CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses the review of related literature. It includes the description about teaching, kind of methods for teaching English, problems in teaching, and the teacher’s way in solving the problems.

2.1 Teaching English

In Indonesia, English is a compulsory object that has to be learnt by the students. It is one of the subjects that decide whether the junior and senior high school students can pass from their study in their own schools or not. Therefore, the English teachers have to consider what the considerations of teaching English in the class. According to Brown (2014:8), “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.” Moreover, Harmer (2007) stated that teaching is an activity that is done by a teacher who acts as a controller, prompter, participant, resource, and tutor in the classroom. So, it can be concluded that teaching is an activity which is done by someone in order to help another person in developing skills by giving instructions or providing knowledge.

Teaching English should be based on four points. Those are: (1) the material should be appropriate with students’ interest and ability, (2) provision should be made in timetable for instruction at frequent interval, (3) the English
language lesson must not be a special feature on one or twice a week, (4) the students should have the opportunity to exercise their growing skill everyday. In conclusion, in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language teaching and learning process.

The success of teaching English depends on not only the four points that are mentioned in the previous paragraph, but also other considerations. All teaching must include some sort of selection, gradation, presentation and repetition. It includes selection because the teacher cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teachers have to put something one after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn the English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depend on practice.

2.2 Kind of Methods in Teaching English

Richard and Rodgers (2001: 19) stated that “Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.” Supported by Larsen-Freeman (2000: 3) who stated that “a
method is a coherent set of such links in the sense that there should be some theoretical or philosophical compatibility among the links.” In addition, Harmer (2007) said that the method is the practical form of an approach which consists types of activities, roles of teachers and learners, kind of material which will be helpful and some model of syllabus organizations. Procedures and techniques are part of method standard.

Furthermore methods cannot be separated from teaching English because method is the most important component in teaching and learning process. Method can help teachers to achieve an effective teaching and learning activities because it combines theory and practice at the same time. So, it can makes the students easier understand or absorb the lesson. There are many kind of methods according to experts.

According to Harmer (2007) there are 9 teaching methods. Those methods are Grammar-Translation Method, Direct Method, Audio-lingual Method, Community Language Learning (CLL), Suggestopedia, Total Physical Response (TPR), Silent Way, Communicative Language Teaching (CLT), and Task-Based Learning (TBL). In addition, Arends (2012) added 4 more methods that can be used in teaching English. They are Student Teams Achievement Division (STAD), Jigsaw, Group Investigation (GI), and Structural Approach.

2.2.1 Grammar-Translation Method

Richard and Rodgers (2001 : 5) stated that “Grammar-Translation 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 sentences and text into and out of the target language.”

According to Harmer (2007: 63), in grammar translation method, students did exactly what the teacher said, they are given explanations of individual points of grammar and sentences that had to be translated from target language (L2) to the students’ first language (L1) and vice versa.

The fundamental purpose of learning a foreign language is to be able to read literature written in target language and students need to learn grammar rules and vocabulary of target language. Moreover, Larsen-Freeman (2000: 17) stated that in Grammar-translation method the teacher is the authority holder in classroom and the students do as the teacher says so they can learn what the teacher knows.

2.2.2 Direct Method

According to Richards and Rodgers (2001: 11), direct method is a method of teaching in which the foreign language could be taught without translation or the use of learners’ native language if meaning was conveyed directly in the target language through the use of demonstration and action. The principles and procedures of direct method according to Richards and Rodgers (2001: 12) are; (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 a 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) concrete vocabulary was taught by association of ideas, (7) both speech and listening comprehension were taught, (8) correct pronunciation and grammar was emphasized.

According to Larsen-Freeman (2000: 28), the goal of direct method is students learn how to communicate in target language. Moreover, in direct method, the teacher and the students are more like partners in teaching and learning process.

2.2.3 Audio-lingual Method

According to Larsen-Freeman (2000: 35), “Audio-lingual method drills students in the use of grammatical sentence patterns.” In addition, Harmer (2007: 64) stated that audio-lingual method relies heavily on drills to form good habits in language learners; substitution was built into these drills so that, in small steps, the students was constantly learning and moreover, was shielded from the possibility of making mistakes by the design of the drill.

The following example shows a typical Audio-lingual drill:

Teacher : There’s a cup on the table … repeat
Students : There’s a cup on the table
Teacher : Spoon
Students : There’s a spoon on the table
Teacher : Book
Students : There’s a book on the table
Teacher : On the chair
Students : There’s a book on the chair

Larsen-Freeman (2000:45) stated that the goal of using audio-lingual method is teachers want their students to be able to use the target language communicatively by forming new habits in the target language and overcoming the old habits of their native language. The teacher’s role is like an orchestra leader, directing and controlling the language behaviors of students and providing students with a good model for imitation. Meanwhile, students are imitators of teacher’s model or tapes and follow teacher’s directions and respond as accurately and as rapidly as possible.

2.2.4 Total Physical Response (TPR)

According to Richards and Rodgers (2001:73), “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action, is attempts to teach language through physical (motor) activity.” The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills.

Larsen-Freeman (2000:113) stated that the goal of using TPR is having students enjoy their experience in learning to communicate in a foreign language. The teacher is the director of all students’ behavior and the students are imitators
of teacher’s nonverbal model. The major technique in TPR is the use of commands to direct behavior. The techniques are described below:

- **Using commands to direct behavior**: the commands are given to get students to perform an action; the action makes the meaning of the command clear. To clarify meaning, teacher performs actions with the students and later teacher direct the students alone.

- **Role reversal**: students command their teacher and classmates to perform some actions. Students will want to speak after ten to twenty hours of instruction and some of them may take longer. Therefore, students should not be encouraged to speak until they are ready.

- **Action sequence**: it means teacher gives some series of commands. For example, teacher asks students to stand up, walk to the door, and touch the door. As students learn more and more of the target language, a longer series of connected commands can be given, which together to comprise a whole procedure.

### 2.2.5 Silent Way

Silent way is a method of language teaching which is based on the promise that the teacher should be silent as much as possible in classroom, but the learner should be encourage to produce as much language as possible (Richard and Rodgers, 2001: 81).
According to Harmer (2007: 68), “in the Silent Way, the teacher frequently points to different sounds on a phonemic chart, modeling them before indicating that students should say the sounds. The teacher is then silent, indicating only by gesture or action when individual students should speak (they keep trying to work out whether they are saying the sound correctly) and then showing when sounds and words are said correctly by moving on the next item.

The goal of using this method according to Larsen-Freeman (2000: 64) is students should be able to use the language for self-expression to express their thought, perceptions, and feelings. The teacher’s role is as a technician or engineer which relying on what his/her students already know. The students’ role is to make use what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to learning task, and actively engage in exploring the language.

2.2.6 Community Language Learning (CLL)

Richards and Rodgers (2001: 90) stated that Community Language Learning (CLL) is a method that represents the use of Counseling-Learning theory to teach languages. CLL draws on the counseling metaphor to redefine the role of teacher (counselor) and learner (clients). CLL combines 8 (eight) innovative learning tasks and activities which include: (1) translation, (2) group work, (3) recording, (4) transcription, (5) analysis, (6) reflection and observation, (7) listening, (8) free conversation.
According to Larsen-Freeman (2000: 98) the goal of CLL is students learn how to use target language and communicatively. In addition, teacher wants students learn about their own learning, take increasing responsibility for it, and learn how to learn from one to another. The teacher’s role is as a counselor that recognizes how threatening a new learning situation, skillfully understands and support the students in their struggle to master the target language. Meanwhile, the students are very dependent upon the teacher.

2.2.7 Suggestopedia

Suggestopedia, also known as Desuggestopedia is a method which the students need to be comfortable and relaxed so that their affective filter is lowered (Harmer, 2007: 68). Students take on different names and exist in a child-parent relationship with the teacher. In addition, Richards and Rodgers (2001: 102) stated that the objectives of Suggestopedia are to deliver advanced conversational proficiency quickly. It bases its learning claims on student mastery of prodigious lists of vocabulary pairs and, indeed, suggest to the students that is appropriate that they set such goals for themselves.

The goal of suggestopedia according to Larsen-Freeman (2000: 81) is accelerating the process by which students learn to use a foreign language for everyday communication. The students’ mental powers must be tapped by desuggesting the psychological barriers students bring with them to the learning situation and using techniques to activate the ‘paraconscious’ part of mind, just below the fully-conscious mind. The teacher is the authority holder in classroom.
2.2.8 Communicative Language Teaching

According to Larsen-Freeman (2000: 121), “Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.”

There are 5 characteristics in CLT according to Harmer (2007: 70), they are: (1) students should have a desire to communicate, (2) students should have a communicative purpose, (3) students need to focus on the content they are saying rather than the structure, (4) students need to use variety of language rather than just one language structure, (5) teacher will not intervene to stop the activity and there is no materials control.

Larsen-Freeman (2000: 128) stated that the goal of CLT is to enable students to communicate in target language. In addition, the teacher’s role is facilitating the communication in the classroom and the students’ role is as communicators.

2.2.9 Task-Based Learning (TBL)

According to Harmer (2007: 71), “Task-based learning (sometimes referred to as Task-based instruction, or TBI) makes the performance of meaningful tasks central to the learning process.” It is believed that if students are focused on the completion of a task, they are just likely learn language if they are focusing on language forms. In task-based learning, instead of a language structure or function to be learnt, students are presented with a task they have to
perform or a problem they have to solve. There are three basic stages in TBL: pre-task, task cycle and language focus.

- **Pre-task:** the teacher explores the topic with the class and might highlight useful words and phrases, helping students to understand the task instruction.

- **Task cycle:** the students perform the task in pairs or small groups while the teacher monitors from a distance. The student then plan how they will tell the rest of the class what they did and how it went, and then they report the task either orally or in writing, and/or compare notes on what has happened.

- **Language focus:** students examine and discuss specific features of any listening or reading text which they have looked at for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked.

According to Larsen-Freeman (2000:144) the goal of TBL is providing learners with a natural context for language use. The teacher’s role in every stage (pre-task, task cycle, and language focus) is as counselor and consultant, not as the project director.
2.2.10 Students Teams Achievement Divisions (STAD)

According to Arends (2012: 368), in Students Teams Achievement Divisions (STAD), there are a few points that should be concerned:

- Teacher present new academic information to students, either through verbal presentation or text.
- Students are divided into four- or five-member learning teams, with representatives of both sexes, various racial or ethnic groups, and high, average, and low achievers on each team.
- Team members use worksheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another, or carrying on team discussions.
- Individually, students take weekly or biweekly quizzes on the academic materials. Those quizzes are scored and each individual is given an “improvement score.”

The main idea of using STAD in teaching and learning process is to make students help each other in groups or teams by using a variety or cooperative study methods and quizzing procedures.

2.2.11 Jigsaw

According to Arends (2012: 368) Jigsaw can be conducted as follows:

- Students are assigned to five- or six-member heterogeneous study teams (called home teams).
Academic materials are presented to the students in text form, and each student is responsible for learning a portion of the material. For example, if the textual material was on cooperative learning, one student on the team would be responsible for STAD, another for Jigsaw, and another for Group Investigation, and perhaps the other two would become experts in the research base and history of cooperative learning.

Members from different teams with the same topic (called the expert group) meet to study and help each other learn the topic.

Then students return to their home teams and teach other members what they have learned. Figure (1) illustrates the relationship between home and expert teams. Figure (1) Jigsaw Teams

2.2.12 Group Investigation (GI)

In contrast to STAD and Jigsaw, Group Investigation (GI) involves students in planning both the topics for study and the ways to proceed with their investigations (Arends, 2012: 369). Teachers who use GI normally divide their
classes into five- or six- members of heterogenous groups. Students select topics for study, investigate the chosen subtopics, and then prepare and present a report to the whole class. There are six steps of GI approach according to Arends (2012:369):

- **Topic selection.** Students choose specific subtopics within a general problem area, usually delineated by the teacher. Students then organize into small two- to six- member task-oriented groups. Group composition is academically and ethnically heterogeneous.

- **Cooperative planning.** Students and the teacher plan specific learning procedures, tasks, and goals consistent with the subtopics of the problem selected in step 1.

- **Implementation.** Students carry out the plan formulated in step 2. Learning should involve a wide variety of activities and skills and should lead students to different kinds of sources both inside and outside the school. The teacher closely follows the progress of each group and offers assistance when needed.

- **Analysis and synthesis.** Students analyze and evaluate information obtained during step 3 and plan how it can be summarized in some interesting fashion for possible display or presentation to classmates.

- **Presenting a final product.** Some or all of the groups in the class give an interesting presentation of the topics studied in order to get classmates involved in each other’s work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher.
- **Evaluation.** In cases where groups pursued different aspects of the same topic, students and the teacher evaluate each group’s contribution to the work of the class as a whole. Evaluation can include either individual or group assessment, or both.

2.2.13 The Structural Approach

According to Arends (2012: 370), “The structural approach emphasizes the use of particular structures designed to influence student interaction patterns”. *Think-pair-share* and *Numbered heads together* are two examples of structures teachers can use to teach academic content or to check on student understanding of particular content.

**Think-Pair-Share**

There are three steps in think-pair-share:

**Step 1- Thinking**: The teacher poses a question associated with the lesson and asks the students to spend a minute thinking alone about the answer or the issue.

**Step 2- Pairing**: Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually teachers allow not more than four or five minutes for pairing.

**Step 3- Sharing**: In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around
the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

**Numbered Heads Together**

According to Arends (2012: 371), “Numbered heads together is an approach to involve more students in the review of materials covered in a lesson to check their understanding of a lesson’s content.” Instead of directing questions to the whole class, teachers use the following four-step structure:

**Step 1- Numbering:** Teachers divide students into three- to five member teams and have them number off, so each student on the team has a different number between 1 and 5.

**Step 2- Questioning:** Teachers ask students a question. Questions can vary. They can be very specific and in question form, such as “How many states in the Union?” or they can be directives, such as “Make sure everyone knows the capitals of the states that border on the Pacific Ocean.”

**Step 3- Heads Together:** Students put their heads together to figure out and make sure everyone knows the answer.

**Step 4- Answering:** The teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class.
2.3 The Problems in Teaching English

In teaching and learning process, sometimes things do not work as well as teachers had planned. It might happen because of some problems. The English teaching at Junior High School is more complicated than the lower level. It is mean that English teaching at junior high school is not simple as teaching English at elementary school. At elementary school, English is taught to the students by introduction of the English language by simple objects and make simple sentences. Besides, the junior high school years are transitional between the elementary school and high school; they should strive to make the change from the relative simplicity of elementary classroom to the complexities in high school as smooth as possible, That is why junior high school teacher may face some problem.

The problems in teaching English are divided into two major categories. Those are the linguistic problem and the non-linguistic problems.

2.3.1 The Linguistic Problems

The linguistic problems include all difficulties found in target language itself that encountered by one who is studying the language. There are seven elements of linguistic problems: pronunciation, structure, vocabulary and language style, dialect, language culture background, and mother-tongue interference.
2.3.1.1 Pronunciation

Pronunciation is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speaker. If someone uses wrong pronunciation, the meaning of the sentence may differ.

2.3.1.2 Structure

Grammar is sometimes defined as ‘the way words are put together to make correct sentences’. Every language has a different structure although there are a few differences. For example, English has tenses but Indonesian does not. In this term, the teacher has to make the students accustomed to use tenses.

2.3.1.3 Vocabulary

Graves (2000, in Mukoroli 2011) define vocabulary as the entire stock of words belonging to a branch knowledge or known by an individual. He also states that the lexicon of a language is a vocabulary, which includes words and expressions. The enrichment of vocabulary depends on the quantity of the language used. In the other hand, there are some importance of vocabulary: (1) language exists in two forms, spoken and written. Both spoken and written need vocabulary to develop existence itself, (2) vocabulary is one of the important components of the four language skill.
2.3.1.4 Language style

Style is the locus of the individual internalization of broader social distribution of variation (Eckert, 2001: 301). Furthermore, Behravan (2012) states that styles generally refer to the mood of the speaker and the situations in which the speaker is placed. This factor different from dialect and accent variations so that dialect and accent is the way a certain language is spoken among many people of a society, whereas styles refer to the spoken language of the same person in different situations.

2.3.1.5 Dialect

According to Wardhaugh (2006), dialect is described as differences in speech associated with various social groups or classes. It means that dialect is any variety of language spoken groups of people which is characterized by systematic differences from other varieties of the same language in term of structural or lexical features.

2.3.1.6 Language culture background

Culture is an integral part of interaction between language and thought. Cultural pattern of cognition and customs are sometimes explicitly coded in language. Convensional discourse styles, for example may be a factor of culture (Brown, 2000: 198).
2.3.1.7 Mother-tongue interference

The students usually still use the dialect of their mother-tongue when they speak in foreign language. They will use their knowledge of their mother tongue and based on the knowledge they may produce which do not exist in the target language.

2.3.2 The Non Linguistic Problems

The non-linguistic problems can be classified into several major categories, according to their factors that cause them: student, teacher method, material, frequency of lesson time, facility, native speaker, society, exposure, goals and government policy.

2.3.2.1 Students

In this case, the most important is the basic aptitude of language from the students themselves. But the age also influences the ability and method used. Besides, aspirations, level of necessary of language, economic status and application of language in their family also have important roles in second language acquisition. Another factors from the students are also the student’s response toward English itself.

2.3.2.2 Teacher

Wardaugh ( in Allen and Campbell, 1972 : 19 ) states that a good teacher is someone who continually examines what he does, continually strives to arrive at new understandings of discipline, and continually tries to steer a course
between doubt and dogma. In order to be a good second language teacher, the teacher has to master the language that will be taught, the teacher should understand the theory of teaching language, psychological learning, and background of the language.

2.3.2.3 Method

Method is how the teacher employs the material. It has already been stated that material only requires significance in so far as it transmitted to the students in some way. Anthony (in Allen and Campbell, 1972:6) states that method is 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. An approach is axiomatic, while a method is procedural. The method that is used in teaching depends on the goal of the teaching and a good method will motivate students to involve actively in teaching learning activity.

2.3.2.4 Material

Material has an important role in teaching learning. The materials chosen should be selected and suitable with the goal of teaching. Athena (in Nurwanto, 2007) states that there are two important points should be stressed when determining material:

a. Material is defined as the content of teaching and learning process. It involves more than factual information. It includes knowledge, skill, concept, attitudes, and values.
b. In teaching and learning process, the material and methods are in constant interaction. The material only acquires significance in so far as it is transmitted to the students in some way, and that meaningful material does not have learning value.

2.3.2.5 Time

Time allocated in language teaching is one of important thing. It needs a lot of time in language teaching, especially teaching English. It is not only teaching the language but also needs practice. High frequency of lesson will support a successful of teaching.

2.3.2.6 Facility

Facility are the important factor in teaching and learning a foreign language. The term ‘facility’ refers to any hardware to support the learning process. The facilities here are good classroom, library, and tools to make teaching foreign language easier, such as: tape recorder videotape, language laboratory and computers.

2.3.2.7 Native Speaker

Native speakers are linguistic models and can provide appropriate feedback. Clearly, second language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral aspects of language acquisition. That is why the native speaker take an important role in learning a foreign language because the native speaker is being able to make the
students to communicate orally and the native speaker has different background with the students. So, it will help the students to practice English and understanding of culture.

2.3.2.8 Situation and Condition

In this case, the situation and condition of society also influence in learning foreign language. The positive condition will help someone to learn language, and vice versa. Eventhough the learners have positive attitude for English, they will still facing a difficulties in learning English because it is not commonly used as a daily language.

2.3.2.9 Exposure

Exposure in here means that the attitude of students to open their mind to improve their English skills. In this case, the role of language teacher is needed to make the students able to open their mind in learn foreign language, especially English. The teacher has an important role in developing the exposure of students in order to be able to make the students learn at their best.

2.3.2.10 Goals

The goal of English learning is very important. Identifying goal in language teaching can makes easier to choose which one the appropriate teaching strategy should be used.
2.3.2.11 Government’s Policy

In this case, the respond of government (positive or negative) toward English teaching influence in the successful of language teaching itself. However, a government positive respond will help the language teaching. Furthermore, the most important is the government policy in curriculum. There is no time difference allocated between teaching English and other subjects. As a result, frequency of English teaching has same proportion with other lesson. The government has to add time proportion of teaching English in curriculum, because teaching a new language needs a lot of time to learn and practice.

2.4 The Teacher’s Way in Solving the Problems

The problems in language teaching can be a factor that inhibits the achievement of objectives in teaching and learning process. Harmer (2007:155) stated that problem behaviour rarely occurs in successful language classroom. In creating a successful classrooms, teachers need to examine how to ensure that the classroom is a success-oriented environment.

Despite teachers best efforts to create successful learning environments, things sometimes get out of hand and students start behaving in inappropriate ways. There are many things that teachers could do in modifying problem behavior that occur.

- **Create a pleasant studying atmosphere** In order to make the students always give attention to the teachers’ explanation, the
teacher has to create a pleasant situation and use an interesting topic to attract the students’ attention.

- **Apply different methods** an English teacher must be able to choose and combine an appropriate method in teaching which is relevant with students’ need. It will influence the success of teaching English itself.

- **Act immediately**: it is important to act immediately since the longer a type of behaviour is left unchecked, the more difficult to deal with.

- **Keep calm**: teachers should never appear to be flustered because students sometimes appear to be attacking teachers’ personality. Therefore, teachers need to act calmly and carefully.

- **Build students’ confidence** At the first meeting, teachers are to train students to ask some simple English questions and give them the answer to build their interest to the language. So that the students will have a higher hope of learning and desire to know more things the next day.

- **Focus on the behaviour not the student**: teachers should take care not to humiliate an uncooperative student. It is behaviour that matters, not the student’s character.

- **Take things forward**: teachers need to think carefully about how to respond. It is always better to say “Let’s do this” rather that “Do not do that.” Taking things forward is better than stopping them.
• **Keeping in mind Aims of Teaching English** the teacher should always emphasize the aims of teaching English so it will help teacher to have an effective teaching and learning process. The aims are to enable the students to understand English and know how to speak, read and write in English.

• **Talk in private:** it is better to discuss a student’s behaviour in private and talk about how to improve it than discuss it in class with everybody listening.

• **Building communication skills** the teachers are not to teach students to always speak about English subject but converse them to talk about their daily activity by inviting students to keep talking with an easiness of English speaking. When they want to talk, definitely, they want to learn and as long as the students attempt to talk in English, make it point to listen.
• **Use colleagues and the institutions:** when there is a problem, teachers should consult to their colleagues to asking for guidance. When the problem getting out of control, teachers would be well advised to talk to coordinators, directors of studies and/or principals.

• **Improve the Teaching Facilities** special effort should be made to ensure that teachers get proper teaching facilities, including room, books, and teaching aids. School library should provide good journals which may enable teachers and students know the latest development in the field of linguistics and English language.