. Through this way, students consider that their writing can be as someone else’s reading. It also helps students to improve the expression of meaning and the form of their writing.

5. Dialogue Journals

The dialogue journals are a different way on working literacy skills that students have to keep. There are many different ways of using journals, but basically in their use involves students who write in their journals in the classroom
or for homework on a regular basis, maybe after every class or once a week. There may be a special focus for writing, such as the feelings of students expressed on how and what they learn, or the focus of writing can be on anything the student wants to communicate with the teacher. Usually teachers are 'dialoguing' with students. The teacher also reads the student’s journal and writes the responses, but does not improve its form.

2.2.3.10 Task Based Language Teaching Method

Task-based language teaching (TBLT) is a communicative approach that try to facilitate language learning by engaging learners in the use of an authentic interactive language generated from performing a series of tasks Ellis (2013). It is in line with (Iveson, 2015), states that the TBLT emphasizes the need to work through tasks with others in order to achieve outcomes with perceived real-world relevance and application. The TBLT also provides an opportunity to experience speaking, reading, listening, and writing languages through meaningful classroom tasks involving learners in the practical and functional use of second language/foreign language Zuniga (2016). Furthermore, in TBLT the teachers’ role is to choose tasks, based on an analysis of students’ needs, that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. The teacher also monitors the students’ performance, and intervenes as necessary. The role of the students is to communicate with their peers to complete a task. Therefore, there are three types of tasks, an information-gap, an opinion-gap, and a reasoning gap.
1. Information-gap Task

Information-gap task is an exchange information among participants to complete their task. Students should exchange any information with the other group to make a task complete. For example, a group has to make a report about an event. To complete their report, they should get and exchange any information from the other group.

2. Opinion-gap Task

An opinion-gap task demands students to express their personal feelings or attitudes for completing the task. They are asked to write about a topic like social problem such as high unemployment, and they should think about the appropriate solutions. They also can ask to their friends of an advice. But it can be simplify because the level of students is advanced-beginning. The students can use the topic about what subject that their classmates like or dislike.

3. Reasoning-gap Task

A reasoning-gap task demands students to get some new information by concluding it from information that they have been given. For example, students are given the schedule of railroad and asked to find out the best route, or they have to solve a riddle. Reasoning-gap tasks work effectively because information-gap tasks need a single step to transfer an information, and opinion-gap tasks tend to be open-ended (Prabhu, 1987 as cited in Freeman & Anderson, 2011). Reasoning-gap tasks encourage the engagement of meaning, though they are still characterized by a predictable of using language.
2.3 The Problem in Implementing the Teaching Technique

In the process of teaching and learning, all possibilities might be happened while the leaning activity is conducted, it includes the problems faced by teachers or mentors. According to Chang et al. (1982), a problem can be explained as any life situation or task (present or anticipated) that demands a response from other person. Based on D’zurilla et al (2004) as cited in Fitranto (2017), stated that there are two kinds of problem that commonly faced by the teachers/ mentors namely intrapersonal problem and interpersonal problem. Intrapersonal problem is the problem which coming from emotional, behavioral, cognitive, or health problems. While the interpersonal problems means that the problem comes from outer aspect such as technical barrier, enviroment or even family. Those problem raises among the teachers and the students that might be affecting on the process of teaching and learning. In this case, the teaching problem is faced by the mentors in implementation the teaching techniques.

2.4 The Solution in Overcoming the Problem in Implementing the Teaching Technique

Solving the problems in different ways is highly recommended for all the teacher when facing some problem in the classroom activity. Based on Chang et al. (1982), a solution can be defined as “a situation-specific coping response or response pattern (cognitive or behavioral) that is the product or outcome of the problem-solving process when it is applied to a specific problematic situation”.

According to the previous research conducted by Fitranto (2017), on his research entitled “The Learning Activity in Mentoring Program of English
Language Education Department of University of Muhammadiyah Malang”, it shows that there are several solutions which derived from the interpersonal problem and intrapersonal problem faced by mentors and mentees during learning activity on mentoring program. Accordingly, the solutions to overcome the interpersonal problems are by backing up the learning by using social media and also making the English community to follow up on the mentoring program. Meanwhile, the solution to overcome the intrapersonal problem are the mentors motivate more the mentees by using fun learning and mentor’s selection chosen well.

Moreover, the solutions happened naturally when the teacher/mentor faced the problem in the classroom. Since there are some solutions provided above, it is extremely important to be noticed by mentors to consider the best solutions to overcome the problem which come from the intrapersonal problem and interpersonal problem. Especially, when it comes to overcome the problem faced by mentors in implementing the teaching technique in the mentoring program.

2.5 Mentoring Program

The theoretical foundation of mentoring that have emerged in the literature is often associated with the developmentally oriented relationship between more experienced and knowledgeable person (mentors) and less experienced person stated by the mentor (Jacobi, 1991 as cited in Eby et al. 2012). This theory supported by (Australian Youth Mentoring Network, 2007, as cited in Watson & Kilgour, 2010), which argue that, it is kind of structured and trusting relationship which bring the mentee together with an individual who offer support, encouragement and guidance, aimed at developing the competence and character of the mentee. In line
with (Hasan & Chien, 2003), who propose the definition of mentoring as a process that uses various aspects including proficiency by experienced people through guidance, education and training to adolescents for learning purposes.

Moreover, in the mentoring relationship, the mentor’s role is to enable the mentees to think and learn from their own actions in critical situations, so that they can change their behavior in the future, or at least draw some lessons from it (Scandura and Ragins 1993 and Bouquillon et al. 2005 as cited in Pompa, 2012). They also viewed as someone who has responsibility and authority for educating and nurturing the mentee. It can be seen through the mentors’ role which includes providing feedback on the mentee’s practices to assist the mentee for thinking more critically, perceiving solutions to problems, and analyzing situations from different perspectives (Hudson et al. 2007). In addition, in the context of mentoring relationship, the mentees learn and develop through the mentors’ experience stated by Nnaemeka and Nkechi (2015). In line with Hezlett (2005) as cited in Abate & Alpert (2017), suggested that, another way which the mentees may learn is through the explanation given by the mentor, these explanation includes providing an information, giving some advices during the process of teaching-learning and explaining how to do something. Thus, in general mentoring can be assumed as an educational activity that includes teaching, educating, training and fostering with a mutual counseling approach in which there is mutual trust between the two main actors of the mentor (the main advisor in the mentoring group) and mentee (mentoring participants).
2.6 Mentoring Program of ELED at UMM

The Mentoring Program owned by English Department at UMM is considered as an extracurricular program which conducted in academic year 2014/2015. It is a program which involves the students from fourth, sixth and eighth semester who have the ability in teaching and are considered have high proficiency in speaking English. Therefore, the aim of Mentoring Program in ELED is to assist the first year students to improve and also to achieve their English proficiency through certain activities namely: English independent study, presentation, small group discussion, games, and debate. This program is usually carried out every Saturday morning in outdoor venues.