

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents to describe some theories or literature related the problems propounded. The following are several important topics of related. They are definition of teaching, implementation of teaching English for young learner in elementary school, problems of teaching English, objectives of teaching English, curriculum material, teaching strategy, and evaluation.

A. Teaching Learning English

According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning.¹⁰ Teaching is showing or helping someone, to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.¹¹ Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. Hence, just try for it, after reading all the definitions. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind. According to Wina Sanjaya the word "teach" comes from ancient English language *taecan*. This word comes from ancient Germany language (Old Teutanic), *taikjan* with the basic word *teik* meaning to show. The words teach also relates to token meaning or symbol. In conclusion both teach and token have historical relationship. It means teaching is to show to someone through sign or

¹⁰Brown, H.Douglas, *Principle of Language and Learning*, (United States of America:Prentice Hall, 1987)p.6.

¹¹Ibid

symbol; the use sign or symbol means to arouse a response about event, someone, observation Discovery, and etc.¹²

B. Implementation of Teaching Learning English for Young Learner

In learning a foreign language, children and adults have different perception because they have different characteristics. Children are more enthusiastic than adults. Moreover they like to please their teacher but they can lose their interest easily in the materials given. (Cameron, 2001; Harmer, 2001).¹³

In teaching English to young learners, in this case, the students of elementary school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously.

Krashen and Terrell, (1983: 18) state that acquiring a language is 'picking it up', developing ability in language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is 'knowing the rules', having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought.¹⁴

¹²Wina Sanjaya. *Strategi pembelajaran: Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana Prenada Media Group, 2006), 94..

¹³ Cameron and Harmer. *Teaching English For Children*. 2001. Cambridge University Press.

¹⁴ Krashen, Stephen D. and Terrell, Tracy D. 1983. *The Natural Approach*. New Jersey: Alemany Press Regent/Prentice Hall.

In line with children's development and the two concepts above (acquisition and learning), the teaching of English to young learners at elementary school requires situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively.

In the teaching-learning process, the English teachers must know the kinds of language learning resources for young learners, as follows:¹⁵

- a. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives.
- b. Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to young learners are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

In teaching English to children (young learners) at elementary school, the English teachers need to comprehend language learning principles, which according to some experts, are as follows.¹⁶

- a. Children learn through experiences by manipulating surrounding objects. Piaget in Hudelson (1991: 256) states that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive

¹⁵ Scott, Wendy A. and Ytreberg, Lisbeth H. 1993. *Teaching English to Children*. Longman.

¹⁶ Hudelson, Sarah. 1991. *EFL Teaching and Children: A Topic-Based Approach (The English Teaching Forum)*. Arizona State University, USA.

development. This means that they learn through hands on experiences and through manipulation of objects in the environment. Accordingly, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily.¹⁷

b. Children learn through social context, in groups in which they know with one another. Vygotsky in Hudelson (1991: 257) states that children learn in social contexts, in groups where some group members know more than others. Therefore, the English teachers should make their teaching situations similar to social contexts.¹⁸

c. Acquisition takes place when learners comprehend how the language is used. Vygotsky in Hudelson (1991: 257) states that acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. In this case, the English teacher should use English correctly although they employ short sentences.¹⁹

d. Acquisition takes place in social interaction. Vygotsky in Hudelson (1991: 257) states that language acquisition occurs through social interaction. It means that the teacher should use English in the class room naturally as if they were in their society.²⁰

¹⁷ Ibid

¹⁸ Ibid, 1, 63

¹⁹ Ibid, 1, 63

²⁰ Ibid, 1, 64

To make situation of the teaching of English to children (young learners) communicative, the English teachers should comprehend the communicative principles which are proposed by John and Morrow (1983: 60-64) as follows.²¹

- a. Know what you are doing.
- b. The whole is more than the sum of the parts.
- c. The processes are as important as the forms.
- d. To learn it, do it.
- e. Mistakes are not always a mistake.

Teaching English to young learners is not merely a matter of setting them loose on a plethora of authentic language tasks in the classroom. To successfully teach young learners a second or foreign language requires specific skills and intuitions that differ from those appropriate for adult teaching.

Therefore, It is important to consider the nine categories which are proposed by Brown (2001: 87-90) in rendering some practical approaches to teaching young learners. Those are as follows.²²

- a. Intellectual Development
- b. It is closely related to what Piaget calls 'concrete opinion', i.e., young learners understand something concrete. Grammar and rules stated in abstract terms, therefore, should be avoided but certain patterns, examples, and repetitions, should be developed.
- c. Attention Span

²¹ Morrow, K. 1983. "Principles of Communication Methodology". In Johnson, K. And Morrow, K. Communication in the Classroom: Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England: Longman Group Limited.

²² Brown, H. D. 2001. Teaching by Principles: *An Interactive Approach to Language Pedagogy* (2nd Ed.). New York: Addison Wesley Longman, Inc.

d. Considering that children have short attention spans, it is quite useful to make lessons become interesting, lively, and fun. Therefore, activities should be designed to capture children's immediate interest, a lesson needs a variety of activities, a teacher needs to be animated, lively, and enthusiastic about the subject matter, a lesson needs a sense of humor, and it is badly needed to consider that children have a lot of natural curiosity. Accordingly, the English teachers to young learners should make sure that they tap into that curiosity whenever possible, and he will thereby help to maintain attention and focus.

e. Sensory Input

f. In consideration of sensory input, activities should strive to go well beyond the visual and auditory modes that learners feel are usually sufficient for a classroom. It means that the lessons contain physical activities, projects and hands-on activities, sensory aids here and there, and non-verbal languages.

g. Affective Factors.

h. Children are often innovative. They are extremely sensitive. Therefore, the English teachers should help their students to laugh with (not laugh at) each other at various mistakes that they all make, be patient and supportive to build self-esteem, be firm, and elicit as much oral participation as possible from students.

i. Authentic, Meaningful Language.

Children are focused on what the new language can actually be used for here and now. They are less willing to put up with a language that does not hold immediate rewards for them. Children are good at sensing language that is not

authentic; therefore, "canned" or stilted language will likely be rejected. The language needs to be firmly context-embedded and not context-reduced. A whole language approach is essential. It means that if language is broken into too many bits and pieces, students won't see the relationship to the whole.

In the process of teaching English to young learners, or students of elementary school, there are three points that must be considered and done. Those are as follows.²³

a. Language chunks

In practicing speaking in English, the students need to use language chunks, i.e., phrases which have complete meaning. In this way, the students will be able to comprehend language function as a means of communication easily although at first they do not know the meaning of the phrases they use, such as, "Good morning", "Good afternoon", "Never mind", "Thank you", and so forth. Perhaps, at the beginning the students do not know the meaning of the intended phrases but they comprehend the usage of those expressions. For example, when they meet their friends in the morning they will say, "Good morning", at noon they will say, "Good afternoon", when they are given something by their friends, they will say, "Thank you", and so forth. This is in line with Abe (1991: 266) who the language teachers to treat language as a series of natural chunks.

²³ Ibid.

b. Using media

Using media as a means of teaching English to young learners helps the teachers create classroom situations to be more alive. The media also help the teachers render materials and help the students comprehend the given materials.

In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. Use of these tools can free the teacher to be more the observer and facilitator and free the children to learn to use the language and learn to love the potentially fabulous experience of being able to communicate in another language to other people from around our vast world (Abe, 1991: 266-267).

c. Topic-based activities

Topic-based activities are usually called The Topic Approach (Hudelson, 1991: 258) or Topic-Based Work (Krashen, 1983: 84). The topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of investigation.²⁴

The topic approach begins with a subject that is of relevance and/or interest to the learners and then designs activities for learners that will involve them in investigating that topic and using language as an integral and central part of that investigation. Advocates of the topic approach suggest that learners will be more likely to be motivated to use the new language if their attention is focused

²⁴ Hudelson, Sarah. 1991. *EFL Teaching and Children: A Topic-Based Approach* (The English Teaching Forum). Arizona State University, USA.

on a topic or subject that they have an interest in or care about ... (Hudelson, 199: 258).²⁵

The use of this topic supports the success of the teaching of English to young learners because the materials are based on students' experiences and interest on the topic. They can associate any word, function, and situation involved to the specific topic. The association helps the students in memorization so that learning language through context helps them in comprehension. When you are concentrating on a particular topic, the content of the lessons automatically becomes more important than the language itself. This means that it is easier to relate the lessons to the experiences and interests of your pupils (Scott and Ytreberg, 1993: 84).²⁶

Working on topics can help the learning process. The children can associate words, functions, structures, and situations with a particular topic. Association helps memory, and learning language in context clearly helps both understanding and memory (Scott and Ytreberg, 1993: 84).

C. The Problems of English Teaching – Learning in Elementary School

The problem is a case or thing that cannot be solved yet, it appears the problems.²⁷ While the learning process is an efforts applied by teachers in order to occur of learning process for the students.

²⁵ Ibid

²⁶ Scott, Wendy A. and Ytreberg, Lisbeth H. 1993. *Teaching English to Children*. Longman.

²⁷ Debdikbud, *Kamus Besar Bahasa Indonesia*, (Jakarta : Bulan Bintang, 2002), 276

1. The Problem factors of English Teaching-Learning in Elementary School

The problem factors in learning at the students according by Muhibbin Syah remained three, there are internal factor, external and approach to learning that is an effort of study include strategy and methods used by students.²⁸

According Sobri, some factors that influence of learning process remained two factors, there are internal factor and external factor.²⁹

1. Internal Factor :

- a. Physical factor including healthy factor and defect factor
- b. Psychological factor, including intellegential, interest and emotion.
- c. Wearyness factor, weary on physical or soul.

2. External factor :

- a. Family factor , it is how the parents learn, relation between them, the condition of economic.
- b. Instantion factor, it is showing how an instantion or school giving facilities to the students in leaning. Like curriculum factor, the condition of building, time, learning method, relation between students and teacher and society factor.

Some factors are showing that the teacher have a big role in teaching – learning process. In teaching-learning process at school, teacher faced to students whose many characters and also faced to problem in learning. A teacher must be want and effort to solve all of problem and difficulties.

²⁸ Wina sanjaya, kurikulum dan pembelajaran, 197

²⁹ Sobri Sutikno, *Belajar Dan Pembelajaran*, 16

The things that can repair of problem education is the teacher whose effort everyday. The teacher hoped really professional in teaching and the teacher must be had the ability to learn, manage of a class, using the best method, media and sources and be able in scoring from the result, and sure support from the all of people.³⁰

The process problem of learning meant about the problems that in teacher interactive process, the students and society. Finally get finished correctly by all of subject of teaching-learning.

So many problems in learning process in English learning that need participation of teacher to solve it. Those are:³¹

a. The Teacher Problem

The problem that faced of teacher in the family, society and etc that influence in learning process. The experience of teaching, the less of teacher ability in teaching and skill in using innovative methods.

No commitment of teacher to the students and the less of teacher to give support and motivation. It is so influence of teacher ability to implement of learning process to get the purpose of learning.³²

b. The Students Problem

Generally, the problems often appear to students that trouble of learning process, those are : attitude of learning, concentrate, ability to manage of lesson, ability to save of lesson, achievement, confidence, intelegential and

³⁰ Zakiah Daradjat, *Metodologi Pengajaran* (Jakarta : Bumi Aksara, 2001), 99.

³¹ Heri Gunawan, *Kurikulum Dan Pembelajaran Pendidikan*, 259.

³² Fasli Jalal, dkk. *Reformasi Pendidikan Dalam Konteks Otonomi Daerah*, (Yogyakarta: PT Mitra Gama Widya, 2001), 262.

learning success, and the daily of students learning.³³

c. The society problems

The problem of learning process appeared in school area, family or where are they played. The area can influence grow and develop individually. If the area is good, so the students can optimal in process learning.³⁴

d. The problem of material

The problem of material aimed in material sum or scope. Giving material in learning had to appropriate with the ability students and the important of material in contain of challenge ideas and the feeling to know of students.³⁵

e. The method problem

The method is a strategy or a way to explain material to the students until the purpose of learning getting achievement. But in the implementation, so many teachers less able of active learning method to show the material.

The material will gotten if the teacher have a many methods and do not monotone in learning process.

f. Evaluation Problem

Evaluation is one of activity of learning that most important. With the evaluation, teacher can measure of achievement steps that they did. The good evaluation is evaluation that can measuring cognitive, affective and psycomotoric students.

In the fact, the evaluation of cognitive that inclined, the affective and

³³ Ibid., 267.

³⁴ Zakiah Daradjat, *Metodologi Pengajaran*, 100.

³⁵ Marno, *Modul Pengembangan Bahan Ajar*. (Direktorat Jenderal Pendidikan), 17

psicomotoric are little off.

2. The Roles of Parents, Teacher and Learner

So that, the role of teacher, parents, learner and is so important.

a. Teacher roles

There are several roles advocated for teachers in a Communicative Teaching approach. Breen and Candlin (1980) describe these as an organizer of resources, a guide in the classroom, and a researcher and learner, which are explained as follows:³⁶

1. *As an organizer of resources*: a role for the teacher is "to facilitate the communication process between all participants in the classroom, between these participants and the various activities and texts" (p. 99).
2. *As a guide in the classroom*: "to act as an independent participant within the learning-teaching group" during classroom procedures and activities (p. 99).
3. *As a researcher and learner*: a role for the teacher is being a researcher and learner, "with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities" (p. 99).

b. Learner roles

The design of a pedagogy is generally influenced by the roles assigned to learners, for example, how learners are considered, how learners contribute to the learning process (Richards & Rodgers, 2001, p. 27), and how learners

³⁶ Reed, B., Railsback, J.: *Strategies and Resources for Mainstream Teachers of English Language Learners*. Portland: Northwest Regional Educational Laboratory, May 2003.

play or control roles in the classroom activities. The roles of the learner within a Communicative Language Teaching (CLT) approach are completely different from those in more traditional language classrooms, where very limited participatory roles are available to learners (Richards & Rodgers, 2001). According to Breen and Candlin (1980), the first role of learners in CLT is as a *negotiator*. The negotiation learners would carry out is between the learners themselves, in the learning process, as well as within the group and the classroom procedures and classroom activities. Thus, it is required that the learner "should contribute as much as he gains, and thereby learn in an interdependent way" (Breen & Candlin, 1980, p. 110). ²⁷ *Interactor* is the second role of learner in a CLT context. Being interactors, learners "are expected to interact primarily with each other rather than with the teacher" (Richards & Rodgers, 2001, p. 166). Therefore, successful communication may be achieved when learners play or control their roles well, both as negotiators and as interactors in classroom activities.³⁷

c. Parents Role

The children's development in learning a language is fundamentally dependent on their parents who intuitively teach them and provide them with essential information. When teaching their children the first language they use several strategies that should be used deliberately by teachers to reach the same effect in a foreign language. Here is a list of basic intuitive strategies used by

³⁷ http://www.ldonline.org/ld_indepth/teaching_techniques/spelling_studying.html>.

parents that can be adopted by teachers to promote foreign language development (Tough 225-226):³⁸

- Teaching language in concrete situations that children are involved in.
- Slow speech with a high pitched voice addressed to individual
- When wrongly named an object or action, then provide quick appropriate name, repetition and indication of the object to demonstrate the reference.
- Giving children time to listen and prepare their answer (let complete the idea)
- Using telegraphic phrases.
- Responding with a reformulation of children's ill-formed utterance helps children stimulates to think about the ill-formed structure.
- Involving children in conversation.

D. The Efforts in Teaching Learning English

The teachers can help students to improve their skill especially in speaking ability by giving some activities that can apply by them. Some activities that related with the problem such as vocabulary are:³⁹

1. Controlled activities
2. Activities to help recall the form of a word
3. Activities to improve access to vocabulary
4. Pair activities which give help with vocabulary
5. Repetitive activities to improve fluency
6. Paraphrase activities to make the fullest use of known words

³⁸ Ibid 32

³⁹ I.S.P Nation, *Teaching*, p 94-113.

Characteristics of a successful teaching learning activity are:⁴⁰

1. Learners talk a lot as much as possible of period of time allotted to the activity is an fact occupied by learner talk.
2. Participation is even. Classroom discussion is not determined by a minority af talkative participants, all get chance to speak and contributions are fairly evenly distributed.
3. Motivation is high, learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
4. Language is of an acceptable level, learner expresses themselves in utterances that are relevant, easily comprehensible to each other and acceptable level language accuracy. According to Jill Hadfield and Charles Hadfield there are some ways to develop student spcaking skill. They are developing confidence, developing fluently, and finding ideas.⁴¹

E. The Objectives or Purpose of Teaching Learning English

Guninham said that objectives is to select and connect knowledge, facts, imaginations, and assumptions for the future for the purpose of visualizing and formulate the desired results, the sequence of activities required, and behavior within the limits that can be accepted to be used in the settlement.⁴² The definition of learning objectives as expressed by the experts, among others, Ely and Gerlach define learning objectives as a description of the changes in

⁴⁰ Penny Ur, *ACourse In Language* ., p 120.

⁴¹ Jill Hadfield and Charles Hadfield, *Introduction*., p 106.

⁴² Made Pidarta, *Perencanaan Pendidikan Partisipatori*, (Jakarta: Rineka Cipta, 1990),5.

behavior or act that results indicate that a process of learning has taken place. Briggs define learning objectives is a statement of what to do student or how the behavior expected from students after the he complete a particular learning program.⁴³

Kaufman said the plan is a projection of what is necessary in order to achieve legitimate and valuable, it includes elements:

- a. Identify and document requirements
- b. Determine -needs to be prioritized
- c. Spesification on detailed results achieved from each priority needs
- d. Identification requirements to achieve each option
- e. Sequence results required to meet perceived needs.⁴⁴

While learning is a complex aspect of human activity, which is not fully explained. Simple learning can be defined as a product of continuous interaction between development and life experience. Within the meaning of more complex learning is essentially a conscious effort of a teacher for students learning (direct interaction of students with other learning resources). In order to achieve the expected goals. From this meaning was clear that learning is a two-ways interaction of teachers and learners, which between them communication occure (transfer) is intense and directed toward a target that has been defined previously.⁴⁵The learning process happened thanks to the students gain something in the neighborhood. Environment are studied by students in

⁴³<http://blog.uin-malang.ac.id/mwidiarno/2011/05/29/teknik-merumuskan-indikator/> accessed at May 12, 2015

⁴⁴Haryanto, *Perencanaan Pengajaran*, (Jakarta: RinekaCipta, 2000), 2.

⁴⁵Trianto, *Mendesain Model Pembelajaran Inovatif Progresif*, (Jakarta: Prenada Media Group, 2009), 17.

the form of a state of nature, objects, animals, growth, people or things that are used as learning materials. In various studies suggested that the instruction or learning as a system that aims to help the students learning process, which contains a series of events designed, arranged in such a way to support and influence the students' learning processes that are internal.⁴⁶

The Indicators are behavioral changes that arise from students after the course of the learning process. To help us compile the indicator, can use the SMART method Key. That is an indicator that is made must meet the following conditions:

- a. *Specific*: The indicator is made must be focused on one's ability. Suppose that "identifies the various tools of ICT", here it is clear that behavioral changes that arise from students after learning, students are able to identify something. Not to be, identified and explained.
- b. *Measurable*: It means that indicators should be measured and evaluated. Errors that often arise in the writing of indicators is the use of the word "understand" eg, "Understanding the advantages of using ICT", when students are asked if you understand, they can be answered yes, but the teacher would be difficult to measure and evaluate the extent to which the student actually understand.
- c. *Achievable*: That should be achieved or attained by students.
- d. *Reality*: The Real in the process. That is, these indicators can actually perform significantly appear after learning process.

⁴⁶Ainurrahman, *Belajar dan Pembelajaran*, (Bandung: Alfabeta, 2009), 34.

- e. *Time*: Calculation of time sufficient. That is an indicator which is written in accordance with the allocation of time on the RPP in question.

Talking about the behavior of students as learning goals, this time the experts generally agreed to use the idea of Bloom as learning goals. Bloom classifies into three domains or regions, namely: (1) cognitive area is the area related aspects of intellectual or thinking / reasoning, include: knowledge, understanding (comprehension), application (application), decomposition (analysis), blending (synthesis), and assessment (evaluation); (2) affective area of the region is related to the emotional aspects, such as feelings, interests, attitudes, adherence to moral and so forth, in it include: reception (receiving / attending), response (responding), assessment (valuing), organizing (organization), and characterization (characterization); and (3) psychomotor region is the region with regard to aspects of skills that involve the function of the nervous system and muscles (neuronmuscular system) and psychological functions. This area consists of: readiness (sets), imitation (imitation, habit (habitual), adjusting (adaptation) and create (origination). Taxonomy is a criterion that can be used by teachers to evaluate the quality and effectiveness of learning.⁴⁷

F. Curriculum Material of Teaching Learning English

Material of teaching is a media to achieve the goal of teaching learning. The development of the material of teaching should be suitable with the development of the era. According *Suharsimi Arikunto*, the material of

⁴⁷W. Gulo, *Strategi Belajar Mengajar*, Jakarta : Grasindo, 2005, 79.

teaching is a core element in the teaching activity, because the material of teaching is strived to be mastered by the student.⁴⁸ The teacher has to notice the development of curriculum and the content of syllabus, because the material of teaching that is taught to the student should be appropriate with the curriculum, the syllabus, and the desired goal that the students will achieve at the end of study. The appropriate material delivered by the teacher will enhance students's motivation to achieve the predetermined goal and keep the students stay motivated.

The term curriculum is a term derived from the Greek language.⁴⁹ This term used to apply in the field of sport that represents the distance reached by running. At the time of the ancient Greek, the term "curriculum" was used to indicate stages that must be passed or taken by a runner in a relay race which is known in the world of athletics. The further process of this term was experiencing growth, so the use of the term is venturing into the world of education. So far, it is not known exactly when the term curriculum in the real of education. This issues requires a historical research curriculum deeper to see more about the history of the term curriculum from the beginning has evolved from the Greek.

Based on Etymologically, a curriculum is a translation of words in the English language, which means that the lesson plan. Curriculum comes from latin *curre* which means running fast, fast forward, and strive to live. From the point of terminology, understanding the curriculum according to S.

⁴⁸Pupuh Fathurohman dan M. Sobry Sutikno. *Strategi Belajar Mengajar* (Bandung: Rafika Aditama, 2007), 13.

⁴⁹Lias Hasibuan. *Kurikulum dan Pemikiran Pendidikan*. Jakarta: Gaung Persada, 2010), 1-3..

Nasution⁵⁰ is the "number of subjects or teaching materials that must be mastered and taught by the teacher pupil to achieve a degree or diploma".

While understanding the curriculum, according to experts is the educational curriculum is the answer to the needs and challenges of society. There are experts who revealed that the curriculum is a statement of purpose (MacDonald; Popham), there is also argued that the curriculum is a written plan (Tanner, 1980).

And here are some understanding of the curriculum proposed by the experts:⁵¹

- a. Definition of Curriculum According to Kerr, J. F (1968): The curriculum is all learning that is designed and implemented individually or as a group, both at school and outside of school.
- b. Definition of Curriculum According Inlow (1966): The curriculum is a comprehensive effort designed by the school to guide students acquire the learning outcomes that have been determined.
- c. Definition of Curriculum According Neagley and Evans (1967): the curriculum is all the experience that is designed and presented by the school.
- d. Definition of Curriculum According to Beauchamp (1968): The curriculum is a written document that contains the contents of the subjects taught to students through a variety of subjects, choice of disciplines, formulation of the problem in everyday life.

⁵⁰Ibid.

⁵¹<http://www.pengertianahli.com/2013/09/pengertian-kurikulum-menurut-para-ahli.html> accessed at May, 2015

G. Strategy of Teaching Learning English

According *T.R Joni*, strategy is science or trick in employing all of own sources that can be used to achieve the goal that have been established.⁵² According *Dimiyati and Sudjono*, strategy in the process of teaching is an activity of the teacher to strive the consistency of all aspect in the system of teaching. From the definition about the strategy of teaching, we know that the strategy of teaching is used to achieve the goal of the teaching. All of teaching activity that does not orientate to achieve the goal of the teaching. The strategy of teaching English is a way of the teacher in using anything to make the student understand the material so the goal of teaching English will be achieved. While learning is a complex aspect of human activity, which is not fully explained. Simple learning can be defined as a product of continuous interaction between development and life experience. Within the meaning of more complex learning is essentially a conscious effort of a teacher for students leaning (direct interaction of students with other learning resources). In order to achieve the expected goals. From this meaning was clear that learning is a two-way interaction of teachers and learners, which between them occurs the communication (transfer) is intense and directed toward a target that has been defined previously

There are several strategies of teaching that is used in the process of teaching. The strategies of teaching are classified based on the process of processing message, the subject of processing message, the number of teacher,

⁵²Ibid, 1.74

the number of student, and the interaction between teacher and student. The strategy of teaching based on the process of processing message are classified into the strategy of teaching deductive and the strategy of teaching inductive.⁵³

The strategy deductive is a strategy of teaching where the teacher giving material of teaching in general form then the teacher describe and explain it into specific form. For example, the teacher gives the student a term and then the teacher describe and explains the term in specific form and giving example about the term. The strategy of teaching deductive can be use in the process of teaching English with material of teaching like school tools, kitchen utensil, etc. For example, the teacher teaches about school tools, and then the teacher divides tools in to blackboard, eraser, pencil, pen, etc.

The strategy of teaching inductive is a strategy of teaching where the teacher gives material in specific form or several characteristic or feature about something then the teacher conclude them into conclusion.⁵⁴ For example, the teacher teaches the student by giving several characteristic of something then the teacher conclude it. The strategy of teaching inductive can be used in process of teaching English with material of teaching like school tools, and etc.

The strategy of teaching based on the subject are classified into strategy of teaching expository and strategy of teaching heuristic.⁵⁵

The strategy of teaching expository is a strategy of teaching where the teacher gather the material of teaching then the teacher describe and explain it to the student. The strategy of teaching expository can be used in the process of

⁵³Ibid, 1. 76.

⁵⁴Ibid, 1. 77.

⁵⁵Ibid, 1, 78.

teaching English where the teacher gathers material of teaching English like name of days, the picture of something or others. And then the teacher shows them to the student and the teacher describes and explain about the material of teaching English to the student.

The strategy of teaching heuristic is a strategy of teaching where the teacher commands the student to gather the material of teaching then commands them to describes and explains it in front of class where the teacher as fasilitator that will help the student if they have problem.⁵⁶ The strategy of teaching heuristic can be used in the process of teaching English where the teacher commands the student to look thematerial of teaching like school tools, name of days, etc.,.

The strategy of teaching with single teacher is a strategy of teaching where only one teacher teaches the student. The strategy of teaching with single teacher can be used in the process of teaching English where Three is only one English teacher in the school.

The strategy of teaching based on the number of the student classified into strategy of teaching classical, strategy of teaching in small group, and strategy of teahing individual. Whereas strategy based on the interaction to the students There are:teaching face to face, and teaching using media.

The strategy of teaching face to face is usually used by the teacher in general where the teacher teaches the students in front of class. The teacher directly faces the students in the process of teaching.

⁵⁶Ibid, 1. 80

The strategy of teaching using media is a strategy of teaching that used by the teacher to teach the student with use a media as a sources to learning process. usually the teacher use television as the representative of learning activity, not only television, the teacher also using media such as: radio, computer, etc.

H. Evaluation of Teaching Learning English

There are several definition about evaluation in process of teaching. Evaluation is a process of planning, gathering, and providing information that very nedful to make alternative decision.⁵⁷ Evaluation is an activity that was planned to know condition an object by using instrumen and comparing it result to get a conclusion.⁵⁸ From the defition about evaluation, we conclude that evaluation is a process of giving value about the process of teaching that done by the teacher.

Evaluation in the process of teaching have several purposes. According UU Sisdinas No. 20 2003, section 58 verse 1, evaluation is done to observe the process, progression, and remedial the result of student in their learning continuously.⁵⁹

To get Better the result of evaluation, the evaluation has to based on the principle of evaluation. Three are severel principles of evaluation, they are:

1. Continuity

Evaluation can not be done incidentally, because teaching is a process of continuity, so the evaluation has to be dobe constinuosly.

⁵⁷M. Ngalim Purwanto. *Prinsip-prinsip dan tehnik Evaluasi Pengajaran* (Bandung: Remaja Rosdakarya, 2008), 3.

⁵⁸Pupuh Fathurrohman dan M. Sobry Sutikno. *Strategy Belajar Mengajar* (Bandung: Rafika Aditama, 2007), 75.

⁵⁹Ibid, 76

2. Comprehensive

In the process of evaluation, the teacher has to take whole object as the material of evaluation. For example, if the object of evaluation is the student, the teacher has to evaluate whole aspect of the student.

3. Fair and objective

A teacher has to fair and objective to all students in the process of evaluation. And the evaluation has to based on truth does not manipulation.

4. Cooperative

In the process of evaluation, the teacher has to cooperate with parent of the student, another teacher, and the instrumen has to be noticed.

5. Practice

Instrumen that is used in the process of evaluation has to Easy in using not only for the teacher but also for another person who uses the instrumen, so the language and the procedure of the instrumen has to be noticed.⁶⁰

In the process of teaching, usually the teacher uses test to know the Development of student in understanding the material of teaching. Usually the teacher uses objective test is a test that to know the measurement of the test is objective, anybody who checks the answer of the objective test, the result of it will be same because the answer is clearly and certainly. The objective classified into true-false, multiple choices, matching, and short answer or completion.⁶¹

⁶⁰Zainal Arifin. *Evaluasi pembelajaran prinsip, teknik, procedure* (Bandung: Remaja Rosdakarya, 2009), 31.

⁶¹Ibid, 135