CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the terms related to the study such as: (1) teaching English at Junior High School in Indonesia, (2) technique of teaching English, (3) cooperative learning, (4) and think pair share technique. It will be explained in this following points.

2.1 Teaching English at Junior High School in Indonesia

Teaching is not as simple as it looks like. Fathurrohman and Sutikno as stated in Aditiyah(2017) explained that teaching is a way or procedure to reach the goal of learning. In this case, teaching influence toward students’ behavior. For instance, students become more diligent in learning the material than before. From the explanation above, it can be described that the teaching is an activity of helping students to learn and it might change themselves to be the better persons.

In addition, teaching at junior high school is not easy since students are in the age of transition, growth and changing bodies as well as minds. Brown as stated in Aditiyah (2017), classifies the characteristic of students into three categories based on their age levels: children (up to the age of about eleven), teens (between twelve and eighteen years) and adults (above eighteen years or so). It indicates that junior high school, students are between childhood and adulthood. Thus, teachers should give their maximum efforts to encourage students to learn.

Junior High School in Indonesia, based on oxforddictionaries (2017) is “a school intermediate between an elementary school and high school, general for
children in the seventh, eight, and ninth grade”. From that definition, it can be described that teaching English at Junior High School is in intermediate level.

Teaching English at Junior High School in Indonesia needs to find ways to express the students as their transition from childhood to adolescence. Then, the English classroom can offers many opportunities to inspire their individualities through reading, writing, listening and speaking all at once. However, those skills are not taught separately but they become one lesson which is already covered English skills.

2.2 Techniques of Teaching English

Techniques of teaching English are very important in order to give a better understanding to students. According to Patel & Jain (2010:71), techniques of teaching English are systematic and scientific way of teaching any subject. It means there are technique of teaching English that have systematic and scientific way for all subject. By giving appropriate technique, students will be better understanding of material that have been explained by teachers. So, the teaching learning process can be more effective. Therefore, it is necessary for teacher to know various types of technique in teaching English.

Furthermore, Hamid as stated in Sugiarto (2013) explains that techniques of teaching are an action of teaching which is more specifically give a better illustration or a deep understanding about the material through action. From the explanation above, it can be concluded that techniques of teaching English is one of the important aspects.
Technique is related to approach and method in classroom behavior. The meaning of approach itself, Douglas as stated in Herlina (2007) states that approach is theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Than, Norris as stated in Herlina (2007) says that method is a generalized, prescribed set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. The last, Brown as stated in Nursanti (2014) stated that Technique is a wide variety of exercises, activities, or tasks, and devices used in the language classroom for realizing lesson objectives.

So, Kasbolah as stated in Herlina (2007) says that a teaching technique is needed because a technique is the implementation – which actually takes place in classroom. She also says that techniques depend on the teacher, and on the composition of the class. Callahan (2003) says “there are several techniques of teaching English”:

1) Lecturing. It is commonly described as a teaching procedure in which there is a one-way channel of communication. Under this definition the instructor makes oral presentation of the information to which the student reacts by silently listening and taking notes.

2) Questioning. It can be an aid to instruction-depending upon the skill with which it is employed by the teacher. It has much in common with the lecture, for it is
essentially a teacher-controlled device for promoting thoughts, making appraisals, and moving the students toward desired goals. Although the teacher is chiefly responsible for questioning related to subject matter content, he also is responsible for providing the setting in which the students will feel free.

3) Demonstrating. Demonstration is concerned with showing because showing often involves the learner’s first hand contact with the referent of the concept. Demonstration, therefore, becomes a very helpful instructional tool in the hands of a knowledge teacher.

4) Using a Textbook. The textbook is a systematic arrangement of subject materials to assists at a specific grade level. It is one of the most commonly used teaching aids. The text may also be one of the most helpful aids to the effective teacher. However, if the teacher selects a poor text or uses a good text poorly, unsatisfactory learning may result.

5) Using Assignment. One of the most important procedures in requiring strong students’ participation is the assignment. Assignments are often described in terms of contrast: daily or unit assignments; oral or written assignments; textbook or non textbook assignments; and individual or group assignments.

6) Using Homework. School assignments to be completed after regular school hours are usually designed as homeworks regardless of where study takes place. Homeworks have two functions: First, if homeworks are given by the teacher after the material is finished, it has a function as an indicator to know about
understanding level of the students to the material which has been taught. Second, if homeworks are given by the teacher before the next meeting, it has a function to motivate the students to learn the material which will be taught. So, they will not be blank about that material in next meeting. Although homework is a type of assignment, it deserves special consideration because it poses particular problems-for the teacher as well as for the students-that make its effectiveness as a teaching procedure highly variable.

From the explanation above, it can be concluded there are many techniques that make student be cooperative in classroom behavior.

2.3 Cooperative Learning

In Curriculum 2013, students must be active to looking for an information and find out a solution in learning problems. It means that the students have to learn independently and not rely the teachers. This learning is realized and applied in cooperative learning which refers to a group learning activities.

Cooperative learning is the learning activity where the students work together in pairs and groups, the share information and come to each others’ aid. Furthermore, Rusman as stated in Aditiyah (2013) says that cooperative learning is a form of learning in groups of four until six students that work collaboratively. So, for the explanation above cooperative learning is the learning activities where the students work in groups to interact with their friends, share information, and find a solution. They are a team whose members must work and think together in order to achieve the goals of learning.
In cooperative learning there are some ways to develop actual practice in classroom such as:

- Jigsaw

Slavin (1994) says that originally designed by Elliot Aronson and his colleagues in 1978, developed a modification of Jigsaw by adapting Elliot Aronson’s technique. In general, materials to be learned are divided into 4 parts with guiding questions. Students work in four or five member teams as in STAD and TGT. Each pupil in a group is assigned to focus on reading one part of the materials. After the reading, pupils in different groups with the same focus of learning materials form an expert group to discuss the materials. After the discussion task, each member becomes expert of the materials on which he/she focuses, and takes turn to teach the other members in the same group until they have mastered all the materials. Then students take individual quizzes, which result in team scores based on the improvement score system of STAD. The group with the highest average group improvement score receives a group reward.

- Learning together

David Johnson and Roger Johnson (1998) developed the Learning Together of cooperative learning. Students working on assignments sheet in four or five member heterogeneous groups. The groups hand in a single sheet and receive praise or rewards based on the group product. This technique emphasizes team building activities before students begin working together and regular discussions within groups about how well they are working together.

- Group investigation.
Shlomo Sharan and Yael Sharan (1992) say “a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion and cooperative planning and projects. Moreover, it is said to be one of the most student centered as students have much freedom to choose their topics of interest for investigation, plan and carry it out, present and evaluate the results. As group investigation is most suited for investigating problems which can have different solutions, it helps develop students’ higher order thinking skills”.

- and Think-Pair-Share (TPS)

Kagan (2005) says “developed the Structural Approach based on using structure which is defined as content free ways of organizing social interaction in the classroom”

One of the techniques that is used by the teacher is Think Pair Share (TPS). Think Pair Share itself for the explanation above is the implementation of structured learning can create good condition and interaction between teacher and students.

There are several steps that must be have done by the teacher and students while implementation of think-pair-share:

1. Reading comprehension lesson, each student is asked to do silent reading on the comprehension material or passage.

2. Try to answer the questions provided by teachers.

3. After working individually for an answer, students pair up and share their views on the questions until they have consensus on an answer.

4. During the sharing, half of the class is practicing the skill of speaking; while the other half is practicing the listening skill.
5. The students share their answers with the whole class.

2.4 Think Pair Share technique

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One of many techniques that is used by teacher is Think Pair Share (TPS). The definition of Think Pair Share is the explanation above is the implementation of structured learning can create good condition and interaction between teacher and students.

Think pair share (TPS) technique is basic foundation of the technique to make the students more active in teaching-learning process by discussing with their classmates. In brief, it will give positive influence to students in understanding the material given by the teacher. Think pair share model consists of some steps. Suprijono (2009, p 75) states that there are three steps in think pair share technique, they are:

1. Thinking

Think pair share technique is started from questioning the students by the teacher. The question should be in general and has many kind answer. The purpose is to make students think deeper and deeper and give the answer in many aspects. Moreover, the teacher should give the students several minutes to think the answer of the given question. They should analyze the question and use their critical thinking to answer it.
2. **Pairing**

In this stage, teacher ask the students to make a group which consist of two students. Every group will discuss their answer to their partner. They will share their thinking and discuss together to find the best answer. Every member of group change to another group, it means that there will be many ideas to be shared in order of find the best answer. This activity helps students to improve their knowledge, communicative skill and confidence.

3. **Sharing**

The last step of this technique is asking some students to share their ideas in the class. Some students give their answer and other students give their opinion. The researcher concluded that think pair share technique might improve students’ affective aspect because they share their knowledge to each other.

To sum up, this chapter has already discussed about the review on the literature including teaching English in Junior High School, teacnique of teaching English, cooperative learning and think pair share teacnique.