CHAPTER 2

LITERATURE REVIEW

2.1. Review of Related Theories

2. 1. 1. Language Teaching Process

According to Anthony, language teaching has three levels of conceptualization and organization which are approach, method, and technique (as cited in Richards & Rodgers, 2001, p. 19). Therefore, in language teaching process, the teacher must be aware about the approach, method, and technique. If the teacher wants to make the teaching process effectively and successfully, he or she has to consider the appropriate approach, method, and technique. Anthony also stated that an approach is axiomatic, a method is procedural, and a technique is implemental (as cited in Richards & Rodgers, 2001, p. 19). A teacher is a person who implements the techniques in the classroom. Consequently, the teacher has a significant role in the language teaching process.

According to Richards (2001, p. 215-216), in language teaching programs, teaching models are often based on particular methods or approaches. For example:

- The communicative approach: the focus of teaching is authentic communication

- The cooperative learning model: students work in cooperative learning situation and are encouraged to work together on common tasks and to coordinate their efforts to complete tasks

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- The process approach: in writing classes, students take part in activities that develop their understanding of writing as a process

- The whole-language approach: language is taught as a whole and not through its separate components

In the process of language teaching, the teachers may have their own strategy or technique to teach their students. Although, all teachers have the same curriculum, the implementation in the classroom can be different. For instance, although the curriculum 2013 is used in every school, but the teachers may have their own ways to teach their students efficiently in the class. In other words, the teacher can have different techniques.

According to Larsen-Freeman (2000, p. 1), the techniques are the actions or the implementation of the principles of language teaching method. For example, one of the principles in communicative language teaching method is the using of 'authentic language', then the technique used to apply this principle is that the teacher has to distribute a handout with the authentic materials in it. Actually, all teachers have to follow the requirements listed in the curriculum, but the execution in the classroom perhaps dissimilar.

2. 1. 2. Teaching English in Junior High School

Generally, teaching English in junior high school in Indonesia does not support to the development of students' skill. For example, the National Examination (UN) only measures the memorization and the understanding of the students toward the language. UN does not measure the students' skill in reflecting the language as a tool for communication. As a result, the students who

have graduated from junior high school do not always have the competent ability in English. In curriculum 2013, English lesson is taught in junior and senior high school, not in elementary school. Because of this reason, the material taught in junior high school is very basic. These are the examples of the materials for the seventh grade students:

Table 1

The materials for the seventh grade students

CHAPTER	MATERIAL
1 (How are you?)	Greeting, thanking, taking leave and apologizing
2 (It's me)	Introducing myself and others
3 (It's my birthday)	Names of the days, time, names of the dates, months, and year
4 (I love people around me)	My personal identity, the identity of family members and people
5 (How many pets do you have)	Counting things and animals and naming public places
6 (Let's listen to the songs)	Identifying the meaning of a song, identifying rhyming word and naming singular and plural nouns
7 (I love things around me)	Things in the classroom, things in my bag, parts of the house and animals in my school and my home
8 (She's so nice)	People and animals
9 (My grandfather is a doctor)	What people do, where they do the activity, what animals do and what things are for
10 (Attention, please!)	Instructions, short notices and warnings/cautions
11 (I am proud of my teacher)	My idol teacher, my cute pet and my lovely house

2. 1. 3. Teaching Techniques

Teaching technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a

method, and therefore in harmony with an approach as well. A technique actually takes place in a classroom (Anthony, 1963, as cited in Richards & Rodgers, 2001, p. 19). There are several methods of language teaching and each method has its own characteristic of teaching techniques. Therefore, the classroom activities can indicate the methods of language teaching. For instance, when the students play a language game, this activity shows that the method used by the teacher is communicative language teaching method.

Techniques are specific methods of approaching a problem or task, forms of operation for achieving a particular purpose, planned designs for controlling manipulating certain information (Brown H. D., 2000). For example, in CLT, Larsen-Freeman (2000) asserted that students should be given an opportunity to express their ideas and opinions. To reach this goal, teachers use role plays as a technique because role plays give students an opportunity to practice communicating in different social contexts and in different social roles.

This study is based on Larsen-Freeman's (2000) theory about techniques in language teaching. These are the teaching techniques from some methods:

Table 2

Techniques in language teaching by Larsen-Freeman (2000)

METHOD/APPROACH	TEACHING TECHNIQUE
Grammar-Translation	Translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, use words in sentences, and composition
Direct Method	Reading aloud, question and answer exercise, getting students to self-correct, conversation practice, fill-in-

	the-blank exercise, dictation, map drawing, and paragraph writing
Audio-Lingual Method	Dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-and-answer drill, use of minimal pairs, complete the dialog, and grammar game
Silent Way	Sound-color chart, teacher's silence, peer correction, rods, self correction gesture, word chart, Fidel charts, and structured feedback
Desuggestopedia	Classroom set-up, peripheral learning, positive suggestion, choose a new identity, role play, first concert (active concert), second concert (passive concert), primary activation, and creative adaptation
Community Language Learning	Tape recording student conversation, transcription, reflection on experience, reflecting listening, human computer, and small group tasks
Total Physical Response	Using commands to direct behavior, role reversal, and action sequence
Communicative Language Teaching	Authentic materials, scrambled sentences, language games, picture strip story, and role play

2. 2. Related Studies

There are some previous studies which are quite similar to this study. One of them is the thesis entitled "The Use of Guided Writing and Sequences of Pictures as Teaching Techniques to Enhance the Ability of Writing Narrative of Students in Different English Course" which was conducted by Reyhan (2012). The result of this research shows that guided writing and sequences of pictures can improve the students' writing ability. This improvement of the students' writing ability included: a) student enhanced their writing ability in organization

and language use, and based on their views to the techniques and b) they chose sequences of picture as technique which gave contributions to their narrative writing.

The other related study is the thesis conducted by Poetrie (2010) entitled "Teaching Techniques used by the Regular Teacher in English Lesson at a Pilot Inclusive Class in Sidoarjo (Case Study at SMP Negeri 4 Sidoarjo)". This study found that the techniques applied by the regular English teacher of SMP Negeri 4 Sidoarjo at inclusive class were setting, reading aloud, checking, translation, role play demonstration, and drilling. Drilling technique was particularly applied for the learning-disabled students as the additional technique to accomplish their needs.

Larasati (2009) also conducted a study in the effect of using jigsaw technique on students' reading comprehension achievement (an experimental study at eight class of SMP Taman Islam Jakarta). It was carried out to find out whether the students who are taught by jigsaw technique show better achievement in reading comprehension than students who are taught by using conventional technique or not. Larasati's study showed that there is a significant difference between teaching reading comprehension by using jigsaw technique and by using conventional technique. It means that the jigsaw technique has the effect to increase students' reading comprehension achievement significantly.

In addition, Mukoroli (2011) conducted a research about the effective vocabulary teaching strategies in the English for academic purposes ESL classroom. This research discussed the various teaching strategies employed by

teachers in the English for Academic Purposes classroom and their implications for effective vocabulary acquisition. The result of this research was that The ESL teacher can assist the academic language development of ELLs more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and the sentence structures related to what they learn in the class.

Ching-yan (2008) also conducted a research on vocabulary teaching strategies. The purpose of this study is to investigate the vocabulary teaching strategies adopted by Hongkong secondary school English teachers. From this study, it is found that asking the students to keep a vocabulary notebook, teaching word parts like prefixes and suffixes, teaching pronunciation by using phonics system or cutting the word into syllables as well as teaching the skills of guessing from contexts are useful and important for the students to learn vocabulary more effectively.

The gap between this study and the previous study is in the main focus. The main focus of the writer's study is the teaching techniques used in teaching the integrated English skills in K-13. On the other hand, those previous studies focused on teaching strategies used in one aspect of English such as writing, reading, and vocabulary. Moreover, the differences between the English teaching techniques used in K-13 and KTSP are described in this study. This study becomes a hot topic because the curriculum 2013 is the newest education curriculum in Indonesia, so it is relevant and important to be discussed in this study.