

CHAPTER II

Review of Literature

2.1 Teaching techniques

Beside teacher, there is one factor that is important in the process of teaching used by the teacher in the classroom, it is called *technique*. The definition of technique itself has different understanding from different experts which complement to each others. According to Brown (2001, p. 16), technique is any of wide variety of exercises, activities, or tasks used by the language classroom for realizing lesson objectives. Another definition comes from Anthony (quoted in Brown, p. 14), who states that technique is specific activities applied in the classroom which consist with a method and harmony with an approach. Thus, from those two definitions it can be said that technique is any kind of activities done in the classroom in order to get the objectives of the teaching refer to the certain lesson.

Brown (2001, p. 130) conceptualized the types of teaching techniques. Teaching techniques can move from controlled to free techniques. It is usually applied for the beginner students since they have little or no prior knowledge of the target language and they are highly dependent on the teacher. Following is the table of differences definition between controlled and free techniques.

Controlled	Free
Teacher-centered	Student-centered

Manipulative	Communicative
Structured	Open-ended
Predicted student responses	Unpredicted responses
Pre-planned objectives	Negotiated objectives
Set-curriculum	Cooperative curriculum

For a comprehensive taxonomy of common teaching techniques for language teaching, adapted from Crookes and Chaudron (1991, p. 52-54) quoted by Brown (2001, p. 134-135), the classification of teaching technique has three board categories are used: controlled, semi-controlled, and free. These are the description of each category of the techniques:

1. Controlled techniques

- 1) Warm-up: the beginning activities that make students stimulate, relax and ready to have lesson. It can be through mimes, dance, songs, jokes, and play.
- 2) Setting: teacher direct attention to the topic by verbal or nonverbal stimuli which relevant with the context. It can be in form of questioning, mimes or pictures presentation, and possibly by tape recording.
- 3) Organizational: structuring the class activities includes disciplinary action, organization of seating and class equipment, general procedures of class interaction, and performance, structure, and lesson purpose, etc.
- 4) Content explanation: the explanation of some aspects of language such as grammatical, phonological, lexical, sociolinguistic, pragmatic, etc.

- 5) Role play demonstration: selected students or teacher illustrates the procedure(s) to be applied in the lesson segment to follow.
- 6) Dialogue/Narrative presentation: reading or listening passage presented for passive response.
- 7) Dialogue/Narrative recitation: reciting the text, either in group or individually.
- 8) Reading aloud: reading directly from a given text.
- 9) Checking: teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity.
- 10) Question-answer, display: activity involving prompting of students responses by means of display question (teacher know the answer/responses)
- 11) Drill: language activity including fixed patterns of teaching prompting and students responding usually by repetition, substitution, and other mechanical variations which are little meaning attached.
- 12) Translation: students or teacher provision of L1 or L2 translation of the text.
- 13) Dictation: students write down orally presented text.
- 14) Copying: students write down text presented visually.
- 15) Identification: students pick out and produce or otherwise identify a specific target form, function, definition, or other lesson-related item.
- 16) Recognition: students identify the forms, but without verbal responses.
- 17) Review: teacher does the review of previous week/month lesson as a formal summary and type of test to recall students' understanding.
- 18) Testing: formal testing procedures to evaluate students' progress.

19) Meaningful drill: drill activity involves responses with meaningful choice, as in reference to different information.

2. Semi-controlled techniques

- 1) Brainstorming: a special form of preparation of lesson, like setting which is involves free, undirected contributions by the students and teacher on a given topic.
- 2) Story telling: a lengthy presentation of story by teacher or student. It may be used to maintain attention, motivate, or as lengthy practice.
- 3) Question-answer, referential: activity involving prompting of responses by means of referential questions (i.e. the questioner does not know beforehand the response information)
- 4) Cued narrative/dialogue: student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli.
- 5) Information transfer: application from one form of material (e.g. visual) to another (e.g. writing) which involves some transformation (e.g. students fill out diagram while listening to a description).
- 6) Information exchange: task involving two-way communication as in information gap exercises when one or both parties must share information.
- 7) Wrap-up: brief teacher- or student-produced summary of items that have been practiced or learned.
- 8) Narration/exposition: presentation of story or explanation derived from previous stimuli.

- 9) Preparation: students study, silent reading, pair planning and review, preparing later activity. It usually a students-directed or -oriented project.

3. Free techniques

- 1) Role-play: relatively free acting out of specified roles and functions.
- 2) Games: various kinds of language games activity (e.g. board and dice game making words)
- 3) Report: report of student-prepared exposition on books, experiences, project work that is elaborated according to students' interests.
- 4) Problem solving: activity involves specified problem and limitations of means to resolve it. It requires cooperation on part of participants in a group.
- 5) Drama: planned dramatic performance of play, skit, story, etc.
- 6) Simulation: activity involving complex interaction between groups and individuals based on simulation of real life actions and experiences.
- 7) Interview: a student is directed to get information from other students.
- 8) Discussion: debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged.
- 9) Composition: written development of ideas, story, or other exposition.
- 10) A propos: conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics.

2.2 Teacher's Role

Effective teachers have much in common with effective learner. It is the role of the teacher to prepare and continue to adapt the environment through well-thought-out lessons. According to Eva (2003, p. 128) stated that the teacher's involvement is unobtrusive and quiet. He may be observing from a distance or demonstrating to a child how to use a new material". Now, there is generally assumption among the educational psychologist that teachers have a key role to play in enriching the children's learning environment, particularly by intervening in games at key moments, and by scaffolding the children's language ability. The basic idea is that the children are natural learners but they need the active help of adults in order to reach their full potential.

David Paul (2003, p. 139) Stated that in order for children to keep learning positively and confidently, the children needs to be clear about what she has learned so far. Some children will be able to do this with little help from the teacher, but for most children do not. There are some factors that should be considered as the teacher in giving the direction to the children, such as; prepared the lesson carefully, keep one step ahead during lesson, and always have activities ready. Second, most of the success of the lesson depends on the appropriacy of the activities by integrated fun and purpose into all activities that can strengthen the child's sense of direction. Besides giving direction, the teachers are active to give help to the children. The teacher also helps the children to express themselves and provide a richer learning environment.

As a teacher, when giving questions to the children, they need to think carefully about how to ask a question. The teacher should show genuine curiosity when they ask questions and be genuinely interested in hearing the children's answer, otherwise the children may feel the questions are just a classroom exercise and they are being checked and tested.

Plevin (2009, p.21) assumes that the children think the best teachers have the following attributes:

- They keep the things the same
- facilitate the development of the child
- encourage independence and self-sufficiency
- develop a teacher-child relationship that is warm, happy and rewarding
- be a good role model
- they give out information in a fun and interesting way
- they treat us in a nice, friendly manner

2.3 The Development of the Children

Based on Standing, E.M (1984 p. 108), there are three stages of development in Montessori:

- a. 0-6 years (transformation period)
 - 0-3 years: The Absorbent Mind (unconscious)

From infancy to age three, children learn simply by being contact with objects, by experiencing their physical surroundings from touch, taste, sight, hearing, and smell.

- 3-6 years: The Absorbent Mind (conscious)

There are no academic requirements for this age, but children are exposed to amazing amounts of knowledge and often learn to read, write and calculate beyond what is often thought usual for a child of this age. Also, in this age, children center their movements on work not play. Play is an activity with no intelligent purposes. Work is an activity with a definite and intelligent purpose. Montessori work gives the pleasure of play but has intelligent purposes. By the age of four years old children are developmentally ready and eager to begin the preparation for reading.

At this age, the children are ready for more adventures that relate to the physical, mental and social aspects of development. Also, the intelligence and other physic faculties are being constructed. It is therefore a period of creation. The children ages 4 to 5 years old, they start to move with his conscious mind. It is through movement which follows the path of pleasure and love. It is through the experience of objects in the environment, in the guise of playing. It is by means as much work as play, that they become conscious and construct himself. They develop themselves by means of their hands, using them as the instruments of human intelligence then they move and react a lot in doing the activities. (Standing, p.111)

2.4 Teaching Children

The teacher must note some points to be noticed during giving the lesson. These points are important to support the process of teaching and learning in order to make the best result. Dante in Gutek (2004, p.124), states that:

“through the the regime of liberty the pupils can manifest their natural tendencies in school, and that with this in view we have prepared the environment and the materials (the objects with which the child is to work), the teacher must not limit her action to observation, but must proceed to experiment. The lesson, then are individual, and brevity must be one of the characteristic. Another characteristic is simplicity, the carefully chosen words must be the most simple it is possible to find, and must refer to the truth.”

The objectivity also the characteristic that should be noticed, in which Dante said that the brief and simple lesson must be considered by the teacher as an explanation of the object and of the use which the child can make it of. He also added when the students made mistakes, “not to make the child feel that he has a made mistakes, or that he has not understood, because in doing so, she will make him to make an effort to understand.”

Also, keeping learning fun is the way to teach reading to kindergarten students. The first important thing to remember is that in order to make learning a success teacher needs to make learning fun. Kindergarten students learn better when teacher makes it fun. There will be times that teacher thinks they are not paying any attention but they are learning. Any lesson can be learned by turning it into a song, drawing, arts and crafts and more. Because it is fun to learn for the children, the teaching and reading time will consist of smiling, laughing, running and playing (Gutek, p.131)

2.5 Reading in Kindergarten

Cohen and Cowen (2008, p. 146) give their opinion that kindergarten students are learning about using language in new and powerful ways. They also learn about language patterns and the structures of their language. Children at this age love to play with language and sounds. They love to play game having to do with rhymes, and they love to sing simple song. They are learning about words and how words represent meaning. They are learning about words and learning to play with words.

2.6 Phonics

Learning phonics is the foundation for children in order to learning to read and spell. Phonics reading is the way of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and especially syllables (Seldin, 2008). One of the easiest ways to begin learning phonics is by introducing sounds and letters that associated with specific nouns. Some teachers believe that children should be taught the letters and sounds of the alphabet in alphabetical order. There are many ways for children to learn the initial sounds of words. The children with good sound understanding, they can analyze and think about the individual sounds in words, and blends this sounds to pronounce the words (Fox, 2004, p. 38).

Kindergartens are also learning about phonics as the level of beginner. They are learning about language patterns and the structure of the language. In teaching phonics, there are teaching aids or material that used to support the teacher in giving the lesson. It is used to encourage the child into logical thought and

discovery. The teaching aids are arranged in sequence from the simplest to the complex. Lessons are brief introductions, after which the children repeat the exercise over many days, weeks or months until they master the lesson. According to Gitter (2008, p.174), when children have learned the letters and sounds, they are ready to begin word building with the moveable alphabet. Movable alphabet box is a large box of cut out letters made from wood or plastic that the child can arrange on his or her rug and it is an interactive letters for learning with the real object.

2.7 Review of Related Study

There were some previous researches that had been conducted about teaching reading. Some of the studies are Ong ervina Larissa (2006), Ellisa yani widjaja (2007), and Hertiki (2009).

Larissa, in her study “the implementation of jigsaw technique in reading class of young learners”, she focused on the first grade of elementary school students. The result of the study showed that the students’ motivation improves in teaching learning process through Jigsaw techniques.

Ellisa, in her study “the strategic in teaching reading to students at SDK St. Theresia II”, she found that the techniques to teach reading for elementary school students were more on play game and audio-visual material and it was effective.

And Hertiki, in her study described the implementation of Montessori in teaching to the children in general and she focused on the children age 6 ears old. The

result showed that Montessori children became active and participated a lot in teaching process.

The differences between the previous studies and this study are in the kinds of school and level where the researches were conducted. This study is conducted to find out more about teaching techniques through Montessori Method to Kindergarten 1 Students where the age is between 4 to 5 years old.