

CHAPTER II

LITERATURE REVIEW

This chapter covers explanations about terms related to the research. They are; A. Teaching English as a Foreign Language in Secondary Level, B. Methods in Teaching English as a Foreign Language, C. Principles of Teaching English as a Foreign Language, D. Teacher's Effectiveness in Teaching English as a Foreign Language, and E. Teacher's Professional Development. In addition, a previous study of the current research is also explained.

A. Teaching English as a Foreign Language in Secondary Level

In Indonesia, English is thought and learned as a foreign language. Scholars affirm that it is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton, Brumfit, Pincas, & Wilde, 2002). Even though it exists in Indonesian's education, it is not the language used for daily communication. It is stated that "English language textbooks tend to be examination-oriented" (Martinez, 2017). In addition, "the contents of the books provide materials that teach the students how to solve or answer questions provided in the national examinations, rather than facilitate students' skills to communicate" (p. 86). Hence, activities of teaching English as a foreign language cannot provide its learners to have adequate opportunity to use it in their daily lives.

Teaching English as a foreign language in secondary level requires teachers to teach students English materials which can be applied in real context. It is explained that opinion that "without context, language is not fully

understood (Thornbury, 2005, as cited in Gathigia & Njoroge, 2016, p. 6). Dunmore (1989) and Cooper (1999) also agree that using contextual clues to infer the meaning of unknown words is an effective strategy which helps learners acquire skills (as cited in Gathigia & Njoroge, 2016, p. 6).” Hence, the content of the materials and the context must be related each other for helping the students get understanding.

B. Methods in Teaching English as a Foreign Language

There are some methods applied by English teachers in Indonesia when teaching English in classroom, as follows;

1. Grammar-Translation

This method is applied when the teachers attempt to transfer knowledge about rules of the language, which is grammar. It is supported that “focusing on written rather than spoken language, the method, as the name suggests, focuses on the explicit teaching of grammar rules” (Nunan, 2015). The method provides some techniques in its implementation, such as translation of a literacy passage, reading comprehension questions, fill in the blanks, use words in sentences, and composition (Shakila, 2009, p. 4).

2. Audiolingualism

Richards (2001) describes audiolingualism as the most popular of all the language teaching methods (as cited in Nunan, 2015). This method requires teachers to implement strategies, such as repetition and drilling which stimulate students to follow and repeat words or sentences uttered by the teachers simultaneously. It is explained, “teaching techniques made use of

repetition of dialogues and pattern practice as a basis for automatization followed by exercises that involved transferring learned patterns to new situations” (Richards, 2001, as cited in Nunan, 2015).

3. Communicative Language Teaching

It is explained that “communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others” (Duff, 2014, as cited in Nunan, 2015). This approach requires teachers to provide students learning environment in which the students are stimulated to communicate each other during the learning process in a classroom. Techniques which can be applied in the method are authentic materials, rearrange sentence, role play, information gap, and picture strip story (Shakila, 2009, p. 6)

4. Direct Method

This method confronts the grammar-translation method mentioned. This method tends to lead the students to learn English as the target language as the same way they learn their first language (Shakila, 2009, p. 7). It is stated that grammar should be acquired inductively by inducing the rules of how the language behaves from actual language itself (p. 7). Reading aloud, question and answer, self-correction of error and dictation are the techniques the teacher can implement in the method (Shakila, 2009, p. 8).

C. Principles of Teaching English as a Foreign Language

Here are three general principles of teaching in teaching English as a foreign language;

1. Evolve Your Own Personal Methodology

This principle suggested “you need to evolve your own way of teaching: one that suits your personality, is in harmony with your own preferred teaching style, and fits the context and the learners you are teaching” (Nunan, 2015). Teachers who have a fewer teaching experiences are needed to listen to and follow what other teachers having more experiences of teaching. It is supported that “it would be unwise, even silly, to ignore the advice of the more experienced teacher, whose own insights and wisdom were probably hard-won” (Nunan, 2015).

2. Focus on the Learner

This principle suggests teachers to provide students-centered learning activities. According to Nunan (2015), “learners can be involved in their own learning process through a graded sequence of metacognitive tasks that are integrated into the teaching/learning process.” The teachers can do the following tasks;

- a. Make instructional goals clear to the learners.
- b. Help learners to create their own goals.
- c. Encourage learners to use their second language outside of the classroom.
- d. Help learners become more aware of learning processes and strategies.

- e. Show learners how to identify their own preferred learning styles and strategies.
- f. Give learners opportunities to make choices between different options in the classroom.
- g. Teach learners how to create their own learning tasks.
- h. Provide learners with opportunities to master some aspect of their second language and then teach it to others.
- i. Create contexts in which learners investigate language and become their own researchers of language. (Nunan, 2015)

3. Build Instructional Sequences on a Cycle of Pre-Task, Task, and Follow-Up

A good English language teaching exists has a cycle of pre-task, task, and follow-up. Nunan (2015) explains that “a cycle may occupy an entire lesson, or the lesson may consist of several cycles. In addition, each cycles has its own aim. It is affirmed that “the aim of the pre-task is to set up the learners for the learning task proper. The teachers can do it by focusing on developing some essential vocabulary that the students will need, asking learners to revise a grammar structure, or requiring the students to rehearse a conversation (Nunan, 2015). After the pre-task is done, the teachers can provide the task. “The task itself may involve several linked tasks or task chains, each of which is interrelated” (Nunan, 2015). As the last cycle, the follow-up may take various shapes and forms: to get the student to reflect

and self-evaluate, to give feedback, to correct errors, and so on (Nunan, 2015).

By doing all the principles, it is expected that the teachers can have more effective teaching practices which help their students learn English more optimally. Therefore, it is necessary for the teachers to understand and implement in their own teaching.

D. Teacher's Effectiveness in Teaching English as a Foreign Language

Besides understanding and implementing the principles of English language teaching, it is suggested for the teachers to have understanding about factors of their effectiveness in teaching. A comprehensive definition of teacher effectiveness is provided, as follows;

The collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. (Hunt, 2009, as cited in Külekçi, 2018, p. 2)

The definition is less clear which is why it is further explained by another expert. As Cheung (2006) suggests, highly effective teachers give more time to the organization of their teaching and curricular planning, have enthusiasm to teach, are sensitive to the needs of their students and do their best to commit themselves to their students' learning experiences (as cited in

Küleççi, 2018). More completely, the characteristics of effective teaching have been listed as follows (Blum, 1984, p. 3–6, as cited in Richards, 2002, p. 21);

1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lessons.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When students do not understand, they are retaught.
7. Class time is used for learning.
8. There are smooth and efficient classroom routines.
9. Instructional groups formed in the classroom fit instructional needs.
10. Standards for classroom behavior are high.
11. Personal interactions between teachers and students are positive.
12. Incentives and rewards for students are used to promote excellence.

The teachers are considered as effective ones in teaching English if they are able to do all of the suggestions mentioned.

E. Teacher's Professional Development

There are five aspects taken as the standards of qualified English teachers, such as **language and culture understanding, planning, implementing, and managing instruction, assessment, and professionalism:** (Tellez & Waxman, 2005, as cited in Nghia, 2015, pp. 8-9).

1. Language understanding

It is explained that “teachers must understand English as a complete system and each of its components as well as possess deep insights into native and second language acquisition” (p. 8).

2. Culture understanding

Teaching English language must be integrated with teaching its culture. It is affirmed that “teachers must understand how culture may influence students’ linguistic development learning achievement. They must also understand key features of the culture where their students are from and are aware how the culture may affect language learning” (p. 8).

3. Planning, implementing, and managing instruction

When running the teaching and learning process, “teachers must successfully employ pedagogical skills to teach English with standards as well as use resources effectively” (p. 9)

4. Assessment

After the teaching and learning process has finished, assessment comes up as the evaluation for the students’ learning development. It is supported that “teachers must be competent in using appropriate assessment activities and techniques to evaluate their students’ progress. They also need to be aware that biases in assessment may affect students’ learning” (p. 9)

5. Professionalism

Teachers need to develop their professionalism in order that they can be better teachers. It is recommended that “teachers must study and research

for themselves to advance in their profession. They should also cooperate with colleagues when appropriate” (p. 9).

As a consequence, by taking such standards, they can be more professional English teachers for their students.

Becoming a good English language teacher requires several aspects to fulfil. It is explained that “quality primary EFL teachers are distinguished by their abilities” (Cameron 2003, Butler 2004, 2005, Emery 2012, Copland et al. 2014, as cited in Zein, 2017, p. 2). They are:

1. Using the English language proficiently,
2. Developing methodologically versatile approaches to dealing with children and
3. Demonstrating strong performance in language-related pedagogies

Besides having good comprehension of English language features, such as grammar and vocabulary, the teachers need to be able to apply the knowledge in their language skills, listening, speaking, reading and writing. Then, the teachers’ decision of teaching methodologies implementation is vital since it will determine the quality of their teaching. Afterwards, it is also a requirement for them to demonstrate all the skills in their teaching and learning process. As a result, they can be a good model for their students when practicing the skills.

F. Relevant Study

This present study is relevant with the previous study conducted by Islam (2017). It focused on investigating some key issues influencing as well as determining the nature of teaching and learning practices in an ELT classroom directly or indirectly. The study revealed that factors such as teachers' beliefs, teacher talk, teachers' questioning, diversity and complexity of ELT classroom, classroom values and individual learner differences require thoughtful attention irrespective of teaching methods and approaches. Therefore, by considering the previous explanation and findings of the previous study, the researcher of this present study attempts to investigate how an English teacher teaches English effectively in EFL classroom.