CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter presents the review of the literature to the several topics as follows; teaching and learning, strategies and Excellent Class Program.

A. Teaching and Learning

Teaching and learning is a unity of process happened in the class. It happened between the teacher and the students. It is kind of asking and giving knowledge through some methods and approaches. Teaching cannot be defined apart from learning.

1. Definition of Teaching

According to Brown noted that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. [6]

Another perfect defines the meaning of teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. [7]

Teaching is more than a set of methods. Well teaching means addressing a set of objectives for a particular group of students at a certain point in the school year with certain resources, within a particular time frame in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of

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[6] H. Douglas Brown, *Principle of Language Teaching and Learning,* (New Jersey: Prentice Hall Regents in, Engelwood liffs, 2nd edition, 1987),01

[7] *Ibid, 06*

individuals and groups of students. It means developing students' skills and strategies for learning, at the same time they learn the content of the curriculum. There are some teacher's role in teaching process:[8]

a. Teacher as Source of Study

Teacher has important role as source of study. Teacher should mastery the materials that will be taught well. Good teacher is who can mastery the material well, so she or he can become source of study for his or her students. The teacher can answer any problem related to the lesson from students. Therefore, as source of study, teacher needs many references to support her or him in teaching the students. Teacher should have better understanding the lesson than students should. Teacher also needs to enrich her on his information technology.

b. Teacher as Facilitator

In teaching learning process, teacher gives facilitation to students. The facilitation that is given can make the students easier in learning prosess. As a facilitator, teacher needs to know kinds of media that will be used in delivering material. Teacher should choose approriate media to every different lesson will be taught. Besides that, teacher should have ability to organise creativity to do it. When the teacher can do it well, the students will be easy to understand the lesson.

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[8] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2007), 20.

c. Teacher as Demonstrator

The role of teacher as demonstrator means that teacher shows anything that can help the students understanding the lesson. Teacher becomes a demonstrator in two contexts. The first is teacher shows good attitude because the teacher will be model for his or her students. The second is teacher shows the students the way to understand the lesson or material taught. The teacher should have effective learning strategies.

d. Teacher as Class Manager

Teacher should manage the class as learning environment that can stimulate students to be active and interested to the lesson taught.[9] By managing class well, teacher can make the class to be conducive to conduct learning process to students. Teacher not only manages the class to be conducive, but also manages the source of study and takes role as a source of study itself.

e. Teacher as Motivator

Motivation is important for students to support them in learning process. The achievement of students does not depend on student's ability only, but it is due to motivation in studying also. Motivation is need. Motivation rises because of need. Students will be success when they are motivated to study. They realize that studying is their need.

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[9] Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching* (Jakarta: Quantum Teaching, 2005), 72.

Therefore, teacher should motivate the students to study and grow the students' motivation to study.

In addition to, learning is acquiring or getting knowledge of subject or a skill by study, example experience or construction. It is a process of operant conditioning through a careful reinforcement.[10] Learning is also a process of someone's effort to get attitude change from the experience in his or her interaction with he environment to fulfill his or her need.[11]

According to Jerold, in the learning there are some principles of learning. The psychologist as a thing that can influence the teaching learning process believes these.[12] Those of the principles are pre-learning preparation, mastication, individual differences, instructional conditions, active participation, successful achievement, knowledge of result, practice, rate of presenting material, and instructor's attitude.

Teaching learning process can be defined as an activity of two kinds of people, teacher and students. The teacher is someone who facilitates learning or helps someone to learn how to get the skill. Besides, the students are people who learn something.

Some factors can influence the students' learning. One of them is motivation. Motivation becomes the most important components of

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[10] Ahmad Sabri, *Strategi Belajar*. 7

[11] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: PT Rineka Cipta, 2010), 2.

[12] Jerold Kemp, *Instructional Design (Second Edition)* (California: Fearon Pitman Publisher, Inc., 1977), 59.

learning and the most difficult to measure.[13] It is some kind of internal drive that encourage somebody to pursue a course of action.[14] Motivation has important role in students' learning. Motivation can make the students have spirit to learn.

The motivation can be sparated into two main categories. Those are extrinsic and intrinsic motivation. The extrinsic motivation is concerned with the factors outside classroom. It plays a vital part of students' motivation or failure as language learning. The intrinsic motivation is concerned with what takes place inside the classroom. They have an idea of English to achieve.

2. Definition of Learning

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice" (Kimble & Garmezy 1963:133).[15] There are the components of the definition of learning:

a. Leaning is acquisition or "getting"

b. Leaning is retention of information or skill

c. Retention implies storage systems, memory, cognitive organization

d. Learning involves active, conscious focus on acting upon events outside or inside the organism

e. Learning is relatively permanent but subject for forgetting

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[13] Robert E. Salvin, *Educational Psychology Theory & Practice (4th Edition)* (London: John Hopkins University, 1994), 347.

[14] Jeremy Harmer, *The Practice of English Language Teaching (New Edition)* (London: Longman, 1991), 3.

[15] H. Douglas Brown, *Principle of Language Learning and Teaching, 4th*.(New York: Addison Wesley Longman.Inc.2000).7.

f. Learning involves some form of practice, perhaps reinforced practice

g. Learning is a change in behavior

The teacher has the important role in the teaching learning process. Moreover, teacher becomes the center of teaching process. The teacher must support the learning with some training that improves ability in the teaching. Teacher is one of the most important factors in teaching and learning process. The qualification of the teacher can affect the discussion of the teaching and learning

B. The strategies in English Teaching

Learning a second language is a long and complex undertaking. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. The students are affected as the teacher struggle to reach beyond the confines of the students first language and into a new language, a new culture, a new wa of thinking, feeling, and acting.[16]

1. Definition of Strategy

Strategy is general plan of action. Strategy is designed to achieve a specific goal or series of goals within an organizational framework.[17] Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective

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[16]H. Douglas Brown, *Principle of Language* 1.

[17] https://www.boundless.com/management/textbooks/boundless-management-textbook/strategic-management-12/strategic-management-86/what-is-strategy-415-1550. accessed 8 Dec 2014.

instructional strategies meet all learning styles and development needs of the learners.

2. Strategy in English Teaching

Variety of labels such as approach, design, methods, practices, principles, procedures, strategies, tactics, techniques, and so on are used to describe various elements constituting language teaching

Wina Sanjaya's book explains some kinds of strategies. Experts create some strategies. Those are expository strategy, inquiry strategy, students' activity oriented strategy, and problem based strategy, cognitive growth strategy, cooperative strategy, contextual strategy, and affective strategy.[18]

a. Expository Strategy

This strategy emphasizes in delivering knowledge, skill, and values to the students.[19] The material is delivered directly. The teacher has important role in this strategy. The teacher should be active to give information and explanation about the material. Therefore, the teacher has many roles in this strategy. The teacher plays role in arranging the teaching learning program, giving correct information, facilitating a good teaching learning, guiding students in finding correct information, and appreciating the information gotten by students.[20]

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[18] Wina Sanjaya, *Pembelajaran.*, 124.
[19] Dimyati dan Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2002), 172.
[20] Ibid., 173.

In this strategy, the students have role to study the material given by the teacher to mastery the material.[21] Therefore, the students do not find the material by themselves. The material has been provided.

Expository strategy focuses on teacher's role. The teacher should deliver knowledge, skill, and value to his/her students. As the center doer, the teacher has provided the material to the students. Students should mastery the material that is given by the teacher. Although the students are passive, but this strategy can be applied in big class and students who have low ability in learning.

b. Inquiry Strategy

This strategy emphasizes students to find knowledge, skill, and value by themselves.[22] Throught this strategy, the students are expected to be active. The students try to find out the source by themselves and discuss it in a group. In a group, the students can deliver their opinion, debate, make argument, analyze, and conclude the discussion.[23]

The students should be active in this strategy. It emphasizes in seeking and finding material by themselves because the material is not given direcly by the teacher.[24] The teacher just facilitates and guides the students.

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[21] Wina Sanjaya, *Pembelajaran.*, 176.
[22] Dimyati, *Pembelajaran.*, 173.
[23] Roestiyah N.K., *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2008), 76.
[24] Wina Sanjaya, *Pembelajaran.*, 193.

This strategy gives opportunity to students to develop their talent. The students will be motivated to think and work based on their initiative.[25] Therefore, the teacher should facilitate the students well to stimulate them.

c. Students' Activity Oriented Strategy

Students' activity oriented strategy emphasizes in students' activity optimally to make balance cognitive, affective, and psychomotor aspect.[26] It should be balance also in both physical and mental activity. To make balance, the students not only write their material listened, but also analyze it in their mind. This activity is expected make balance and integrated among cognitive, skill, affective, and psychomotor.

The teacher always has role in this strategy. He or she is not the only one source who delivering the material, but also can how to facilitate the students in order to study. Therefore, the teacher should be creative and innovative.

There is also another strategy taken from Wikipedia. That is discovery learning. There are some definitions about discovery learning;[27]

a. According to van Joolingen. Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can

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[25] Roestiyah, *Mengajar.*, 77.

[26] Sanjaya, *Pembelajaran.*, 135.

[27] http://edutechwiki.unige.ch/en/Discovery,learning. Accessed 7 July 2015 7:29 pm

design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.

b. According to Borthick & Jones. In discovery learning, participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution strategy, and execute the chosen strategy. In collaborative discovery learning, participants, immersed in a community of practice, solve problems together.

Discovery Learning provides students with opportunities to develop hypotheses to answer questions and can contribute to the development of a lifelong love of learning. Students propose issues or problems, gather data and observations to develop hypotheses, confirm or refine their hypotheses, and explain or prove their problems.

C. Probelms Affecting Teaching-Learning

Teaching-learning is a process transfering knowledge from the teacher to the students. The problems can be internal factors or external factors. It has been found out that the pupil's difficulty in learning may be due to many

factors within the child himself.[28] There are seven factors affecting teaching learning process as follow:

1. Intellectual factor

The term refers to the individual mental level. Success in school is generally closely related to level of the intellect. Pupils with low intelligence often encounter serious difficulty in mastering schoolwork. Sometimes pupils do not learn because of special intellectual disabilities.

A low score in one subject and his scores in other subjects indicate the possible presence of a special deficiency. Psychology reveals to use that an individual possess different kinds to intelligence. Knowledge of the nature of the pupil's intellect is of considerable value in the guidance and the diagnosis of disability. The native capacity of the individual is of prime importance in determining the effectiveness of the, learning process.

2. Physical factors

Under this group are included such factors as health, physical development, nutrition, visual and physical defects, and glandular abnormality. It is generally recognized that ill health retards physical and motor development, and malnutrition interferes with learning and physical growth.

Children suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills such as reading and spelling. It has been demonstrated that various glands of internal secretion,

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[28] http://www.yourarticlelibrary.com/learning/7-important-factors-that-may-affect-the-learning-process/6064/ accessed 15 September 2015 23.14

such as the thyroid and pituitary glands, affect behavior. The health of the learner will likely affect his ability to learn and his power to concentrate.

3. Mental factors

Attitude falls under mental factors attitudes are made up of organic and kinesthetic elements. They are not to be confused with emotions that are characterized by internal visceral disturbances. Attitudes are more or less of definite sort. They play a large part in the mental organization and general behavior of the individual.

Attitudes are also important in the development of personality. Among these attitudes interest, cheerfulness, affection, prejudice, open mindedness, and loyalty. Attitudes exercise a stimulating effect upon the rate of learning and teaching and upon the progress in school.

4. Teacher's Personality

The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner. The way in which his personality interacts with the personalities of the pupils being taught helps to determine the kind of behavior which emerges from the learning situation.

The supreme value of a teacher is not in the regular performance of routine duties, but in his power to lead and to inspire his pupils through the influence of his moral personality and example. Strictly speaking, personality is made up of all the factors that make the individual what he

is, the complex pattern of characteristics that distinguishes him from the others of his kind. Personality is the product of many integrating forces.

In other words, an individual's personality is a composite of his physical appearance, his mental capacity, his emotional behavior, and his attitudes towards others. Effective teaching and learning are the results of an integrated personality of the teacher.

Pupils love a happy, sympathetic, enthusiastic, and cheerful teacher. Effective teaching and learning are the results of love for the pupils, sympathy for their interests, tolerance, and a definite capacity for understanding. The teacher must therefore recognize that in all his activities in the classroom he is directly affecting the behavior of the growing and learning organism.

5. Environmental factor

Physical conditions needed for learning is under environmental factor. One of the factors that affect the efficiency of learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials.

In the school and at the home, the conditions for learning must be favorable and adequate if teaching is to produce the desired results. It cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school.

It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials. A school building or a classroom has no merit when built without due regard to its educational objectives and functions

D. Supported Program for ESL Student

There are some tips and strategies intended to help teachers develope students of ESL. These tips focus on social, developmental and emotional, pedagogy, methods and strategies. Using these tips together will provide a balanced approach, as they are both integral to English acquisition.[29]

1. *Provide A Comfort Zone*: Assess where the ESL student's abilities are in relation to basic survival skills and needs. Assign a friendly and welcoming buddy to assist with common school locations, requirements and routines. If possible, keep an extra eye out during busy transition times to assure the student gets to the correct location. If possible, find someone in the school, another classmate, parent or volunteer that may speak the student's language. Connecting the student with someone who speaks his/her native language will provide a great deal of comfort.

2. *Community*: If the parents and/or guardians do not speak English, request an interpreter if possible for all school communication, including parties, conferences and special events. Invite parents to all school community functions to encourage and foster a sense of belonging. If possible,

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[29] http://www.weareteachers.com/blogs/post/2012/08/10/supporting-esl-students-10-tips-for-mainstream-teachers. accessed 15 September 2015. 21.05

introduce other students and/or families who speak the same language as the ESL student. Sharing cultural commonalities will provide strong bonds for students, parents and teachers.

3. *Assess Students Informally*: Assess ESL students on an informal basis when they first arrive to class, and ongoing during the school year. It is imperative to primarily check for understanding in regard to basic and social needs. Pay attention from the sideline to see if they know numbers, letters and/or short English phrases. Continuously check for comprehension and growth informally, make notes and never be afraid to raise the bar and challenge a bit.

4. *Don't Discourage Native Language Use:* With all good intentions, this is a common mistake teachers can make. ESL students who have a stronger foundation of their native language will have a shorter route to acquiring English. Don't discourage native language use, as this will result in negative feelings about the student's language and culture, and may cause delay in English language acquisition. Provide free time for the ESL student to read and write in their native language.

5. *Use Manipulatives, Visuals, Games, Music and Hands-On Activities in the Classroom*: According to William Glaser, we learn 80% of what we experience, and 95% of what we teach others. ESL students do exceptionally well when this theory is followed. Involve them in projects that will encourage them to talk as much as possible with their classmates. Some ideas for projects are the following: cooking (following

easy directions), art (drawing, painting, sculpture), musical activities (music provides an amazing platform for learning), and acting (for example, charades).

6. *Communicate with the ESL teacher:* Maintain communication with the ESL teacher as much as possible. The sooner both teachers are working together, the quicker the student will learn English. Be open to the ESL teacher's suggestions, let him/her share in the modification of classwork, and invite the ESL teacher into your classroom.

E. The Description of Excellent Class Program in MTsN 2 Kediri

Excellent is outstanding or superior to an exceptionally or unusually high degree, among the best in its class, but not perfect or ultimate. Excellent Class Program is the name of school program established by MTsN 2 Kediri. This class was the first developed in academic 2008/2009, having two classes. According to the director of excellent class program,[30] MTsN 2 Kediri has been appointed to establish this class because of their achievement and has implemental national standardized curriculum. It is caused by the criterion stated in the act of republic Indonesia number 20 year 2003 that have to be required by the institution before establishing this class.

Excellent class is planned systematically and managed in such a way to reach the international standard curriculum that has been determined by the government. Excellent class program planned different from regular classes

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[30] Muh. Fauzi, *English Teaching Strategies in Excellent Class Program at MTsN 2 kediri. (Unpublished thesis Faculty of Education English Department STAIN Kedir.2010)*.21

that exist in this institution, this class provides some modern facilities such as classroom with AC, television, VCD Player, audio amplifier, projector, and other facilities in order to support the teaching and learning process everyday. The implication of this case, that is to support the management of international class.

Excellent class has done the selection of the candidate of international student by doing some tests, thus the test of academic potency, and psychological test. Other criteria, the candidates of international students should have the result of UN 8 average of each subject minimally before they are registered in the test selection.

Students of ECP are selected from several tests. Based on the interview with the coordinator of ECP; Mrs.Puji, there is also written test in English. It is different from regular students. The school considers the academic and non-academic achievements.

In the teaching and learning process, the excellent class is using bilingual teaching, meaning that there are two teachers (pair teacher) that teach everyday using English and Indonesian language. The English also used as the language of instruction and emphasize of using ICT (Information and Communication Technology) such as notebook and computer through the cyber network. The English is used as language of instruction in teaching math, natural science and ICT. Thus make the distinction between regular and excellent class.

The curriculum of ECP also different from regular class, because of the rule of the government that stated in the act of republic Indonesia number 20 year 2003 that is, the institution have implemental standard national curriculum (SSN), then will be SSN + X, X is the additional of international standardized determined by the government and will be fulfilled by the institution that established ECP. The curriculum structure of ECP MTsN 2 Kediri is national curriculum that is designed and developed intensively to answer society's necessity in presenting a quality school and based on strong religion.

Nowadays, MTsN 2 Kediri develops the program and becomes the great school in Kediri. The Excellent Class Program (ECP) has three classes for each grade.