CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is based on relevant theories. It consists of the origin of teaching, teaching technique, principles of language teaching, and technique in teaching writing.

2.1. The Origin of Teaching

According to Brown (2000), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Meanwhile, learning is acquisition or getting retention of skill which involves some forms of practice, reinforces practice and also a change of behavior. Teaching and learning cannot be separated as teaching is a part of learning, those are the element of studying.

Facilitating means the teacher should be ready with material, explanation, and task. Setting the condition for the learners means a teacher should manage the classroom activity during she or he is teaching them. Moreover, teacher should be responsible in setting the seat formation of the student, it is needed to do as it will make the classroom activities run well.

2.1.1. Teaching Technique

Beside facilitating, the teacher should be able with several techniques and in order to be capable in handling classroom situation. Therefore, teacher needs
techniques in teaching material to student. Orlich. et al.(2009) stated that a series of steps that one take to employ any general model being used in the classroom. There are various techniques used by teacher in delivering materials. It should be used by the teacher based on material that will be delivered.

Teaching language also needs specific technique since language consists of several skills; reading, listening, speaking and writing. Those skills automatically need different technique when they are taught to the students by the teacher. Moreover, teaching technique will help the teacher for successful learning since it will guide learning activities well.

2.2. Principles of Language Teaching

According to Brown (2000), there are three principles of language and teaching as follow:

1. Cognitive Principle

   Cognitive principle is related to mental and intellectual functions. There are five principles cognitively:

   a. Automaticity

   Automatic is a process with peripheral attention to language form. It manages the incredible complexity and quantity of language. Automaticity is the importance of: (1) subconscious absorption of language form, (2) efficient and rapid movement away from focus on the forms of language to a focus on the purpose of to which language is put, (3) efficient and rapid movement away from a capacity-
limited control of few bits and pieces to a relatively unlimited automatic mode of processing language forms, and (4) resistance of the temptation to analyze language forms.

b. Meaningful learning

Meaningful learning is the resulting associative links which create stronger retention. Meaningful learning will lead toward better long-term retention than rote learning. The language classroom has not always been the best place for meaningful learning, because rote learning was too much class hour and make students “overlearn” language form. There are some classroom implications of meaningful learning; they are (1) appealing to students’ interest, academic, goals, and career goals. (2) whenever introducing a new topic or concept, try to attempt it with students’ existing knowledge and background so that it becomes associated with something that already know, and (3) avoid the pitfalls of rote learning such as too much grammar explanation, theories, memorizing or drilling, tricky technique, and some activities which does not give contribution.

c. Anticipation of Reward

Anticipation of reward is the most powerful factor in directing human behavior. The implications of reward for classroom are clear. It could be like a correct responses such as Very good, Maria!, or “Nice job!, good score or other public recognition. Besides, it will make the students clear when they did something relevance in
learning English. Moreover, rewards can lead learners become
dependent, encourage them into a habit of looking to teacher and
other for their rewards, and therefore preventing the development of
their own internally administered, intrinsic system of rewards.

d. Intrinsic Motivation

Intrinsic motivation is the most powerful rewards which intrinsically motivated within the learner. Teacher should motivate
students by designing classroom task that feed those intrinsic drives.
Students perform their task as fun, interesting, useful and challenging
and not because affective reward from teacher. Development of
intrinsic motivation leads toward affective processing.

e. Strategic Investment

Strategic Investment is a personal investment from the learner in mastering and comprehending a language. The investment could be in form of time, effort, and attention. There are two major implications of this principle; they are (1) the importance of recognizing the wide variety of style and strategies which the learners successfully bring to the learning process, and (2) the need for attention on each individual in the classroom.
2. **Affective Principle**

Affective principle is related to feelings, about relationship in a community of learners, and about the emotional ties between language and culture.

a. **Language Ego**

   As human being, when the learner learns new language. It is related to the way of thinking, feeling, and acting. Language ego and new language create the sense of fragility, defensiveness, and a raising of inhibitions from the learner easily. For example, when students learn new language, they feel to have lack of vocabulary or structure and getting speechless in communication.

b. **Self-Confidence**

   Self-Confidence from the learners help them in accomplishing a task, it becomes a factor for their success in learning new language. Self-Confidence can be linked to the language ego principle above. It goes a step further in emphasizing the importance of the learner’s self-assessment, regardless of the degree of language-ego involvement.

c. **Risk-Taking**

   A third affective principle interrelated with the last two is the importance of getting learners to take calculated risks in attempting to use language both productively and receptively. The previous two principles lay the groundwork for risk-taking. If the students
recognize their own ego fragility and develop the firm belief, they can indeed do it, they are ready to take those necessary risks. Successful language learners, in their realistic appraisal of themselves as vulnerable being yet capable of accomplishing task, must be willing to become “gamblers” in the game of language, to attempt, to produce and to interpret language that is a bit beyond their absolute certainty. This principle strikes at the heart of educational philosophy. Many instructional contexts around the world do not encourage risk-taking; instead they encourage correctness, right answer, and withholding “guesses” until one is sure to be correct.

d. The Language-Culture Connection.

Language and culture are related each other. When students learn about new language, automatically they will learn the culture of that language. Whenever teachers teach language, they also teach a complex system of cultural custom, values, and ways of thinking, feeling and acting.

3. Linguistic Principles

Linguistic principle is the last category of language learning principle and teaching centers on language itself and how learners deal with these complexes linguistic.

a. The Native Language Effects
Native language is an extremely significant factor in the acquisition of a new language. Native language as exercising an interfering effect on the target language and the facilitating effect of the native language are surely as powerful in the process. Therefore, native language gives strong influence for the learners.

b. Interlanguage

Interlanguage is a process where the learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. In other words, learner’s opinion about their comprehension in producing language may be logically “correct” even though from native speaker’s competence it is still “incorrect”. For example, when a learner says “Does John can sing?”. A learner may believe that those sentences are correct in grammatical utterance because of an internalized systematic rule which require a pre-posed “do” auxiliary for question formation.

c. Communicative Competence

Communicative competence is the goal of a language classroom, instruction needs to point which related to all its components: organizational, pragmatic, strategic, and psychomotor. There are six classroom teaching “rules” in trying a principle to the language classroom that should be considered: (1) remember that explanation and tasks are part of a lesson, (2) some of language aspects are very
difficult, and make sure that the lesson are obvious, (3) don’t forget the psychomotor skills are essential elements, (4) make sure that the learners have chances to reach the fluency in English without having little mistakes constantly, (5) keep trying every technique that used as possible by using language that will practice in the real world and interesting, (6) make the learner become independent as someday the students will no longer in classroom.

2.3. Techniques in Teaching Writing

Teaching technique in each skills also need different techniques. Indeed there are several techniques in teaching writing. Harmer (2004) stated that helping students to be better writers, teacher should have a number crucial task to perform. Therefore, teacher has important role for learning process and the success of students’ learning in school. Teacher should be able give great influence to their students; motivates, facilitates, evaluates, and encourages them to be good learners.

There are several techniques in teaching writing. These techniques are as follows:

a. Using Picture

Using picture is one of technique in teaching writing. This technique will help student in creating good writing based on picture. Moreover, it will help the students through imagination. Raimes (1938) stated that teacher can use technique in using picture in teaching writing. Here, the teacher can use
some media such as photograph, drawing, poster, magazine or cartoon. Those media are good representative from this technique. By using picture will give much advantages for the learners since picture will make students to be focus more.

b. Using Reading

Next technique of teaching writing is technique in using reading. According to Raimes (1983) reading can also like picture. It means that reading give information more for the students. In this technique, the teacher can be implemented by giving the students short reading and then ask them to continue the story. Moreover, it will improve reading and listening skill too. Besides, it will enrich vocabulary mastering of the students.

c. Using Controlled Writing

According to Raimes (1983) Control Writing is a useful tool for all levels of composition teaching. This technique will make students become fluently in writing skill. Moreover, it gives much space for students to handle free writing. In this technique, the teacher gives much practice for student in order to know about the structure of grammar and ideas in their writing outfit. Actually there are two steps of controlled writing; (1) before free writing, and (2) after free writing.

For the first step or before free writing, this is the chance for the students to explore their ideas and compile their writing. Next step is “after free writing”. Here, time for the teacher to evaluate the students’ writing by correcting grammar and ideas of their writing.
d. Teaching Organization

This is kind of writing technique which give several task for students to do a process. Raimes (1983) stated that technique in teaching organization is technique which asks the students to do a process from general statement to specific for their writing. It is contrasted with controlled writing as this technique does not allow the students to make error-free writing. Besides, the teacher should teach the students about outlining and analyzing.

Outlining is functioned to give limit in students’ writing. There are two types of outline: (1) outline before writing text and (2) outline after writing text. Well, those outlining types will help students in focusing their ideas. While “analyzing” will help students in correcting the text of her/his self and also other writing, automatically it will create critical thinking about writing outfit.