

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to carry out the study, it is necessary to provide some theoretical insight underlying related literature. This issue to be reviewed are focused on two major topics namely: The definition of joyful learning, teaching English to young learners, the instructional material of young learner, the technique of teaching and the good media.

A. The Definition of Joyful Learning

To get basic understanding on Joyful Learning there are some definition of learning. "Learning is a relatively permanent change in a behavioral tendency and is the result of practice (Kimble and Garmezy 1963: 133) or in other word learning is a change in behavior".¹ According to Ernest R. Higrad (1975) states that "Learning is the process by which an activity originates or is changed through training procedures (whether is the laboratory or in natural environment) as distinguished from changes by factors not attribute to train".²

Robert E. Slavin says that learning is defined as a change in an individual caused by experience.³ Relating in the above opinion Gagne (1977)

¹ H. Douglas, Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prictice Hall Regents, 1987), 6.

² Ngalim Purwanro, *Psikologi Pendidikan*, (Bandung : PT Remaja Rosda Karya , 1992), 84.

³ Robert E. Slavin, *Educational Psychology Theory and Practice*, (London: Johns Hopkins University, 1994), 152.

states that: "Learning happens if certain condition stimulus together with mind capability influence student so their activity (performance) has some changes from previous condition before getting such process and after having it".

According to Witherington learning is "Learning is replacement in the attitude that explained one self as a new farm from reaction. This is skill, attitude, customs, intelligence or understanding. According to Morgan, it is every change that is relatively constant in behavior as the result of training of experience.

Based on the explanation above we can conclude that learning has some elements as its characteristics. They are: (1) Learning is a change of behavior to better condition but also has probabilities to the worst, (2) The process of learning is based on training or experience from growing or age are not involved in it such as the growing process study, (3) The behavior which is changed because of studying, has some aspects personality although physic or mental such as changes in understanding, problem solving/thinking, skill, ability, custom, or attitude (4) It is difficult to know about the time of changing but the changes should be the final result from certain period that can be possible happen in days, months, or even in years. So we have to avoid the changes of behavior which is caused motivation, tiredness, adaptation, more attention or sanctify of people which are usually only for a moment.

Good and Brophy (1997) give definition of learning by simple term. Learning is the development of new associations as a result of experience. Learning is invisible process. It happens in their selves in learning process. So

he concludes that learning is not behavior that appears, but the main point is its process which happen internally exist inside of their selves in their efforts to get correlation between stimulate reaction or stimulate and reaction.⁴

From the information above, we can conclude that learning is a change inside somebody after having certain period of process. He is not a physical change of someone.

So joyful itself has the definition like in Hornby, it comes from the word "Joy" that has a meaning feeling or great happiness or pleasure and joyful it self has a meaning filled with showing or causing joy.⁵

Based on the definition above joyful learning can be described as an internal change of somebody that last in happy or pleasure condition without any pressure or force either from the person himself or somebody else.

B. Teaching English to Young Learners

Since interest in introducing English to young learners began to boom, a lot of primary school has offered English in their local content of the curriculum. Even kindergarten also introduced English in their activities to promote their school for marketing purpose. Unfortunately, the real condition in teaching English to young learners by the most EYL teacher are not facilitated with sufficient knowledge of how to teach English to young learners well. They usually introduce vocabulary items to the students for role learning without any effort to present them in a meaningful context for

⁴ Purwanro, *Psikologi Pendidikan*, 84-85.

⁵ As Hornby, *Oxford Advanced Learners Dictionary*, 672

language use. They train their students with examples of expressions to repeat without trying to connect the function of such expressions in real life. Thus, EYL teacher are not capable of linking class work with real use of English in the “real word”.⁶

Teaching English to young learner is not actually a new issue in teaching English as a foreign language in Indonesia. There have been many Elementary Schools, which apply this instruction for the past nine years, it is permitted as may give local content subject as long as the local environment needs them, and as one of the subjects is English. In conclusion, Elementary school may give English as one or the local content subject.

Introducing English to the students of elementary school as early as possible is much better, because it is expected that the students will not have much trouble in English when they study at Junior High School. Students of elementary school are like young learners. Young learners mean children from the first year of formal schooling (six to seven years old) to eleven or twelve year of age. In most cases, this is the first time for them to learn English. It is not easy to teach them. Therefore, we should know the characteristics of the students.

This part will cover two things related to the teaching English to young learner. They are the characteristics of young learners in order to have a better understanding in designing the program and the children strategies to learn second language.

⁶ Nisaul Husna, *Teaching English to Young Learners Throught Total Physical Response in MI Nurul Wathon Selepuro Blitar*, (Kediri: Theisis STAIN Kediri, 2002), 16.

1. Characteristic of Young Learners

Several characteristics attached to children are that children like playing, talk “here and now”, and understand and retain the meaning better when they have seen some objects associated with them.

a. Children like playing

One characteristic of children is that they love playing. They do like playing. Children like playing and learn things while playing. The implication to language teaching is that games are effective ways for teaching. The emphasis in the use of games for language learning is on successful communication rather than on correctness on language.

b. The children talk about “here and now”

Adults both observe and impose the cooperative principle when they talk to young children. They make what they say relevant, talk about the ‘here and now’ of the child’s world. They encourage children to take their turns and make their contributions to the conversation. They make sure that children make their contributions truthful by correlating them.

Teaching and learning process, therefore, should give enough opportunities for them to use English in every day contexts. Children learn by doing, they learn language by using it listening to it, speaking it, and writing it.

c. Association and memory

Children and retain the meaning better when they have seen some objects associated with it. For this reason, the teacher should expose the students to real life situations, when this is not impossible, the visual aid can serve as a useful substitute, as pictures and their images are more vivid than words. Thus, in teaching and learning process pictures should be an integral part of every teacher's professional equipment⁷

On other side, Ytreberg states about other characteristic of children, they are:

a. *The characteristic of young learners (five to seven year old):*

- a) They can talk what they are doing
- b) They can tell you about what they have done or heard
- c) They can plan activities
- d) They can argue for something and tell you why they think, what they think
- e) They can use their vivid imagination
- f) They can use a wide range of intonation pattern in their mother tongue
- g) They can understand direct human indirection

⁷ Fauziati, *Teaching English of English*, 171-172.

b. Other characteristics of young learner

- a) They understand situations more quickly than they understand the language use
- b) They used language skills long before they aware of them
- c) Their own understanding comes from through hand and eyes and ears. The physical world is dominant all times
- d) They are very logical-what you say first happens first
- e) They have a very attention and concentration span
- f) Young learners or children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear
- g) Young children are often happy playing and working alone but in the company of others they can be very reluctant to share.
- h) The adult world and the children's world are not the same. Children do not always understand what adults usually find by asking questions, but the children do not always ask. They either pretend to understand or they understand in their own terms and do what they think you want them to do.
- i) They will seldom admit that they do not know something either
- j) Young learners or children cannot decide for themselves what they learn.
- k) Young children lose to play, and learn best when are enjoying themselves

l) Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

m) They know that the world is governed by rules.

c. *General characteristic of young learners (eight to ten year old)*

Children of five are little children. Children of ten to eleven or twelve are relatively mature children with an adult side and children side. Many of the characteristics listed above will be things of the past.

a) Their basic concept is formed. They have very decided views of the world.

b) They can tell the differences between fact and fiction

c) They ask question all the time

d) They rely on the spoken word as well a the physical world to convey and understand meaning

e) They are able to make some decision about their own learning

f) They have definite views about they like and do not like doing

g) They have developed sense of fairness about what happens in the classroom and begin to question the teacher decisions.

h) They are able to work with others and learn from others.⁸

⁸ Wendy A. Scott and Lisbeth H. Yatreberg, *Teaching English to Children*, (London and New York: Longman, 1990), 1-4

C. The Instruction Material of Young Learners

In many instances, the desire to learn a new mode of communication can be fostered even in students who do not have a strong initial interest in language study. By the same token, alas, many students who approach the study of English with enthusiasm are often deflected by teachers who follow the textbook slavishly or who follow, in a mechanical manner, some of the learning steps we have outlined above.

Finocchiaro states that there are so many devices approaches which can supplement the textbook and even the teacher voice it seem a pity for the alert teacher not to make use of them. He states some materials, which will help to bring the motivation into the language-learning classroom.

1. Picture

Pictures are presented for giving the clear context in order to make easy the students in understanding the meaning. By clear context, the students will know what the meaning presented without using their own native language. In addition, the pictures are presented to make the student comfortable with the topic discussed (because they look at some funny picture). However, the teacher may also bring the other pictures like flashcard or poster that can make the meaning clear.

2. Match

This phase is focused on the activities of matching. It's chosen for giving free atmosphere so that the students have good feeling to do activities presented. In turn, they are not aware that they have been

developing their skill. On the other side, the teacher should be smart to create the condition in which the free atmosphere occurred. So the activities are not burden the students in doing the activities provided

3. Song

The type of song you teach to your class will depend on the age, interests, and learning of the students. Song for children for example should contain a repetitive motive where possible. Song for intermediate levels and/or older students may have love, patriotism, home, holidays, etc. Songs can be developed as an effective material to increase the student's motivation in studying English. In this case, the teacher need to provide enough time to handle every song presented in student's handbook. If the students are able to use well, actually, they have been studied from the expression presented in song materials.

4. Puzzles

It's intended to create the familiar situation in teaching learning process. From cognitive aspect, puzzles can be used to prove whether the students have been known well or not. To give motivation the teacher should applies the puzzles in competition. Then the winner should be given small reward such as the equipment of school.⁹

⁹ Finocchiaro, *English as a Second Language*, 99, 108.

D. Technique of Teaching in Application of Joyful Learning

There are some techniques of presented the material in applying joyful learning in the classroom in learning English. It is essential to keep in mind that teaching English of elementary school is different from teaching English for secondary of high school students. The material for beginner should contain mostly some activities. Such as singing, playing games, playing roles and reading poems.

Finocchiaro explains some procedures and techniques, which will help learners progress toward real control of the language items we are teaching while motivating them to continue their study of English.

- a. Use the students and yourself (your clothing, the things you carry, etc) to teach appropriate vocabulary before using pictures of other materials.
- b. Start with the known environment of your students before fanning out the wider English-speaking world.
- c. Use dialogue wherever possible. Dialogues duplicate the communication situations in everyday life.
- d. Plan as many different oral practice activities for each lesson as can be done briskly and with reasonable accuracy.
- e. Give your students the feeling and the assurance that English is a vehicle of communication, which serve exactly the same purposes as does their native tongue.

- f. Provide opportunities for students to act as listeners and as speaker. Students should be able not only to make statements but also to make comments or response, to ask question, and to answer question.
- g. Spur your students to greater by training them to give long responses or multiple responses to a question or statement.¹⁰

Scot and Yatreberg say that in teaching a second language word are not enough so we need many objects to work with. He suggested letting the students play the language and make the variety in the classroom.¹¹

1. Language Elements

1) Sound System

One of the characteristics of young learners is they can use a wide range of intonation pattern in their mother tongue. Knowing that fact, the teacher of English should be a good initiator in teaching sound system (pronunciation and spelling). Those will enable the students to recognize the sound of vowel and consonant. In this part the teacher of English should not reluctant to use the target language as medium of interaction in the classroom. When he/she gives some orders, they will imitate what ever their teacher said. However, if the teacher is not positive with his/her pronunciation, he/she may use a tape or recorder. Like Finocchiaro states: "The sound system is best learned through

¹⁰ Finocchiaro, *English as a Second Language*, 118-122

¹¹ Scott and Ytreberg, 5.

imitation of the teacher, a tape, or recorder". So, the students can truly how the native speakers spoken.¹²

2) Grammar System

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. As a teacher, you should not the structures and grammar items which you want your pupils to learn as well as those they already know, but the actual teaching should only include the barest minimum of grammar taught as grammar, and then for the older children only. This does not mean teaching grammar rules to the whole class. The best time to introduce some short of simple grammar is either when a pupil asks for an explanation, or when you think a pupil will benefit from learning some grammar. This may be when you are correcting written work, or it may be in connection with an oral exercise, which practices, for example, "Did she...? And "Does she....? Older pupils, especially those at level two, may ask exactly what the difference is between 'did' and 'does', since both are used for question, and you can then use the opportunity to explain the difference in simply term.¹³

¹² Ibid., 74.

¹³ Yatreberg, *Teaching English to Children*, 6

3) Vocabulary

For young learners at elementary school, vocabulary has very important role in developing the four language skill. The more vocabularies the learners have, the easier for them to develop their four language skills. Many teachers are a ware of the importance of teaching vocabulary to their students, but they do not know how to teach them properly. Harmer says "Teaching vocabulary is clearly more than just presenting new words"¹⁴. This may of course, have its place but there are other issues, too. For example, students see a lot of words in the course of a week. Some of them are used straight away, others are not. So, teaching vocabulary using various contexts will make the words learned remain longer in the learners' memory. We can teach vocabulary as an independent subject matter. However, it does not mean that teaching vocabulary is not appropriate if it is applied with the other subject together.

2. Language Skills

This part is devoted to the discussion of the technique of presenting language skills that consist of listening, speaking, reading and writing.

a. Listening

Scot and Yatreberg shows some listening activities that can be done for young learners, they are:

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London and New York: Longman, 1991), 159.

1) Listen and do activities

Teacher asks the students to do what the teacher instructs to do or to move about, such as put up your hand and it can be done by asking the students to put up their hand. If they hear a certain word in mime story, the teacher tells the story as well as does the action, it again provides physical movement and gives the teacher a chance to play along with the pupils. In drawing the teacher or one of the pupils, tells the other pupils what to draw. This activity is particularly useful for checking object vocabulary, prepositions, colors and numbers.

2) Listening for information

This activity is often used to check what the pupils know, but it can also be used to give new information. In this activity teacher may ask the students to identify something or someone to do the action.

3) Listen and repeat activities

This activity is great fun and gives the pupils the chance to get a feel for the language: the sounds, the stress, rhythm, and the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between words and meaning.

4) Listen for mistake

In this activity teacher can also use a picture in our book but make mistakes in the text that we read, so that the students have to listen for the mistakes, such as putting things in order. It means that pupils have a number of pictures which illustrated a text in front of them. The pictures are not in the right order. Pupils listen the text and put the pictures in order they think is right. Others is questionnaires, this type involves a little bit of writing or the filling in of numbers.

5) Listening to stories

Listening to stories should be part of growing up for every child. Time and time again educationalists and psychologists have shown that stories have a vital role to play in the child's development, and not least, in the development of language.

b. Oral Skills (speaking)

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language, children are able to do the same in English. There are many ways of teaching speaking to young learners. They are role-playing, games and song.

a) Free activities

There some characteristics of free activities:

- They focus attention on the message/content and not on the language as such, although the language will usually be limited by the activity itself.
- Free activities concentrate on meaning more than correctness. Formal mistakes do not really matter too much unless it means the pupils cannot be understood.
- Teacher control is minimal during the activity, but the teacher must be sure that the pupils have enough language to do the text.
- There is often a game element in the activity.

b) Role playing

Role-play allows students to be creative. In role-play, students are pretending to be someone else like the teachers, shop assistants etc. Here the students can learn to ask as well as answer. They can also learn tone of voice, stress, intonation, facial expression etc.¹⁵

c) Games

Game is one of activities which can help to create dynamic, motivating classes. The reason is that learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

¹⁵ Yatreberg, *Teaching English to Children*, 23-41.

d) Song

Using song in ESL classroom, especially speaking one can be both enjoyable and educational. Songs usually provide a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be used as materials for discussion, paraphrasing. In addition, Richards suggests that songs can be used as a useful aid in the learning vocabulary, pronunciation, structures, and sentence patterns. Whereas Pomeroy suggests that songs can also be used to teach aspects of culture, especially the culture of the target language speakers.¹⁶

c. Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.¹⁷ There have been several ways of how to present reading for the beginners. Scott and Ytreberg categories the activities into to broad procedure.

a) Start Off

The example is reading a story from a book in this case a teacher reads the story aloud and points to the words as the teacher says them. Moreover, other example is reading a class story as the starting point for reading. This has the advantage that you can photocopy freely, making sure that everyone has a copy, and the

¹⁶ Fauziati, *Teaching English*, 127-135.

¹⁷ Harme, *The Practice of English Language Teaching*, 190.

pupils can color their own copies. There is also the point that shared stories are always a good starting point simply because they are shared. In this activity teacher reads the copy then asks them to illustrate the copies.

b) Reading aloud

Reading aloud is not the same with silently. It is a separate skill and not one which most people have that much use for outside the classroom. However, it can be useful, especially with the beginners in a language. Traditionally, reading aloud is often thought of as reading round the class one by one, and although many children seem to enjoy it, this type of reading aloud is not to be recommended:

- It gives little pleasure and is of little interest to the listeners.
- It encourages stumbling and mistake in tone, emphasis and expression.
- It may be harmful to the silent reading techniques of the others pupils.
- It is very inefficient way to use your lesson time.

c) Silent reading

Silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that the pupils will love books, but a positive attitude to books and reading from the beginning will help. Make as much use of our English corner as

possible, and give the pupils messages in writing, try to give them their own books, even if it is only a sheet of paper folded over to make four pages, make books available to them, and listen to what they are saying about their reading. Use the textbook to concentrate on conscious language development, but let the pupils read books for understanding and pleasure.¹⁸

d. Writing

In elementary or immediate level, students' activity is to write out grammar exercise. This activity is disguised as composition writing, this is called guided writing.¹⁹ Scott and Ytreberg divided writing activities into three parts controlled writing activities, guided writing activities and free writing activities.

- Controlled writing activities

Writing activities, like oral activities go from being tightly controlled to being completely free. We will usually do more guided activities with beginners, but we should not exclude very simple free activities. In general, controlled and guided activities are being one to language itself. Free activities should allow for self-expression at however low a level and content is what matters most. Controlled writing activities can be done by straight copying, matching, delayed copying, copying book and dictation

¹⁸ Ytreberg, *Teaching English to Children*, 53-61.

¹⁹ Fauziati, *Teaching English*, 148.

- Guided writing activities

Fill-in-exercises are useful activities, especially at the beginner stage. They do not require much active production of language since most of the language is given, but they do require understanding. With children who have progressed to level two, they can be used to focus on specific language items, like prepositions or question forms. Fill-in-exercise can be used for vocabulary work. Guided activities not only can be done by fill-in-exercise but also by dictation, writing a simple dialogue and writing a simple paragraph letters, cards.

- Free writing activities

The main difficulty with free writing activities seems to be going from nothing to something. Even pupils with lost of imagination do not always know what to write about. Their vocabulary is limited. They are still not confident about the mechanics of writing. All pupils need to spend time on pre-writing work warm up activities which are designed to give them language, ideas and encouragement before they settle down to the writing itself.

3. Classroom Management

It is important for a teacher of young learners to have good personality that is supported by abilities and attitudes.

As a teacher, you have to appear to like all your pupils equally. Although a times this certainly includes the ability to act, the children should not be aware of it. Children learning a foreign language or any subject need to know that the teacher likes them. Young children have a very keen sense of fairness.

Teaching young learners demand teacher to be patient, humorist, open-minded and adaptable. Those refer to the teacher's personal attitude toward student. Over more, teacher must also have ability related to the material. He wants to teach attitude and ability have important role for teacher in managing classroom.

Condition of classroom is much more influenced by the following aspect.

1) Student Security

To make students feel secure teacher must take into consideration the following matter.

- a. Respect the children.
- b. Whenever a pupil is trying to tell you something, accept whatever he or she says mistakes as well. Constant, direct correction is not effective and it doe not help to create a good class atmosphere.
- c. Give the children the responsibility for doing practical jobs in the classroom and making sure the calendar is right, sharpening the pencils, giving out the library books, watering the plants.

- d. Avoid organize competition, since language learning is situation where everyone can wind so competition must be in the natural way.
- e. Avoid giving physical reward of price because such reward will create jealousy for student whom does not get the reword.
- f. Do not give children English names. Language is a personal thing and you are the same person no matter what language you are using.

2) The physical surrounding

Young children respond well to surroundings, which are pleasant and familiar. If possible, put as much on the walls as you can calendars, posters, postcards, pupil's drawings, writing etc.

Your classroom is probably used for other subjects or other classes as well, but try to have an English corner you need shelves, a notice board and either a pile of cushions or a couple of comfortable chairs.

3) Arrangement desk

It is important for the classroom activity in order to make students catch information's easy and clearly. Sometimes you may not able to changes how the desks are arrange in our classroom and sometimes you may have to make one arrangement which you can not change. You may want to arrange the desks in different ways for different lesson, but it is much simpler if you decide on the most

suitable arrangement for a lesson and stick to it. Moving desks during a lesson is a very noisy and time consuming business.

4) Grouping the children

There are two kinds of grouping. There are pair work and grouping work.

- The pair work

Pair work is very useful and efficient way of working in language teaching. It is simple to organize and easy to explain the lesson.

- Grouping work

It is suggested for the teacher to be the person whom perform the pair of group to make the time more efficient in other hand it can avoid the existence of a pair of group in which the member are the same level student is capability, so there will be mutual interaction among student whom work in the pair and group.

4) Classroom language

It refers to the activities of introducing words and expression to the student. Since English is a new language subject for them. It is suggested for teacher to use English as much he can. Make the student hear and use the language as often as possible, so they are adjusted to hear and we such words an expressions and finally can keep them in mind.²⁰

²⁰ Yatreberg, *Teaching English to Children*, 9-17.

E. Media

Media is one kind important factor in teaching learning process. The motivation to learn will increase if the condition of teaching learning process enjoyable, effective and more life so the good media needed in this teaching learning process especially in learning English. Study a foreign language must be supported by the condition of interesting and if can be reached through using good media.

Media is all aids which may be used by teachers and learners to attain certain education objective. There are many kinds of media which function to facilitate the instruction. Teachers can make use of teaching aids as they are really helped to do many things. In this case, Finochiaro states that teachers can use media to promote a friendly environment in the classroom, create and organize materials, overcome shortcomings in the textbooks, stimulate and maintain interest through varied practice activities, and features. In short, there are many advantages of using media in a language classroom.

After knowing some consideration of selecting media, a teacher may choose kinds of media which are appropriate for teaching English to young learners Finocchiaro proposes various media, such as picture file, the pocket chart, flash cards or word cards, the flannel board or magnetic board, and real objects.

1. Picture file

Many kinds of pictures can be used in the English class. At least, a teacher should have a file which contains three kinds pictures: (1) pictures

of individual person and of individual object, (2) pictures of situation in which people are “doing something” with object and/or people can be seen, and (3) a series of pictures (six or ten) on one chart.

2. Pocket chart

This simple teaching tool is an excellent device for dramatizing word order. It is easily made by taking a piece of cardboard or hard paper (about two feet in length by about one foot in height), and pinning (staping or gluing) to it two narrow pockets about two inches high.

3. Flash cards

Flash card can be used in a language class for young learners. They are series of pictures which consist of six to ten. The cards can be prepared and filed within the same categories and in the same order as the individual pictures. This media are very useful in language activities such as games and role play.

4. Flannel board

Flannel board can be used in the same way a magnet board. This device is made to practice vocabulary and structure. The things that we need is a piece of the cheapest flannel about one meter long and seventy centimeter in height. Pictures or cutouts with a small piece of flannel glued to the back adhere easily to the flannel and permit the illustration and teaching of many concepts or structures.

5. Real objects

Real objects are other media. They can be put in a large box. These media will be helpful to illustrate vocabulary items or culture concepts, newspaper, flag, map, cans, bottles, boxes, seed, pieces of different kinds of cloth, artificial flower, vegetables, fruits, dishes, and other things contribute to the EFL teaching.²¹

Good media can make the teacher will be easy to explain the lesson without looking for the real things or real situation. According to Finocchiaro states that there are many media and approach that able to complete textbook. Moreover media and teaching technique will help to make the situation of class life, effective, enjoyable so the students can interest to English lesson.

²¹ Finocchiaro, *English as a Second Language*, 100-110.