

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher explains the concepts concern to the topic that is the English teaching learning process. This conceptual description creates the basis to the conceptual understanding which is used in this research. Besides, the researcher also describes some related studies concern to the English teaching learning process. Furthermore, the researcher empowered her research by constructing rationale for this research.

A. Previous Studies

The researches, studies, even findings in the implementation of English teaching and learning process have been spread all over the world. Here in this research, the researcher takes the studies of Ken Kelch's, Victoria M. Taylor et.al, Seyed Ahmad Kasaian's, Kathleen Grave's, and Md. Zulfeqar Haider et.al .

1. Ken Kelch's Study

The title of his study is "Curriculum Development in English Language Teaching: Innovations and Challenges for the Asian Context". The topic of this study is about language teaching that has undergone numerous changes in the theories which underlie it, the methodologies it prescribes, and the procedures it favors.

The objective of the study is to describe the barriers and curriculum innovations which have been developed and implemented, achieving varying levels of success. The method of Kelch's study is comparative study. There were 93 students were subjected to one of the two pedagogies over a 12-week period. The TBLT group engaged in tasks such as collaborative discussions and problem solving related to their academic major, hospitality and tourism. The students were also exposed to guest speakers in their field, conducted online research, participated in mock customer interactions, and as a final project engaged in a simulated job interview.

The result of this study is that on a standardized measure of oral proficiency, the students in the TBLT group scored significantly higher gains from pretest to post-test than did the Grammar Translation group. Overall, this study concluded that language benefits can derive from a communicative approach, and that its implementation can be facilitated if (a) all participants understand the challenges of curriculum revision at the outset; (b) there is an understanding of the relationship between theory and practice; (c) opportunities are created for students to use the target language in real-world tasks; and (d) students develop an awareness of their learning process and take advantage of the opportunities for genuine communication that emerge from a task-based approach.

2. Victoria M. Taylor, et. al

The title of the research is “Development of an EFL Curriculum to Educate Chinese Immigrants about Physical Activity”. As its topic, this research explains that one area for strategic development in the area of health education is the design and assessment of English as a second language (ESL) curricula.

The objective of this study is to demonstrate a need for programs to increase levels of physical activity. Only 31% of the survey respondents engaged in regular physical activity (did at least 30 min of physical activity five or more days per week) and 14% were physically inactive (did physical activity less than once a month).

The method of this study is experimental study. First, they transcribed the focus group sessions verbatim and translated the transcripts into English. (Members of the investigator group translated the transcripts.) Second, three members of the research team (two of these individuals are of Chinese descent) independently coded the transcripts for thematic content. Finally, the coders met to review and summarize the key themes that emerged from the focus groups. For intervention planning purposes, the focus group findings were classified within the context of the diagnostic component of the PRECEDE framework. According to PRECEDE, factors affecting behavior can be broadly grouped as predisposing, reinforcing, and enabling. The PRECEDE model and findings from focus

groups were used to develop a physical activity ESL curriculum for Chinese immigrants.

The study results that in general, focus group participants recognized that physical activity contributes to physical and mental wellbeing. However, the benefits of physical activity were most commonly described in terms of improved blood circulation, immune responses, digestion, and reflexes. The importance of peer pressure and the encouragement of friends in adhering to regular physical activity regimens were mentioned frequently. Reported barriers to regular physical activity included lack of time, weather conditions, and financial costs. The ESL curriculum aims to both promote physical activity and improve knowledge, and includes seven different ESL exercises. Our curriculum development methods could be replicated for other health education topics and in other limited English-speaking populations.

3. Seyed Ahmad Kasaian's Study

The title of this study is "Iranian Parents' Resistance Incompatible Aspect of Western Culture: Implications for ELT Material Development". The topic of this research is The British and US varieties of English that have now come under suspicion of promoting American and British ways of life and marginalizing the local identities of their learners. Prompted by these suspicions, many scholars and policy makers have voiced doubts about the cultural adequacy of the native speaker-controlled ELT programs.

The objective of this research is to find out the high school students' parents' cultural attitudes confirmed their resistance to their children's exposure to the manifestations of the incompatible aspects of the western culture and disapproval of their possible adoption of a western lifestyle.

The data are analyzed by quantitative method. 393 male and female Iranian parents from different walks of life participated in this survey. The data obtained from the respondents were tabulated and transferred to SPSS spreadsheet for descriptive and inferential statistical analyses. To assess the normality of the data which is the underlying assumption in parametric testing, both the numerical method of the Kolmogorov-Smirnov Test and the graphic method of normal Q-Q Plot were used. The results of both methods showed that the assumption of the normality of data was not met. Accordingly, the researchers used the non-parametric tests to analyze the data obtained from the survey. To determine whether the high school students' parents generally resisted their children's adoption of the western lifestyle and/or their exposure to the incompatible aspects of the western culture, the chi square test was applied to the frequencies of responses in the three categories of resistance, neutrality and approval.

The result showed that the high school students' possible adoption of the western lifestyle and their exposure to the manifestations of incompatible western culture were resisted by their parents. Based on the findings of this research, the researchers made a number of

recommendations for international, regional and local ELT material development.

4. Kathleen Graves' Research

The title of the study is "The language curriculum: A social contextual perspective". The topic of this research is the curriculum from a social contextual perspective in which enactment teaching and learning is the central process, to which planning and assessment contribute.

The objectives of the research are to examine the ways two kinds of contexts, target-language embedded and target-language removed, influence language curriculum planning and enactment. It also provides a brief history of syllabus design and a rationale for moving beyond syllabus as the primary construct for curriculum planning. It then explores the classroom as the context of enactment and the role of the teacher as catalyst for curriculum change. It reconceptualizes the classroom as a learning community with potential links with real, virtual and imagined communities. It briefly explores integrated approaches to assessment and assessment and concludes with examples of promising directions and suggestions for further research. Examples of practice that illustrate concepts are provided throughout the article.

The method of this study is need analysis. Needs analysis, in a narrow sense, is analysis of information about what the learners already know and know how to do and what they need to know and know how to

do so that the curriculum can bridge the gap (Graves 2000). Its purpose is to collect information to develop a profile of the language needs of a group of learners in order to make decisions about the goals and content of the course or curriculum (Richards 2001).

The study results that given the multiplicity of roles and responsibilities at all levels, developing a shared discourse among decision-makers and stakeholders is also critical for a coherent curriculum. By framing language in terms of competence, and providing descriptors of all levels and modes of language competence, it provides a common language for those involved in large-scale curriculum development, enactment and assessment to talk about language curriculum.

5. Md. Zulfqar Haider et. al Study

The title of this study is “Repositioning of CLT from Curriculum to Classroom: A Review of The English Language Instructions at Bangladeshi Secondary School”. The topic of the research is an analysis of the current English curriculum and textbooks for the secondary grades and explores the current classroom practices through classroom observation and teachers’ interview. The classroom observations were conducted to identify the features of Communicative Language Teaching (CLT) approach prescribed by the curriculum and syllabus document of National Curriculum and Textbook Board (NCTB) as the desired approach for teaching English at secondary level schools in Bangladesh.

This research objective is to identify connections between the curriculum objectives and the classroom realities faced by the teachers and seeks suggestions for achieving the stated objectives.

This research is primarily based on qualitative study of teachers' and learners' behavior within the EFL classroom. The data were collected from eight secondary schools of Bangladesh and a total of sixteen lessons were observed, two lessons of grade ix in each school. Moreover, semi-structured interviews were conducted with the sixteen teachers whose lessons had been observed. As for primary data, the English curriculum and syllabus document of NCTB, the textbook for grade IX titled, *English for Today* (EFT) and the assessment format of the school terminal test of the same grade have been examined. The eight schools for classroom observation were purposively selected from both urban and rural areas under Dhaka district. The sample size contained a balance of government and non government schools with both boys and girls students and male and female teachers. The sample size was kept limited to only eight schools considering the financial and time constraints. All the selected teachers had at least five years of teaching experiences with professional training on CLT.

The result of this study is that features of CLT and the criteria set for teaching and learning in the curriculum documents provide the opportunities for the teachers and learners to improve their practices and

attitudes. However, the present realities do not replicate the methodological aspects suggested in the curriculum documents. In fact, the implementation of the methodological underpinning of the communicative approach is being impeded by many constraints that exist in the present teaching-learning context. To overcome those problems, teachers were asked to suggest ways for adjusting the features of CLT within their classroom realities.

6. The position of the current study.

Comparing with Kelch's, his study focuses on the barriers and curriculum innovations which have been developed and implemented, achieving varying levels of success. The method of Kelch's study is comparative study. While this research focuses on curriculum and material development on the basis of Contextual Teaching and Learning (CTL). The method of this research belongs to qualitative research which is characterized by observation and description in form of words and sentences.

Comparing with Victoria M. Taylor et.al's, her study explains that one area for strategic development in the area of health education is the design and assessment of English as a second language (ESL) curricula. They also carried out experimental study. While this research examines the aspects of the objective of learning, syllabus, learning material, learning procedure, teachers and students' roles, media, assessment model, and strength and

weaknesses of the English teaching and learning process MAN 1 Boyolali. The type of this research is ethnographic research.

Comparing with Seyed Ahmad Kasaian's study, the objective of his study is to find out the high school students' parents' cultural attitudes confirmed their resistance to their children's exposure to the manifestations of the incompatible aspects of the western culture and disapproval of their possible adoption of a western lifestyle. The study above uses quantitative method. While the objective of this research is to describe English teaching learning process in the class, and not in relation to the parents' culture (outside school). This study uses qualitative method.

In accordance with the Kathleen Graves' study, this research has several differences. Kathleen Graves' study provides a brief history of syllabus design and a rationale for moving beyond syllabus as the primary construct for curriculum planning. It then explores the classroom as the context of enactment and the role of the teacher as catalyst for curriculum change. It uses need analysis in which analyzes what the learners already know and know how to do and what they need to know and know how to do so that the curriculum can bridge the gap.

Moreover, this research doesn't discuss the history of syllabus design. Thus, it explores how the syllabus is implemented in the teaching and learning process. This study uses qualitative analysis in which the writer collects, arranges and presents the data.

Comparing with Md. Zulfeqar Haider et. al study, their study reveals the connections between the curriculum objectives and the classroom realities faced by the teachers and seeks suggestions for achieving the stated objectives. Instead of revealing the connections between curriculum objectives and classroom realities, this research focuses on curriculum implementation in classroom activities, the strengths and the weaknesses of its implementation.

The intensity of the studies of English Language Teaching (ELT) coupled with the amount of exposure to the foreign language assures that students have the necessary language skills to deal with curriculum. In addition with the previous studies above, this growing body of research has shown the implementation of English teaching learning process at MAN 1 Boyolali namely; (1) the objective of learning, (2) syllabus, (3) classroom procedure, (4) classroom technique, (5) learning material, (6) teachers and students' roles, (6) media, (7) Assessment, and (8) strengths and weaknesses.

B. Theoretical Review

In theoretical review, the researcher presents the theories that underlie the research and the theoretical framework of the theories consist of the Nature of English Language Teaching and Learning (ELT) namely; 1) the Objective of Learning, 2) the Syllabus, 3) Classroom procedure, 4) Classroom

technique, 5) Learning Material, 6) Teachers and Students' Roles, and 7) Assessment.

1. The Nature of English Language Teaching and Learning (ELT)

The concepts of teaching and learning as it is understood today have been interpreted in popular uses of terms. The nature of English language teaching and learning involves understanding about the concept of teaching and the concept of learning.

a. The Nature of Teaching

Language education includes the teaching and learning of a language. It can include improving a learner's native language; however, it is more commonly used with regard to second language acquisition, that is the learning of a foreign or second language, and that is the meaning that is treated in this article. As such, language education is a branch of applied linguistics.

Methodology in language teaching is closely related with learning strategies. Hornby in Miles (1992: 90) defines strategy of the process of planning something or carrying a plan in a skillful way. Furthermore, he explained that strategy is a plan designed for a particular purpose. From the definition, strategy involves plan and skillful ways to get a particular thing. Learning strategies are mental steps or operation that learners use to learn a new language and to regulate learning strategies as learning process that are consciously selected by the learners. They are

complex procedures that individuals apply to tasks. Consequently, they may be presented as procedural knowledge that may be acquired through cognitive, associative, and autonomous stages of learning.

The condition needs teachers who teach effectively. Being an effective teachers today involves skills that it did in the past. The teacher – centered role is becoming ineffective. Effective teachers have much in common with effective learners. They also build theories, make guesses based on these theories, reflect on the results, and so learn. Teachers are also encountering different attitudes among their students, and are also being indirectly influenced by the power within their own families.

In terms of his relationship with the students, a teacher has roles as controller, facilitators, motivator, and reflective practitioners.

b. The Nature of Learning

According to contemporary dictionary in Brown (2000: 7) learning is acquiring or getting of knowledge of subject or a skill by study, experience, or instruction. According to Finocchiaro & Brumfit in Brown (2000: 45) language learning is learning structures, sounds, or words in Audio-lingual Method. Therefore, language learning is learning to communicate in Communicative Language Teaching.

Learning process is a process between learners and their environment. Therefore, there would be behavior interchange through

better situation. The language acquisition and language teaching pointed through the one effort for developing and creating proper communication. The acquisition, basically, is a process of student knowing communication with their environment verbally (O'Malley, 1990:16-19). The student's language acquisition is beyond their consciousness, means that their language acquisition is not always under consciousnesses. It reflected through language users. Moreover, the language acquisition has accidentally beginning, secondly, the language acquisition has gradually beginning which rise from social motorist and paralinguistic cognitive (Freeman, et.al, 1991: 40-41).

The other definitions of learning are stated by some experts. They defined learning are as follows:

- 1) Learning as a quantitative increase in knowledge. Learning is acquiring information (Amri, 2010: 205);
- 2) Learning is storing information that can be reproduced (Trianto, 2009:15-21);
- 3) Learning is acquiring facts, skills, and methods that can be retained and used as necessary (Trianto, 2009:15-21);
- 4) Learning is making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other to the real world (Trianto, 2009:15-21);

5) Learning is comprehending the world by reinterpreting knowledge (Amri, 2010:205).

From the explanation above, it can be concluded that learning is a process. There is a concern with what happens when the learning takes place. In this way, learning could be thought as a process by which behavior changes as a result of experience (Maples in Jager, 2002:12).

People need to learn language because they want to communicate with others. They want to be understood and also able to understand others. This view is in accordance with Larsen and Freeman (2000: 129) who stated that “students are, above all, communicators”. They are actively engaged in negotiating meaning, in trying to make them understood and understanding others, even when their knowledge is incomplete. Furthermore, the learners are more responsible in to manage their own learning than the teacher.

From the explanation above it can be concluded that language learning is getting of knowledge of subject or skill by study, experience, or instruction and the purpose is learning to communicate.

2. The Objective of Learning

In education, the objective of learning is widely called competency. According to Mc.Ashan (1981: 45), a competency is knowledge, skills and abilities or capabilities that one’s achieved, which becomes part of his or her being to the extent he or she can satisfactory,

perform particular cognitive, affective and psychomotor behavior. Moreover, competency is basic ability that student do in the stages of knowledge, skills and attitude.

Based on Association K.U. Leuven, a competency is an integration of knowledge, skills and behavior that makes the possibility to do work effectively. Furthermore, Robert A. Roe (2001) stated a definition of competency: "Competency is defined as the ability to adequately perform a task, duty or role. Competency integrates knowledge, skills, personal values and attitudes. Competency builds on knowledge and skills and is acquired through work experience and learning by doing".

In addition, Hall and Jones (1976: 29) argued that competency is comprehensive performance descriptions of a certain ability, which is consisted of combination between knowledge and competency that can be observed and measured (<http://www.ditperta.net/swara/warta17-03.asp>).

In short, a competency is a set of one's ability consisting of knowledge, skills and abilities, personal values and attitudes or capabilities achieved to do a task, duty or role in order to perform particular cognitive, affective and psychomotor domain.

3. The Syllabus

a. The Notion of Syllabus

In teaching process, it is known the term syllabus. According to Widowson (1991) argued that a syllabus is an idealized schematic construct, which serves as reference for teaching. The specification of syllabuses is concerned with both the selection and the ordering of what is to be taught (Halliday: 1965). Etymologically, syllabus means a “label” or “table of contents.” The *American Heritage Dictionary* defines syllabus as outline of a course of study. A syllabus should contain an outline, a schedule of topics, and many more items of information. However, I suggest that the primary purpose of a syllabus is to communicate to students what the course is about, why the course is taught, where it is going on, and what will be required by the students to complete the course with a passing grade.

Syllabus is a set of instructional unit. It is a learning plan and or groups subjects/themes that include certain standard of competence, basic competencies subject matter, learning activities, achievement indicators for the assessment of competency, assessment, allocation of time and learning resources. There are also some steps to be done in the mechanism of syllabus development. Firstly, comprehending curriculum reference from the content and learning process aspects. Secondly, transferring the content of curriculum reference become

Standard Competence and Basic Competence. Thirdly, analyzing the previous Standard Competence and Basic Competence and comparing them with Standard and Basic Competence stated in curriculum reference. Fourthly, formulating indicators for achieving competence. Then identifying basic learning material. After that, developing learning activity based on Bloom Taxonomy. Next, determining types of assessment and determining time allocation. Finally, determining learning source.

In fact, Nunan (1989) has proposed, different aspects of syllabus design such as content, methodology or assessment are so entangled that they are difficult to distinguish, and therefore must be considered simultaneously when designing a syllabus. Relating grammatical, functional, and notional components in designing syllabus should be considered. Teachers are advised to be selective in determining the teaching materials for students especially in translating it into English and in using the technical language.

Standard Competence and Basic Competence are analyzed based on the Content Standard to map the learning material related to the material stretched on Basic Competence in every level. It is the teacher's duty to do this because the result of this analysis will be useful for a reference to develop learning materials. Standard Competence and Basic Competence are also used to determine the level of competences

as a reference to determine indicator and learning materials. They are also used to classify simple material, the relation between learning material and the scope of the study, and the time allocation needed to achieve the indicators. The result of this analysis will be used for a reference to develop syllabus. (*Permendiknas* No. 22. 2006).

In short, a syllabus can be interpreted as a set of teaching plan as the reference of particular subject matter conducted that consist of competency standard, basic competency, materials, indicators, assessment, time allotment, and some other of teaching developed by each school.

b. The Types of Syllabus

In theory, a language teaching syllabus can be designed in many different ways, depending on the designers' view of language and view of language learning and teaching. In the past few decades, the grammatical syllabus, the lexical syllabus, the skills syllabus, the functional-notional syllabus, the content syllabus and the task-based syllabus have been proposed and attracted more or less attention. Below is a brief description of some of the influential types of syllabuses:

- 1) Grammatical syllabuses: The underlying assumption behind grammatical syllabuses is that language is a system which consists of a set of grammatical rules; learning language means learning these

rules and then applying them to practical language use. The syllabus input is selected and graded according to grammatical notions of simplicity and complexity. These syllabuses introduce one item at a time and require mastery of that item before moving on to the next.

- 2) Lexical syllabuses: Lexical syllabuses identify a target vocabulary to be taught normally arranged according to levels such as the first 500, 1000, 1500, 2000 words. Lexical syllabuses were among the first types of syllabuses to be developed in language teaching (Richards, 2001:154).
- 3) Skills syllabuses: Skills syllabuses are organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking. Approaching a language through skills is based on the belief that learning a complex activity such as “listening to a lecture” involves mastery of a number of individual skills or microskills that together make up the activity.
- 4) Functional-notional syllabuses: In functional-notional syllabuses, the input is selected and graded according to the communicative functions (such as requesting, complaining, suggesting, agreeing) that language learners need to perform at the end of the language program. The functional-notional syllabuses reflect a broader view of language provided by philosophers of language and sociolinguistics.

- 5) Content syllabuses: In content syllabuses, the content of language learning might be defined in terms of situations, topics, themes, or other academic or school subjects. The stimulus for content-syllabuses is the notion that, unlike science, history, or mathematics, language is not a subject in its own right, but merely a vehicle for communicating about something else. These syllabuses are also called topical syllabuses.
- 6) Task-based syllabuses: Task-based syllabuses are more concerned with the classroom processes which stimulate learning than with the language knowledge or skills that students are supposed to master. These syllabuses consist of a list of specification of the tasks and activities that the learners will engage in in class in the target language.

Obviously, each of the above types of syllabuses has its merits and drawbacks (Nunan, 1988; Richards, 2001). Each of them was developed with inspirations from linguistic and/or educational studies. Some of these have been used longer and more widely than the others.

4. The classroom Procedure

An effectively managed classroom runs smoothly, has minimal confusion and interruptions to learning, has little down-time, and has maximal opportunities for students to learn. Movement is purposeful and productive with the amount of noise acceptable to the activity. Planning

for movement and noise frees the teacher to teach without interruption due to procedural concerns. (Evertson & Emmer, 2009) One way to make the most instructional impact on students is to establish expectations for how the class will begin each day. Beginning and ending well consistently sets the tone for how the classroom will operate and helps students to know what to do. This expectation reinforces a sense of structure and consistency and establishes the classroom as a place of learning. Regardless of the grade level, whether elementary, middle level or high school, procedures communicate order and instruction at the same time (Marzano et al., 2005).

Seven categories of procedures include: procedures for the classroom itself, procedures for teacher-directed and seat work, transitions into and out of the classroom and to other areas of the school, procedures for small-group activities, procedures for cooperative work, general procedures and procedures for student accountability for academic work and for behavior. These procedures may change or new procedures may need to be changed as the year progresses. In addition, procedures must be taught, demonstrated, and practiced (Hardin, 2008).

Although classrooms across the nation have a variety of materials and technology for students to use, many teachers set a few simple and direct procedures for handling these materials (Marzano et al., 2005). When the teacher is conducting a lesson, students are expected to be in

their seats or area and directing attention to the teacher. At other times, some teachers allow students to move freely about the classroom for purposeful use of areas that can accommodate only one student at a time and for classroom supplies (Evertson & Emmer, 2009). Examples of a "classroom use" procedure might include such things as sharpening pencils, getting a drink, handing in classroom work and homework, asking for help, and securing classroom materials.

Different teachers have unique approaches for classroom procedures. If the teacher is extremely organized and has an analytical tendency, classrooms will reflect a variety of specific procedures for most things children do in the classroom. Other teachers may be less structured and specific; however, most first-year teachers comment that they plan to start the second year more organized and with procedures in place. Teachers can begin this process by thinking through the school day or the class period and organizing procedures based on what happens during that day

5. Classroom technique

a. Definition of technique in classroom

Yammamori et. al 2003) define techniques as learning strategies or actions that teachers use to obtain, keep hold of, store, and recover new information. They consider it as steps or actions that learners use to enhance their own learning. The definition implies that successful

learners should not be distinguished by their use of particular techniques, but by their ability to coordinate technique with task demands (Chamot and O'Malley , 1994) and their own learning style preferences (Ehrman, 1996)

b. Kinds of Classroom technique

There are two classroom techniques namely; 1) Cooperative learning technique and 2) Collaborative learning technique.

1) Cooperative learning technique

Barkley et. al (2005: 5) stated that cooperative learning requires students to work together on common tasks, sharing information and supporting one another. The teacher retains the traditional dual role of subject matter expert and authority in the classroom. The teacher designs and assigns group learning tasks, manages time and resources, and monitors students' learning, checking to see that students are on task and that the group process is working well (Cranton, 1996; Smith, 1996).

Slavin (2005 : 24) stated that there are a lot of types of cooperative learning namely ;1) Student Team-Achievement Division (STAD), 2) Team- Games tournament (TGT), 3) Jigsaw, 4) Cooperative Integrated Reading and Composition (CIRC) and 5) Team Accelerated Instruction (TAI).

2) Collaborative learning technique.

Barkley (2005 : 6) stated that collaborative learning is based on different epistemological assumptions, and it has its home in social constructivism. It occurs when students and faculty work together to create knowledge. It is a pedagogy that has its center the assumption that people make meaning together and that the process enriches and enlarge them (Matthew, 1996, p. 101). Smith (1996, pp 74-76) assumed that there are five elements that considers essential for successful cooperative learning such as positive interdependence, promotive interaction, individual and group accountability, development of teamwork skill and group processing. There are some type techniques of collaborative learning namely 1) Technique for discussion such as think-pair-share, round robin, buzz group, talking chip, three-step interview, 2) Technique for reciprocal teaching for instance : note-taking pairs, learning cell, fishbowl, role play, jigsaw and test-taking teams, 3) Techniques for problem solving namely; think-aloud pair problem solving (TAPPS), send a problem, case study, structured problem solving, analytic team and group investigation, 4) Technique using graphic information organizers for example: affinity grouping, group grid, team matrix, sequence chain and word web, 5) Technique focusing on writing such as dialogue

journal, round table, dyadic essays, peer editing, collaborative writing team anthologies and paper seminar.

6. The Learning Material

a. The Notion of learning Material

Learning material refer to any instruments, devices or materials used to transfer and hand over the knowledge, information, news and skills to learn from teachers/instructors to learners or students. In addition, the teaching instrument and materials refers to the use of technology to increase the teaching and learning quality and to achieve the learning objectives set by the teachers or the schools (Nienchaleuy, 2546: 1).

Instructional materials can be divided into software materials such as transparencies, slides, movie films, disks, cassettes and CDs; and hardware or instruments which include the overhead projector machine, slide projectors, movie projectors, tape recorders, computers and CD and DVD players (Nienchaleuy, 2546:17-18).

Principles in using the instructional instruments and materials in teaching are that they must be suitable in terms of contents and learning objectives set by the teachers. The teaching materials must be accurate and suitable for the students to learn, and practice their analytical skills. They must help expose the students to sufficient experiences (Nienchaleuy, 2546:18-19). The instructional materials must

also be suitable to the school sizes and educational policy as stated by each educational area (Bergeson, 2008:2).

The benefits of the educational instruments and teaching materials are to facilitate learning and understanding, to save time in teaching and learning, to transfer accurate learning contents to the students, to make the lessons or concepts to be learned more concrete and therefore easy to understand and to develop learning potential of the learners (Intakamma, 2544; Nienchaleuy, 2546). In English language learning, in particular, uses of suitable and a variety of instructional materials can help motivate learning and developing all the language skills of speaking, listening, reading and writing the English language (Tafari, 2009:82). In teaching English as a foreign language, the educational instruments and teaching materials play a very important role for they can be used as the media in developing the language skills (Gujja, 2007: 55). Instructional media can also motivate and inspire learners in learning English language (Brezinova, 2009: 1).

The teaching materials are the realization of the ideal things that the institution wants to achieve, or what mastery the learners should have. In a global sphere, there are elements that constitute the ideal context that the institution will achieve to. Children's needs, society's aspiration, science together with philosophy, psychology and sociology

will blend to become the goals of the education and then from the educational goals, the experts formulate the curriculum.

Furthermore, learning resources can be defined as the information that is presented and stored in a variety of media and formats, which assists the students learning as defined by provincial or local curricula. This includes but it is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students.

In achieving the ideal things, the curriculum designers have broken down the target into smaller units. The teacher considerately has to put the right materials into the units and teaches them using the right approach in the teaching-learning process.

The materials used in the teaching-learning activities consist of teaching materials, and learning materials. The teaching materials are used by teacher to teach the subject to the students, while the learning materials are the ones used by students to learn the subject being taught to them. The teaching and learning materials are information, tools, and texts which are used to design and analyze the implementation of the teaching and learning process. Those can be in either written or unwritten forms which are used by teacher/instructor and learners to carry out teaching and learning process in the classroom (National Center for Competency Based Training). The materials are

arranged systematically to create the atmosphere and environment enabling the teaching and learning process take place well.

In short, teaching materials are anything used by the teachers in learning process arranged systematically in order to give the students information during instructions covering to written materials and non-written materials.

b. The Roles of learning Material

The role of learning materials within an individualized instruction system might include the following specifications that are:

- 1) Materials will allow learners to progress at their own rates of learning.
- 2) Materials will allow for different styles of learning.
- 3) Materials will provide opportunities for independent study and use.
- 4) Materials will provide opportunities for self- assessment and progress in learning.

Furthermore, Richard and Rogers (2001; 30) state that a particular design for an instructional system may imply a particular set of roles for materials in supporting the syllabuses, the teachers and the learners. They give example of role of instructional materials within a functional or communicative methodology;

- 1) Materials will focus on the communicative abilities of interpretation, expression and negotiation.

- 2) Materials will focus on understandable, relevant and interesting exchanges of information, rather than on the presentation of grammatical form.
- 3) Materials will involve different kind of text.

7. Teachers' and Students' Roles

a. The role of teacher

According to Brown (2000: 23) a teacher has to play many roles The roles are as follow:

- 1) The teacher as controller: the teacher is master controllers determine what the students do, when they should speak, and what language forms they should use.
- 2) The teacher as director: some interactive classroom time can legitimately be structured in such a way that the teacher is like conductor of an orchestra or director of a drama. In this case, the teacher should keep the process flowing smoothly and efficiently.
- 3) The teacher as manager: this metaphor captures your role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.
- 4) The teacher as facilitator: A less directive role might be described as facilitating the process of learning, of making learning easier for

students: helping them to clear away roadblocks and to find shortcuts.

- 5) The teacher as resource: Here the teacher takes the least directive role. In fact, the implication of the resource role is that the student takes the initiative to come to the teacher. The teacher is available for advice and counsel when the student seeks it.

From the previous explanation, it can be concluded that language teaching is showing or helping someone to learn language, giving instructions, guiding in the study of language, providing with knowledge, causing to know or understand. In teaching processes consists of presenting, practicing and testing.

b. The Roles of Student

The learner role is very important since the teaching learning process will not take place when there is no participation of the learner. Communication purposes will only take place when at least two parties are involved (Fauziati, 2009: 8). One is as the speaker (in this case, the teacher) and the other one react as the listener (in this case, the students).

In order to make the students acquire the target language better, there are factors which influence the success of the language learner.

1) Motivation

The first affective factor is motivation. It is the most important factor. When a student is exposed to a new language, the first internal hurdles are the student's motivation. Brown (2000: 73) describes some definitions of motivation. One of them is Behaviorist definition. A behaviorist defines motivation as "the anticipation of reinforcement". It means that the learner action to get their purposes is determined by the anticipated reward. The reward is as the reinforcement. Furthermore it is the power in learning process in class. The next definition comes from Self control theory. Brown describe that the defines motivation as the highest when someone can make his or her own choices. The choices can be short term or long term context. Both of the theory defines motivation in different ways but it is very important in learning second language.

2) Self Confidence

It is important factor in some aspect of any human behavior. Brown (2000: 145) stated that "no cognitive or affective activity can be carried out without some degree of self esteem or self confident, knowledge of yourself, and believe in your capable in doing for that activity". Self confident is an important variable in second language acquisition is in agreement with Macclntyre, Dornyeei, Clement, and Noels as quoted by Brown (2000: 146). They saw the crucial of self

esteem by their model of willingness to communicate in a foreign language. When the learners are willing to communicate with the target language it positively correlated with performance on the oral production. The important of self esteem in second language acquisition was stated by Krashen before. He stated that “self confidence is very much related second language development”. (Krashen, 2009: 186).

3) Risk Taking

The next personal factor is risk taking. According to Rubin and Thompson in Brown (2000: 149), risk taking is the ability to make intelligent guesses. It is willingness to try to use the language and take a risk of being wrong. It means that the learner has to brave to try and use the language. The learner does not need to be afraid of making mistakes. Their intelligent guesses will carry them to make accurate guesses. Furthermore they will be a successful language learner. Krashen (2009: 75) stated risk taking as self confident. He stated that “Learner who are eager to try new and unpredictable experience, and who are willing to guess before knowing for sure, are likely to seek out situation that requires real communication in the new languages”. Based on the view, risk taking is very significant factor related with second language acquisition. The high risk taking will make the learner eager to try. The learner will acquire the target

language faster and better. Therefore, it is the teacher's task to facilitate teaching learning process in order that the students have a high risk taking

8. Media

In this discussion includes the notion of media, role of media and the criteria of selecting media.

a. Notion of Media

Heinich et al. (2002:9) argued that media (plural) is channel of communication. It derived from Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. Gagne (1977) defined that media is one of component in learner environment to stimulate them in learning. Sudjana (2002:23) teaching media is a tool of education which includes component methodology as one of learning environment which is managed by teacher.

b. The role of Teaching Media

Media can serve many roles in learning such as instructor-directed instruction, learner-directed learning, portfolio, thematic instruction and distance education.

Kemp and Dayton (1985) stated that media has many benefits in teaching-learning process such as it is more attractive to learner, teaching-learning process is more interactive, it saves time and energy,

it can increase learner result quality, and there is alteration of teacher's role which is more productive and positive.

In line with idea, Rahadi (2003) argued that media has many advantages in teaching-learning process. Media can make teaching material more concrete (real phenomenon), it can solve the limitation of place and time, it also can help the hindrances of lack human view and media will be kept in student's mind longer.

c. Criteria of Selecting Media

Sudjana (2003:3) stated that there are many criteria in selecting media. They are:

- 1) Media should be based on instructional objectives that have endorsed in curriculum. It consists of application, analysis, synthesis in teaching media;
- 2) Media should support the content of instructional material. It shows reality, clear concept that makes the learner comprehend the lesson easily;
- 3) Media is easy to seek. It is practically simple in utilization.

9. Assessment

a. The Definition of Assessment

The term assessment refers to the measurement of the student's ability based on the standard licensed. It is necessary to know the student's achievement so that the assessment is held.

Brown (2001: 4) is an ongoing process that encompasses a much wider domain. It is all measurement activities (including the process of gathering data and information), management, interpretation, and estimation in order to make decisions in students learning outcomes whether it had achieved the learning outcomes or not.

In addition, assessment also can be defined as the process of giving and determining the mark or value to certain object based on certain criteria (Sudjana, 1990:3). In this case, the point of assessment is the estimation of student's learning outcomes based on the certain measurement. Moreover, Mardapi (1999: 8) argued that the assessment is an activity for interpreting and describing the result of measurement.

In short, the assessment is a systematic process of gathering data and information quantitatively and qualitatively for analyzing and interpreting students learning outcomes in order to make meaningful decisions.

b. Aspects of Assessment

In some extent, the term assessment and measurement are interchangeable. According to Benyamin S Bloom as quoted by Martinis Yamin (2008), measuring students learning outcomes covers three domains of learning that are.

1) Cognitive Domain

The major points of this aspect are the ability of individual thinking covering the domain of intelligence. It covers the process of memorizing, understanding, applying, analyzing assessment and creation.

2) Affective Domain

It involves the domain of feeling, emotional, system values, and attitude that is expressed in accepting or refusing something. The process covers some stages namely receiving, responding, appreciating, organization, characterization.

3) Psychomotor Domain

This domain is related to kinesthetic skills covering body movement and action. This aspect needs the coordination between muscle and neuron. This domain is consisted of gross body movement, coordination movement, non-verbal movement and speech behavior.

In brief, in interpreting the student's learning outcomes, it involves the process of measuring competency whether the goal has

been achieved or not (after instruction) that covers three domains of learning namely cognitive, affective and psychomotor.

c. Types of Assessment

According to Mulyasa in Martinis Yamin, there are many ways of assessments in implementing the curriculum namely:

1) Class-Based assessment

It is the assessment, which is done by the teachers during learning process. This involves the collection of information and the students learning outcomes in order to determine the grades of achievement and mastering certain competencies based on standard competency and some indicators, which is stated in curriculum.

2) Basic-competence test

It is for measuring student's competency especially in reading, writing and accounting

3) School-based assessment

It is used for describing the whole student's competency and activity during instruction. It is usually done at the end of school grade.

4) Benchmarking

It is a kind of work assessment and process performance in order to determine the grades of superiority and the success of learning outcomes. It is done at the end of educational unit. This assessment is used for giving students ranking not for giving students mark.

5) Program assessment

It is used for measuring the implementation of the learning program in the school whether it is achieved well or not. According to Scriven in Tayibnapis, (2000:36). There are some differences between *formative assessment* and *summative assessment*. Formative assessment is usually done during the program taken. It is used for giving the valuable information for the teachers in order to correct the program whether it runs well or not. While in summative assessment, it is done in the end of the instructions. It is used to give potential information for consumer related to the benefit of the program.

6) Porto folio assessment

Porto folios mean the collective of student's assignment or worksheet intentionally and integrated that is selected based on the guidelines licensed. Moreover, portfolios assessment can also be regarded as the class based assessment of collective student's assessment, which is arranged systematically and organizationally during learning at certain period by the teachers.

Based on the previous theories , the assessment is used for measuring the student's achievement and learning outcomes. The uses of kind of assessment depend on the instructional objectives stated by the teachers.