

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter is presents to describe some theories or literature related the problems propounded. The following are several important topics of related. They are definition of English Teaching, Collaborative Learning with Technology, Online Discussion Board Strategy, English Departement of STAIN Kediri, Interaction between Student and teacher.

A. The Definition of English Teaching

Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning³. And Jeremy harmer states language is about communication, after all and perhaps that is why philosophies and techniques for learning languages seem to develop and change in tune with the societies which give rise to them. Teaching and learning are very human activities, they are social just a much as they are linguistics.⁴

From the statement above language teaching cannot be separated with human activities because it is the way to communicate each other. In addition, Jack C Richard say in video on you tube that the field of language teaching is subject to rapid changes, both as the profession responds to new paradigm and terns and as institution face new challenges as a result in curriculum, national test and student needs. So, the importatnt thing in language teaching is learner (student or teacher) need develop the language as a way to communicate.

³H. Douglas, Brown, *Principle of Language Teaching and Learning Second Edition* (New Jersey: Prentice Hall Regents Inc, Englewood Clifit, 1987),7.

⁴Jeremy Harmer, *How to Teach English*,(United Kindom:Person Education,2007),8

B. Collaborative learning with technology

Collaborative learning is typically understood to be a situation in which two or more students work together to search for understanding or meaning, or to solve a problem. Students might work together to make meaning by creating an artifact or product. Collaborative learning is an important learning strategy for educators to teach and to use in their classrooms. It improves student knowledge by combining strengths, sharing responsibilities and learning from one another, which brings together many opportunities for enriching knowledge. In these learning experiences, students work together towards a common goal and, through the process, depend on each other for their experiences and knowledge. The level of collaboration between students and faculty will continue to grow, and faculty will increasingly become facilitators who help co-create knowledge. Students and faculty will work in face-to-face and virtual teams worldwide to tackle complex and sophisticated projects, and bring together different perspectives and skills.⁵

C. The Method of English Teaching

Teaching Method is an overall plan for the orderly presentation of language teaching material, no parts of which contradict and all of which based upon, the selected approach, an approach is axiomatic a method in procedural within an approach there can be many methods⁶. Method is very important for the lecturer because a teaching learning can be successful when

⁵Grunwald Associates. (2007), *Creating and Connecting : Research and guidelines Online Social and Educational Networking*. Alexandria, VA: The National School Board Association.

⁶Jack C Richards, *Professional Development for Languages Teachers* (Cambridge:Cambridge University Press, 2005),8

the teacher gets a good method, using a good method increase young learner's motivation to study in English. And then the method in language teaching can help the students to get easier in understanding the material or the lesson. Different lesson may have different method of teaching and the appropriate teaching method will lead to the successful of the objective of teaching.

There are many kinds of the methods that can be used in teaching English, such as Direct Method, the Audio lingual Method, Grammar Translation Method and Community Language Learning :

1. The direct method.

The direct method was really not a single "method", in the professional literature on language learning and teaching. Richard and Rodgers (1982) are careful a method is a unification of three interrelated subcomponents: an approach, the design and procedures. Then, the direct method must be viewed more accurately as an approach, for there were too many manifestations at the design level to able to claim that this was a unified method.

In practice direct method stood for the following principles:

- a. Classroom was conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences were taught.
- c. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teacher and student in small and intensive class.
- d. Grammar was taught inductively.
- e. New teaching points were introduced orally.

- f. Concrete vocabulary was taught through demonstration of objects and pictures, where as abstract vocabulary was taught by association of ideas.
- g. Both speech and listening comprehension were taught.
- h. Correct pronunciation and grammar were emphasized.⁷

2. The audio lingual Method

This method focusses on the aural/oral skill; generally Audio lingual characteristics was a great deal of oral activity, pronunciation and pattern drills and conversation practice with virtually none of the grammar and translation found in traditional classes.

The characteristics of the ALM may be summed up in the following list (adopter from Prator and Celce murcia 1979):

- a. New material is presented in dialog form
- b. There is dependence on mimicry, memorization of set phrases and over learning.
- c. Structure are sequenced by means of contrastive analysis and taught one at a time.
- d. Structural patterns are taught using repetitivedrills.
- e. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation
- f. Vocabulary is strictly limited and learned in context.
- g. There is much use of tapes, language labs, and visual aids.
- h. Great importance is attached to pronunciation.

⁷Endang, Fauziati, *Teaching of English as a Foreign Language*(Surakarta: Muhammadiyah University Press.2002),21

- i. Very little use of the mother tongue by teachers is permitted.
- j. Successful responses are immediately reinforced
- k. There is a great effort to get students to produce error-free utterances.
- l. There is a tendency to manipulate language and disregard content.⁸

For a number of reasons the ALM enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in contemporary methodologies. The ALM was firmly rooted in respectable theoretical perspectives at the time.

3. The Grammar Translation Method

Grammar translation method is the classic method that is the first time the experts found it. This method focused in grammatical rules, memorization of vocabulary and several of declensions conjugations, translations of text and doing written exercises.

Prator and Celce Murcia list the characteristics of grammar translation method:

- a. Classes are taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated words.
- c. Long elaborate explanations of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- e. Reading of difficult classical texts is begun early.

⁸H. Douglas, Brown, *Principle of Language Teaching and Learning, Second Edition* (New Jersey: Prentice Hall Regents Inc, Englewood Clift, 1987), 96

- f. Little attention is paid to the content of the texts, which are treated as exercises in grammatical analysis.
 - g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
 - h. Little or no attention is given to pronunciation.⁹
4. Community Language Learning

Community language learning is method in teaching english, it has goals to learns language communicatively to take responsibility for learning to approach the task non-defensively, never separateing intellect from feelings. And the roles of this method is lecturer act as suporting students with understanding of their struggle to master language in often threatening new learning situation. Student is at first a dependent client of the councilor and becomes increasingly independent through five speacified stages.¹⁰

D. Online Discussion Board Strategy

1. Definition of Online Discussion Board Strategy

Online Discussion is a internet tool that using to share their opinion, not only to chat. But also, sharing the assignment before the class. Pedro indicated that given the goal of promoting peers as sources of information and knowledge, strategies for getting students to reply to each other's postings must be developed and documented.¹¹ In addition, studying and understanding in the class isn't enough to get all the material,

⁹Ibid,75

¹⁰Authony, *Language and Language Body Training*, USA Social Publishing Inc,1997), 192

¹¹Pendro (2004) in Pao-Nan C. (2012). *Teaching Strategies in Online Discussion Board: A Framework in Higher Education*. Higher Education Studies. 2 (2).

reading a book by you is also need a explanation. Moreover, we can share and ask a question to someone else. It's more than understanding.

Importantly, there the role of Online Discussion Board in the class, Teacher create a group in accordance with the class. Then, they give assignments to the group, students open the assignments, attempts and submit them via smart phones or the internet. Teacher will show their marks within the group and student will notice their sources, including their friends. This is improve their skill.

Besides, teachers can use their smartphones to find materials and immediately display them in a classroom using and LCD monitor. Students can also do the same, meaning they can learn materials quickly and the learning or teaching process will be fun.

Futhermore, teachers and students can share photos which can be used during a learning process such as an interesting place. Students can describe the place or relate their experiences when they visit it. This will motivate students to take a lot of pictures which are very useful for improving their skill, not just taking their own picture. So, smartphones have many benefits to improve students knowledge and skills. Let's optimize our Smartphone to improve our quality of life, not just use them as social media.

2. Role of Online English Teachers

The transition from a traditional language classroom to an online language-teaching environment has influenced the roles of the language

teachers considerably. Online English teachers have assumed a different role in this environment; they become the sole developers of their course materials to a certain degree. However, material development is a challenging and demanding task. Besides having the knowledge of material development for online courses, it is necessary for online English teachers to have basic computer skills to achieve their roles as online teachers.

Online teachers should be well aware of their changing roles in online settings. Especially, when material development is considered, online English teachers have more responsibilities for the development of their course materials. In traditional English teaching settings, they mostly use the course books of the publishers and supportpacks of these books. However, in online environment, English teachers cannot use text books or their digital version mostly due the copyright issues. Moreover, they should design and develop their materials according to the new delivery method that is different from the traditional one. At this point, they actually need to know online material development principles. In their list of the skills of teachers in distance education, Schlosser and Anderson suggested that designing and developing interactive materials with recent technologies and organizing the teaching resources for independent study are necessary skills for teachers.¹²

¹²Schlosser, C.A and Anderson, M.L. (1993). *Distance Education*, page 9 in Basal A. (2002). *ELT Teacher as Online Material Development*. The Online Journal of Distance Education and E-Learning. 1(2).

3. Materials of Online Discussion strategy

In online English teaching, the materials used are one of the essential components of instruction. However, using just text-based materials such as *WordDocuments* or *Pdf* in online English courses makes no difference. In other words, if this type of materials is seen as online education, then it can be concluded that despite all the advances in ICT, distance education is still in its *crawlingperiod* that was conducted through posting letters at the beginning. In distance education, we can talk about three types of interaction: student-instructor; student-content; and student-student¹³. Since materials are an integral part of online language instruction, the interactionbetween the students and content should be provided properly. If this interaction is achieved, it will have substantial benefits for the students. The advances in ICT have made it possible to develop online English materials more interactive, motivating and engaging for the language learners. Therefore, adding multimedia elements to online. English teaching materials should be considered as an indispensable part of online material development process.

With such an approach, the materials used in online English education can provide the desired benefits. These materials should have interactive properties that provide the utmost benefit for the students where and when there is no support of the teachers. In other words, *distance learners* deal with the materials alone. Therefore, the materials should *speak to them*, that is, the materials should present the content

¹³Moore, M.G (1989). *Three Types of Interaction*.Page 9In Basal A. (2002). *ELT Teacher as Online Material Development*. The Online Journal of Distance Education and E-Learning. 1(2).

appropriate for self-study, allowing students to understand the content independently.

Online materials are advantageous when compared to those text-based materials in traditional learningteaching environment.They are easily updatable. This will also reduce the cost of developing the material from scratch again. Updatability is an important aspect of online materials. If language teachers feel a need for a change in the material depending on the needs and level of the students, they can easily adapt the material. This can save time, money and energy.¹⁴

Tomlinson (2010) in his book chapter titled as “Principles of effective materials development” has adopted a similar approach while listing the principles of material for language education; however, he also gives some practical guidance to the material developers. He first mentioned about the principles of language acquisition from the literature, and then gave the related material development principles depending on these principles. His study is comprehensive and includes an in-depth analysis of the related literature. Some of the principles he listed are as follows:

- a. Materials should contain enough spoken and written text.
- b. Materials should include authentic language.
- c. Language input in materials should be contextualized.

¹⁴Basal A. (2002). *ELT Teacher as Online Material Development*. The Online Journal of Distance Education and E-Learning. 1(2).

- d. Learners should be exposed sufficient samples of language in authentic use.
- e. Materials should include activities that provide critical thinking and encourage learners to visualize.
- f. Materials should include interesting and engaging tasks.
- g. Materials should provide learners to produce the desired outcomes.
- h. Materials should provide a link to other subject areas.

Developing the online material for English teaching is mainly the responsibility of the online instructor. Online English teachers should have a robust knowledge about the language acquisition theories and material development principles derived from these theories. However, language teachers are also in need of practical recommendations in the process of developing online materials. The following list includes the practical recommendations to the teachers while developing online materials:

a. Using text-based material

Online education is not just delivering the content with solely text-based materials such as *Pdf* or *Word* document to the students. Teachers should use this type of materials where appropriate. However, it is good to add some multimedia elements into text-based materials to enhance their effectiveness.

b. Linking within the material

Teachers should give hyperlinks within the material for words, phrases, video or audio components and direct the students to explore

the subject matter. They should also give links to outer sources for supporting the content in their material.

c. Using web pages on the Internet

Teachers should browse the web for quality materials fulfilling the aims of their lessons and make use of them where appropriate. On the Internet, there are activities, videos, exercises and learning objects that teachers can easily integrate into their materials. While doing this, they should pay their attention.

d. Using videos

Teachers should use the videos that they prepare or videos from the video-sites such as *youtube.com*, *ted.com*, *schooltube.com*, *learner.org* etc. With these videos, they have a chance *to bring the world to their students*. The videos should not be used as they are. Teachers should add transitions, comments and quizzes on these videos in order to make them more engaging, attractive and motivating. These videos should be kept short; 5 to 15 minutes. Adding hidden words to various parts of the videos is a good way for teachers to check whether their students watch the video.

e. Using authoring tools

Teachers should know how to use authoring tools to combine texts, images, video and audio to develop a more effective teaching material. They can also get help when necessary since they are not expected to be computer experts. With the help of authoring tools, the developed material will be more motivating.

f. Using Web 2.0 tools

On the internet, there are many freely available tools called Web 2.0 tools, for developing online materials. Teachers should behave as a *web-watcher* for these tools and integrate some of the appropriate ones into their materials for improving their effectiveness. Some of these tools can be listed as *wallwisher*, *jogtheweb* and *voxopop*.

g. Having knowledge about LMS

Learning Management System (LMS) is a requirement for online education. With LMS, in addition to many things not within the scope of this study, the delivery of the content to the students can be conducted in an organized way. Whether software or a freeware, teachers should know the properties of LMS they use and opportunities provided to them with this system. The properties of the LMS have influence on the materials developed by the teachers to a great degree. Moreover, teachers can also convert their face-to-face courses into online courses with freely available ones such as *engrade*, *edmodo* and *schoolology*.

h. Using Presentation Tools

Teachers should use multi-media elements even in a simple presentation. For instance even a *PowerPoint* presentation can include video, animations and audio elements. This presentation will most likely be more motivating for students, because it does not include only the text.

i. Using Communication Tools

In online education environment, communication tools such as forums, messages, discussions and chats can be accepted as online materials. For this reason, teachers should plan the communication in a way that helps the students understand the subject matter better.

j. Using Videos from Virtual Classroom

Virtual classroom is to some degree a substitute for classroom teaching. It enables live teacher instruction and feedback. These online classroom can be recorded as videos and these videos can also be used for further teaching activities. For this reason, preparation to virtual class is important for the instructor. The video is a valuable material since it includes the interaction between the teachers and the students. Students can learn a lot from these videos while re-watching it.

k. Using a Template

In online material development, teachers should develop a template, allowing consistence between the materials they develop. This template may have flexibility to some extent in order not to bore the students. It may also help teachers speed up the material development process with its structured appearance. The practical recommendations for the development of online language teaching materials above depend on the researcher's experiences in online teaching and material development for online English courses.¹⁵

¹⁵Tomlinson, B. (2010). *Principal of Affective Materials Development*, Page 10-11 in Basal A. (2002). *ELT Teacher as Online Material Development*. *The Online Journal of Distance Education and E-Learning*. 1(2).

Therefore, they can serve as practical guidelines for language teachers in the material development process for online language courses. Then this research the researcher using Communicative tools.

4. Kind of Online Discussion Board

In respond to five factors discussed earlier, a cost-effective instructional framework to promote online asynchronous discussions was proposed. The strategy, which makes use full, was categories as the follows:

a. Blogging

Course instructors can encourage online learners to make weekly entry in their personalized blogs. A blog entry may contain their weekly reflection on course contents. Moreover, from a collaborative learning perspective, learners can give comments on reflection entries.

b. Skype

Skype allows more than 24 people to chat at the same time. Course instructors can schedule a time to engage in a real-time discussion. Verbal discussions can avoid misunderstandings caused by the text-discussion. Moreover, like office hour in the face-to-face environment, a weekly discussion created by course instructors can guide online learners into a right track.

c. Youtube

In the text-based environment, course instructors need to develop some video and audio materials to support student learning. The function of Multimedia could facilitate the learning effectiveness of the text-reading.

d. Facebook

Familiar with each other will be beneficial to collaborative learning. Instructors can encourage online learners to engage in social networking. In the Facebook platform, each learner can understand much more about peers' backgrounds.

e. BBM

BBM is a easy chat which support to quickly chatting each other. We can share videos, photo and sharing a problem quickly. In the BBM group, we can make the discussion easy and quickly to discuss. It's can makes in our mobilephone.

f. Whatsapp

In the favorite chatting, that the lecturer makes it in their class. Whatsapp is not limited and never be trouble. Also, the quotes are very little in use. The lecturer usually using whatsapp group to makes a discussion.

g. @Moddo

The next favorite discussion is @moddo, it's a Online Board that very private students and lecturer. @moddo can make the lecturer share and the students learn the materials before class begin.

h. Twitter

Twitter is an online service that allows you to share updates with other users by answering one simple question: "What are you doing?" In order to use Twitter, you must first sign up for a free account. Once you have created your account, you can post your own updates and

view the updates others have posted. You can search for people to follow or you can let Twitter select random users.¹⁶

i. E-mail

We can call E-mail as Electronic Mail. The function of this application is to send a document, photos and file. This is so save from virus. But when we send an email we have to wait some minutes when the message is delivered.

E. English Department of STAIN Kediri

English Department of STAIN Kediri is a state college that is located in Kediri. It indicates students to be an English Teacher. In Online Discussion they have to use English language as their communication. Moreover, in an online discussion board, they have to use English language in the class and in the out class. But, still around in the campus. As the preserve of teacher, they have to learn many methods in English class teaching. So, they way to learn more the material and the question can be share to lecturer in an online discussion board.

F. Interaction Between Teacher and Student

Online discussion is a teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. Solanky tells that sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use

¹⁶Nazmi A. (2012). *Technology for Teaching English Syllabus – 2012*. The Islamic University: Gaza. Page 15.

multimedia to understand the class in a clear way.¹⁷ A major feature of online discussion teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using online discussion in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

¹⁷Solanky. (2013). *Use of Technology in English Language Teaching and Learning": An Analysis. International Conference on Language, Medias and Culture. 33(3).*