

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related literature concerning teaching and learning, teaching writing, methods in teaching English language.

2.1 Teaching and Learning

Teaching cannot be separated from learning because learning is the goal of teaching. Learning is the process of acquiring, changing or developing skills, attitude and knowledge. All of the process can be reached through the teaching instruction because teaching is guiding and facilitating learning. Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. It means that the teacher has an important role in determining students' success in learning process.

According to Lund (2010:2), learning is "the result of experience (that is behavior changes because something happening to us)". By learning we have an experience based on what we learnt, but all of experience we get base on a good teacher that collaborate/implement their method and creativeness into learning process.

Based on the statement above, a good teacher should have a good initiative in teaching their students to make the learning process in the classroom effective. The

initiatives of the teacher would be helpful for the students in studying, so they can receive the materials given by the teacher as well as possible. The success of teaching will be achieved if the teachers are able to reach the goal of teaching and learning process based on the context of learning.

2.2 Teaching Writing

Harmer (2004:41) said that "when helping students to become better writers, teacher has a sequence of crucial task to perform". It means that teacher has very important role in teaching writing, they have to influence the students to be a good writer. There are several tasks that must be done by the teacher to make the students be a good writer in writing, they are:

- **Demonstrating** is a task of teacher to remind their students on their writing in order their students do not deviate from what they write. It means that teacher must make their students aware of their writing. Teacher must give direction to their student, they must draw about the main purpose of what their students will write during the class process. It is done by the students write their writing in right way or they will not deviate from the lay out issue that is given or decided by the teacher. The tasks of the students are focus and pay attention with the teachers' direction and write in right way.
- **Motivating and provoking** are the tasks of teacher to motivate and provoke their students when their students get loss of their word on the writing or they

lose of their idea. It means that teacher must help students. When their student loss of words when they are writing, teacher must provoke the students to have ideas, explain and enthusing them that writing is important and fun. When teacher want to do provoking, they must prepare, before teaching in class. It is needed when students get stuck. It will absolutely help students to get ideas immediately in order to make writing class will not be wasted. The tasks of the students are enthusiast when the teachers motivate and provoke by asking something related to the lesson that they do not know before and answer the teachers question in a lesson.

- **Supporting** is a task of teacher to support their students when they get problems on their writing. It means that teacher must be as facilitator of their student, when the students get difficulties, teacher must give support to them to write in class, always available and prepare to help students to solve the difficulties further. The tasks of students are collaborates in a lesson and being happy when the teachers support them. Supporting each other in a lesson will creates the lessons more fun and the students will be easy to learn and accepted the material that have been taught by the teacher.
- **Responding** is a task of teacher to respond and give reaction to their students writing result. It means that if the students have finished their writing. Teacher must react to the content and construction of their students writing. Teacher is responding the writing result. Besides, teacher must give suggestion in order to

improve their students ability in writing and write how well it is going so far.

The tasks of the students are accepting the teacher's suggestion and improve their ability.

- **Evaluating** is a task of teacher to evaluate the students writing result. It means that teacher must give evaluating of the writing result of their students. Teacher must show which their writing well or have a mistake. Teacher must give the score and teacher can use it not only to grade or to give score, but also as learning opportunity. The tasks of the students are to correct their mistakes and asking to the teacher about the mistakes in order to understand.

2.3 Method in teaching English

Method is one of the components to make the effective teaching and learning process, because method is used to explore more systematically relationship between theory and practice. According to Richard and Rodgers (2001:19), method is the level in which the choice of 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), method serves as an infinite for reflection that can help teachers to become aware of the tough that guide their action in teaching English.

Based on the theory above, method is an application of way or strategy used by teacher that is put from the theory in teaching learning process to achieve the learning objectives. Teacher should have the particular skills to be taught and should prepare the

content that will be presented. So, before teacher starts teaching in front of the class they have to prepare and appropriate teaching method in order to achieve the goals.

Along the years, many different teaching methods have been developed whether to face students' need or to match the requirements of a new administration, all of them claiming to be the best option to teach English. There are common methods that used in teaching English (Harmer, 2015:54). they are, grammar translation, direct method, audio lingual, communicative language teaching, teaching unplugged, task based learning, lexical approach, PPP (presentation, practice and production). Each of them are described in the following point.

2.3.1 Grammar Translation Method

The grammar translation method is a method which is focused on grammar rules. It is also to translate a language to target language based on grammar in teaching and learning process and one of other methods that still axis used by teacher in teaching English. Larsen and freeman (2000:15) stated that this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become familiar with the grammar of their native language and the familiarity would help them speak and write their native language better.

Richard and Rodgers (2001:5) describe there are several characteristics of grammar translation method: 1) the teaching and learning activities in this method is

focused on reading and writing; 2) vocabulary is taught based on the text used; 3) in the grammatical translation method, grammar rules are presented and illustrated; 4) the sentence is basic unit of teaching and language practice; 5) accuracy is emphasized.

The role of teacher in this method is the teacher as a leader in the classroom. Meanwhile, the students do as the teacher says so they can learn what the teacher's know.

2.3.2 Direct Method

According to Richard and Rodger (2001), "Direct method is a method of teaching that meaning is to be conveyed directly in the target language through the use of demonstration and action". Richard and Rodger (2001), explain that the characteristic of direct method are: 1) classroom instruction was conducted exclusively in the target language; 2) only everyday vocabulary and sentences were taught; 3) grammar was taught inductively; 4) oral communication skills were built up in a carefully graded progression organized around question and answer exchange between teacher and students in small, intensive class; 5) new teaching points were introduced orally; 6) concrete vocabulary was taught association of ideas; 7) both speech and listening comprehension were taught; 8) correct pronunciation and grammar were emphasized.

The roles of teacher are directly influence the student's motivation in doing activities in classroom in order to build up a good communication with others. Then

the roles of students are to be active to think in the target language in learning process. Therefore, in this method teacher and students are more like partners in teaching and learning process.

2.3.3 Audio-Lingual Method

According to Larsen and Freeman (2000:35), audio-lingual method is teaching language through drilling students in the use of grammatical sentence patterns. The way to drill the sentence patterns of the target language is through listening comprehension, accurate pronunciation, and recognition of speech symbol as graphic signs on the printed page, and ability to produce these symbols in writing. Furthermore, tape recorders and audio-visual equipment often had central roles in an audio-lingual course.

Supported by Richard and Rodgers (2001:63), "A taped lesson my first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialog line by line, and provide follow-up fluency drills on grammar or pronunciation". The aim of this method is making the students to be able to use the second language communicatively (Larsen and freeman, 2000). So, the teacher task is like a leader, directing, monitoring, and correcting the learners' performance. The teachers also responsible for providing the learners with a good model for imitation then, the students' task are imitators the teacher's model, like tape as model of speaker to produce correct responses.

2.3.4 Communicative Language Teaching

Harmer (2001:85) argues that activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing.

Larsen and Freeman (2000:164) state that a teacher evaluates not only his students' accuracy, but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator. A teacher can evaluate the students' performance informally in his role as advisor co-communicator. For more formal evaluation, a teacher is likely to use integrative test which has a real communicative function. In order to assess students' writing skill, for instance, a teacher might ask them to write a letter to a friend.

Larsen and Freeman (2000:128) claim that the goal of CLT is enable students to communicate in the target language. The teachers' role is the teacher facilitates communication in the classroom. During the activities teacher acts as an advisor, answering students questions and monitoring their performance. The characteristic of CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as game, role plays, and problem-solving task.

2.3.5 Teaching Unplugged

According to Hall (2011:40), teaching unplugged is the teaching that should be materials light and conversation-driven, with language said to 'emerge given the right classroom conditions. Thornbury, (in Harmer,2015) suggest that ELT needed similar rescue action, notably a return to a materials and technology free classroom in which language emerges as teacher and students engage in a dialogic relationship, he called these suggestions for teaching Dogme". Dogme is both a way of teaching and an overt attitude to teaching (Hall: 2011). Besides, there are some critics of this theory such as difficult to implement in large classes.

2.3.6 Task Based Learning

unplanned language emerges during lesson and presents the teacher with "mage Dogme moments. These provide ideal opportunities for teachers to draw the student's attention to features of language which are suddenly apparent. the effectiveness of in one version of Task Based Learning (TBL) the students are given a task to perform, and only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students' performance of the task has shown to be desirable (Harmer,2015:61).

2.3.7 The Lexical Approach

According to Richards and Rodgers (2001:132), A lexical approach in language teaching refers to one derived from the belief that the building blocks of language

learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combination

Task are able to improve learner motivation because by implement the authentic language the students will be easy to understand by using natural repetition, the students are motivated to listen because they have just done the same task and want to compare how they did it. Willis, (in Harmer,2015) suggest that there are three basic stages of TBL: the pre-task means that introduction to topic and task, the task cycle means that task planning report and the language focus is an analysis practice.

Lexical approach will influence the students from an over concentration on syntax and tense usage towards the teaching of phrases which show words in combination. Language has a syntax because to manipulate sentence in all sorts of ways, to convey different meaning, to ask a question, to emphasize a particular phase and etc.

Harmer (2015:63) states that instead of teaching will for the future, we might instead have our students focus on its use in a series of archetypical utterances.

2.3.8 PPP (Presentation, Practice and Production)

According to Harmer (2015:67), at the study stage of the procedure, the meaning and form of the language are explained. The teacher then models the language and the students repeat and practice it. Finally, they activate the new language by using it in sentences of their own.

PPP consists of three stages. The first stage is presentation, where the Teachers explain or demonstrate about the thing to the students. The second stage where the students will be given an activity that gives them opportunities to practice the new aspect of language. The final stage is production where the students will use the language in context.

The method in teaching English according to Larsen and Freeman (2011), grammar translation method, direct method, audio lingual method, silent way, desuggestopedia, community language learning, total physical response, communicative language teaching, content-based instruction, task-based learning.

1. Grammar translation method

In grammar translation method, students would become more familiar with the grammar of their native language and that familiarity would help them speak and write their native language better. By applying this method would help the students better both in speaking and writing. The role of the teacher as authority in the classroom and the students do as the teacher says so they can learn as teacher knows.

2. Direct method

Four skills are emphasized in this method such as reading, writing, speaking and listening but oral communication is seen as basic. Reading and writing exercises are based what the students practice orally first. The teacher and students are more like partners in the teaching and learning process.

3. Audio lingual method

The audio-lingual method is like the direct method as oral based approach but very different, rather than emphasizing vocabulary acquisition, the audio-lingual method drills the students in the use of grammatical sentence patterns.

4. Silent way

The silent way called as cognitive code approach to language teaching, Material was developed with deductive (learners are given the rule and asked to apply it) and inductive (learners discover the rule from the examples and then practice it) grammar exercises.

5. Desuggestopedia

Desuggestopedia is the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning.

6. Community language learning

The community language learning teaches for whole person, whole person learning means that teachers consider not only their student's intellect, but they also have some understanding of the relationship among students feeling, physical reactions, instinctive protective reactions, and desire to learn.

7. Total physical response

Total physical response called as the comprehension approach is a foreign language approach by giving instruction or command and try to teach the students from motorist activities.

8. Communicative language teaching

Communicative language teaching is the communicative approach that the aims broadly to make communicative competence the goal of language teaching. Communicative approaches giving the students opportunities to practice communication in a teaching and learning process.

9 Content base instruction

Content based instruction is not exclusively language program, but instead it integrates the learning of language with the learning of some other content. The content can be themes, some topic such as popular music or sports in which students are interested. Often, the content is academic subject matter.

10. Task based language teaching

Task based language teaching is the communicative approach where language is acquired through use. Its mean that students acquire the language they need when they need it in order to accomplish the task that has been set before them.