

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the material which is related to the study or research such as about teaching, boredom, and strategy. Those are to support the content of this study.

A. Definition of Teaching

Teaching is for purpose of aiding the students in learning process.¹ It is always close with the teacher; it means that teacher has an important role on deciding the quantity or quality of the teaching and learning process that will be held. Therefore, teacher must think and make the plan to improve the quality of teaching and improve the students' ability.

Teaching is a common thing for the teacher, it becomes a duty as the result of the profession they have. When we talk about teaching at least we talk about three things, they are the teacher, the students, and material which is taught. From some the definitions above, it can say that teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes.

As the result, as the facilitator on teaching and learning process, he/she needs a good management and revolution on applying the method or strategy, attitude when teaches in the class. So that, the teacher must be try to create a good

¹ Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: CV Sinar Baru, 1992), 49.

condition by improving the material and increasing students' ability on receiving and mastering the material and also get the goal of education.

To get the entire target teacher must give support to the students, because teaching and learning process cannot run alone without cooperation among all the components. The students themselves have an important role too. Students are the subject in teaching and learning process. Therefore teacher must give stimulations, appreciation, and motivation.

When teacher held teaching and learning process, they have to know the three components of teaching. There must be a teacher, there must be a student or more, and there must be students who can receive and understand the lesson.²

a. There must be a teacher

In a teaching learning process, it always finds someone dominant. She or he has a duty to transfer the knowledge namely a teacher. Teacher is a figure who can do everything in the class and improve the strategy or the way on teaching to make the class be enjoyable and it can run well. According to Abdul Khodir and his friend said there are eight important things that a teacher must be done:

- 1) Teachers must be a kind teacher. They have to love their students look like their children.
- 2) When the teachers transfer the knowledge, they have to think that it is because the God.
- 3) Teachers must have the ability in advising the students.

² Muhammad Ali, *Guru dalam Proses Belajar dan Mengajar*, (Bandung: Sinar Baru Algasindo, 2004), 5.

4) Teachers must be wise. They may not use a hard way to punish their students.

5) Teachers must be extrovert. They may not limit students' mind side.

Teacher must give chance for students to be free to make decision.

6) Teacher must be able to bring their habit to the students' world.

7) Teachers must be clear and simple in giving explanation to their students.

8) Teachers must be a figure for their students.

b. There must be a student or more

The second component that must be available in teaching and learning process is the students. When there was the knowledge and who transfers, the next is to whom the knowledge must be transferred. Here, the students play an important role as the receiver but as the development in education, now students are not only as the receiver but also they are the subject in teaching and learning process. The students must be active but teachers must be more creative than their students.

c. There must be students who can receive and understand the lesson

When teachers teach the students they hope their students can receive and understand the lesson and so do the students. For students how far they can receive and understand the lesson, it depends on their willing, ability, smartness, and the opportunity that they have.

The other, requirements for students to make them easily to receive the lesson, they have to fulfill some aspects. Those are the students must be sincere in

receiving the lesson, they should have concentration, respect the teachers and appreciate what they said, and avoid the negative attitude.

Besides the three components that must be available in teaching and learning process, there are five variables that have important role on the students' success in following the teaching and learning process. They are including students actively, building the students' interest and attention, interest and guide students' attention, individual principle, and the last is the teaching aids.

B. Step of Teaching

Commonly, there are three steps of teaching are pre instructional step, instructional step, and evaluating and continuing action.³

1) Pre instructional step

Pre instructional is the step that does by the teacher while start learning and teaching process. The purpose of this step is to reveal again about response of the student toward the lesson that has received. This is activities that can be the teachers do, they are:

- a) The teacher asks the absence of the students in the class.
- b) Give feed back to the students about the previous lesson. It can recheck students' memory about lesson which has studied.
- c) Ask the students about the previous lesson. This is to know their understanding the lesson which has given. If the student can answer, the teacher can give reinforcements.

³ Oemar Hamalik, *Psikologi Belajar.*, 3.

- d) Give chance to the student to ask about lesson which is not understand yet from previous studying.
- e) Repeating the previous lesson a few but it includes all of the aspects material which has studied.

2) Instructional Step

Instructional step is main activity in learning process by giving material to the student. This is activities that can to do in the class:

- a) Give explain to the student about the purpose of studying that must be reached. The teacher should do this one because it can motivate the student to study.
- b) Write the main material that will be studied. The material can be taken from source books and the material should base on the syllabus and purpose of the studying.
- c) Discuss the main material together with the student.
- d) In every material, the teacher should give question or assignment to know students' understanding. If the student do not understand yet, the teacher should repeat the lesson in order to the student more understand about it before continue to the next lesson.
- e) Use learning tool to clear discussion in every lesson, it such as visual aid gravis, model or projector.
- f) Give conclusion about the lesson.

3) Evaluating and continuing action

The last step of learning strategy is evaluating and continuing action. The purpose of this step is to know the successfulness of instructional step. The activity of this step:

- a) Give the question to the students about all of the main materials that have discussed. The question form can be oral or written test. If percentage of the students approximately 70% from all the students in the class can answer the question so that learning process is success.
- b) If were less 70% of students do not answer yet, the teacher should repeat the lesson until the students understand. The teacher can use the technique such as make group discussion, give homework about the lesson that does not understand yet.
- c) To enrich students' knowledge about the lesson, the teacher can give homework that relates with the lesson such as problem solving, make clipping from newspaper and other.
- d) Close the learning by explain and tell the main material that will discuss in the next lesson. This information is important in order to the students prepare to study.

C. The Teaching Method

The meaning of the teaching method is a planning or design to help the teachers to teach the students in the teaching and learning process. It will be success based on the way of the teachers teach in the class. Because of that, teachers have to know what they do before teach their students like make lesson

plan. It is so important to help teachers prepare the teaching and learning in the class. In the lesson plan, of course there are models of teaching that are used by the teacher to support their teaching. The applying of models of teaching very influence toward students' achievement although a little or more of materials that is given by the teachers.

Teacher who is succeed if they can make their student become active in teaching and learning process. The following is example of some teaching methods:

a. The Grammar Translation Method (GTM)

The grammar translation method is not new. At one time it was called classical method since it was first used in teaching and learning the classical languages, it is according to Latin and Greek.⁴

1) The goals of GTM: students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. According to the teacher who is using the GTM, a fundamental purpose of learning language is to be able to read literature written in the target language. Focus on grammatical rules, memorization of vocabulary and various declension and conjunction, translation of texts, and doing exercises.⁵

2) Roles: the roles are very traditional. The teacher is authority in the classroom.

The students do as he/she says so they can learn what they know.

⁴ Larsen Diane Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), 4.

⁵ Douglas H. Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prinstitute Hall Regents, Englewood Cliffs, 1997), 74.

3) Teaching and learning process: students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspects of the culture of the foreign language community. Students study grammar deductively, that is, they are given the grammar rules and examples, are told to memorize them; and then are asked to apply the rules to the examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for foreign language vocabulary words.

4) Aspect of the language emphasizes: vocabulary and grammar are emphasized. Reading and writing are primary skills that the students work on. There much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

b. The Direct Method

The direct method is not new, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.⁶

1) The goals of direct method: the teachers who use direct method intend that the student learn how to communicate and should learn to think in the target language.

2) Roles: although the teachers direct the class activities, the students' role is less passive than in the grammar translation method. The teacher and the students are as partner in the teaching and learning process.

⁶ Larsen-Diane Freeman, *Techniques and Principles in Language Teaching*,. 18.

3) Teaching and learning process: when the teacher introduces a new target language word or phrase, he/she demonstrates its meaning through the use of pictures or gesture. He/she never translates into the students' native language. Students speak in the target language a great deal and communicate as if they were in a real situation.

c. The Audio Lingual Method

The students are attentively as the teacher is presenting a new dialog, a conversation between two people.⁷ The exercises are repeated until the students can produce the grammatical form promptly, accurately and with minimum conscious thought.

- 1) The goals of the audio lingual method: teachers want their students to be able to use the target language communicatively. Besides that the aim of this type is establishment of automatic speech habits.
- 2) Roles: the teacher is like an orchestra leader, directing and controlling the language behavior of the students. He/she also is responsible for providing his/her students with a good model for imitation. Students are imitators of the teacher's model or the tapes he/she supplies of model speakers. They follow the teacher's direction and respond as accurately and as possible.
- 3) Teaching and learning process: new vocabulary and structures are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward, build-up, chain, substitution, transformation, and question and answer) are conducted based upon the pattern presented in the

⁷ Ibid.

dialog. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher, students' reading and written work is based on the oral work they did earlier.

d. Community Language Learning

The method advises teachers to consider their students as "whole person". It has meaning teachers consider not only their students' feeling and intellect, but also have some understanding of the relationship among students physical reaction, their instinctive protective reactions and their desire to learn.

- 1) The goals of community language learning: teachers want their students to learn how to use the target language communicatively. They want their students to learn about their own learning to take increasing responsibility for it.
- 2) Roles: the teachers' initial role is that of a counselor. This does not mean that the teacher is a therapist or the teacher does no teaching but the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his/her students in their struggle to master the target of language.
- 3) Teaching and learning process: in a stage I class, students typically have a conversation in their native language. The teacher helps them express what they want to say by giving them the target of language translation in chunks. These chunks are recorded and when they replayed, it sounds like a fairly fluid

conversation. Later, a transcript is made of the conversation and mother tongue equivalents are written beneath the target language words. Various activities are conducted allow students to further explore the language they have generated. During the course of the lesson, students are invited to say how they feel and in return the teachers understand them.

e. The Communicative Approach

Since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not they understand what the speaker said.

- 1) The goals of communicative approach: the goal is to have one's students become communicatively competent. While this has been stated goals of many other methods, in the communicative approach the notion of what it takes to be communicatively competent is much expanded. Communicative competence involves being able to use the language appropriate to given a social context.
- 2) Roles: the teacher is a facilitator for his/her students' learning. He/she is a manager of classroom activities. In this role, one of his major responsibilities is establish situations likely promote communication. During the activities the teacher acts as an advisor, answering students' questions and monitoring their performance. At other times he/she might be "a co-communicator" engaging in

communicative activity along with the students. Students are communicators. They are actively engaged in negotiating meaning in trying to make they understood even when their knowledge of the target language is incomplete, they learn to communicate by communicating.

- 3) Teaching and learning process: students use the language a great deal through communicative activities such as games, role play and problem solving task. Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features: information gap, choice and feedback. An information gap exists when one person in an exchange knows something that the other person does not. In communication, the speaker has a choice of what he/she will say and how he/she will say it. The activities in communicative approach are often carried out the students in a small group. In this method, the students given an opportunity to develop strategies for understanding language as it are actually used by native speaker.

D. Definition of Boredom

Before the writer discusses boredom the writer provides the meaning of studying itself. Hilgard and Brower said that studying is as change to do something through activity, practice and experience.⁸ Studying is a process that is done by people to get a new change especially for their knowledge as the result of their experiences in the interaction with their circles or area around them. As the result of the study, a change that happen by someone is not static but it has a relation with the next knowledge which someone get. The students should study

⁸ Hamalik., *Psikologi Belajar dan Mengajar.*, 45.

because it is the most important thing which has to do by them. Reading the books or materials which supports their ability or their knowledge in order to the purpose of learning can be reached.

Based on the illustration above, study also has the problem namely boredom. It is a problem that happened by the students when they study in the class. When they are bored, they usually feel that the lesson which is studied is not interesting and then they want to go home or leave the class. The other definition of boredom is a mental condition of someone while is bored and tired so that someone will feel lazy or not enthusiast in teaching and learning process.⁹

Actually, almost the students are bored in studying. It seems become behaviorism for the students. According to Reber that study but it cannot catch the result of studying. It means that the brain cannot process the information of study which is hoped so that it seems not develop.¹⁰

From the definition above the conclusion of boredom of study is a period time that used to study but cannot get maximal in study because the brain seems cannot understand about the knowledge or information that is given by the teacher.

The ability of the students have different in the class, the differences of this should be handed by the teacher in order to the students can understand about what the teacher gave to them. The students have different understanding to catch the lesson. So that, the teacher must know what have to do to face the situation in the class.

⁹ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Raja Grafindo Persada, 2003), 181.

¹⁰ Ibid.

There are some behaviors that are including indication of learning disabilities based on Moh. Surya:

- a. The students get low in the result of study
- b. The result of study is not balance with the effort. May be the student always do hard but the result that is reached always low.
- c. The students show the attitude that is not proper such as do not care about the lesson, pretend, and lie.
- d. The student late to do assignment of learning activity
- e. The students show the attitude anomaly like the student absent in the class, come late, do not do the assignment, and make noisy.
- f. The students show emotional that is not proper such as depressed, easy to offend.¹¹

Based on the explanation above the teacher can be aware in learning and teaching. The teacher can guess the problem and look for the way to solve the problem in the class. So that, the students can be handed by the teacher, then they have not problem again.

E. The Causes of Boredom

Almost the teachers hope that their students can receive the knowledge or the lesson well. They always do the best to make the students understand about the lesson that they give to them. In teaching and learning process, sometimes the students enjoy their study but sometimes they also feel bored.

¹¹ Hallen A, *Bimbingan dan Konseling dalam Islam*, (Jakarta: Ciputat Press, 2002), 129.

Before discuss the causes of students' boredom in studying, the writer will discuss the characteristics of the students who are bored in study:¹²

a. The students cannot catch the lesson maximally

The students cannot catch the lesson maximally, it can see from the result of studying which is lower than group in the class. As far as, they cannot balance with other students because they are always slow to receive the lesson from the teacher.

b. The students show the attitude that is not proper

The students may show the attitude that is not proper, for the example they always make noisy when the teacher is teaching or they always talk with other student.

c. Less motivation to study

Motivation is very important for the students because it can make the student will spirit to study. Give motivation is the duty of the teacher, it such as motivate the students with the words that make them spirit to study. If the students are less motivation to study, they cannot continue to the next lesson because they do not understand about the lesson.

From those characteristics above, the teacher can identify the students who are bored in study and who are not. Then teacher can take the action to solve the students' boredom in studying.

Students' boredom in studying caused commonly is fatigue because it can make the student feel bored. According to Cross in his book "The Psychology of

¹² <http://mnurussobach.blogspot.com/2012/06/mengatasi-kejenuhan-dalam-belajar.html>, accessed on November, 23 2012.

Learning” that fatigue is divided into three kinds, those are sense, physic, and mental the student.¹³

Physic and sense fatigue in this case is just eyes and ears. It can be done with take rest enough, consume the nutrition foods, and sleep enough. However mental fatigue cannot easy to solve like physic and sense fatigue. So that, mental fatigue is the most guessed causes the students’ boredom in study. There are four factors that cause mental fatigue, they are

- 1) Because the students’ curiosity toward the negative field of fatigue itself.
- 2) Because the students curious about the level of successful of studying that it is very high according them when they feel bored.
- 3) Because the students are in the competitive situation that force the students to work hard.
- 4) Because the students just study based on what they want.

F. Definition of Strategy

Strategy is the way of the teacher to create environment system which probably learning process happened in order to achieve goal of the teaching and learning process.¹⁴ Nana Sudjana said that strategy is something that is done by the teacher in teaching planning, it means that effort of the teacher in uses some variables in teaching like the goal of study, material, method and evaluation tool in order to can influence the student to reach the goal that is settled.¹⁵

¹³ Muhibbin Syah, *Psikologi Belajar.*, 182.

¹⁴ Ahmad Sabri, *Strategi Mengajar dan Micro Teaching*, (Jakarta: PT. Ciputat Press, 2005), 1.

¹⁵ *Ibid.*, 2.

Strategy means selection system of activity in teaching learning process which taken to reach the goal effectively. To do the duty professionally, the teacher needs insight about possible strategy of learning and teaching which is suitable with the goal of the study that is formulated such as critic thinking and creative in teaching learning process.

Teaching strategy is the real action of the teacher to do teaching through certain way that may be effective and efficiency. In other hand, learning strategy is the way that used by the teacher in learning process in the class. That way should be suitable with systematic steps which contains meaning that steps that do by the teacher in learning process should be compiled orderly and logically so that the goal can be reached.

G. Teachers' Strategy

In teaching and learning process, the teachers have responsibility to teach the student well, with all of their skills to create the students who have good ability. The teachers should give direction to their student to mastery the lesson that they give. They also should help the student to develop students' achievement and have a good behavior to study without bored in study.

Teaching strategies are selected based on the particular domains of learning that will be taught, they are:¹⁶

¹⁶ Teresa Banks, *Teaching-Learning Process*, (North Carolina Department of Health & Human Services, 2000), 18.

1. Group Discussion

It is a strategy that allows the learners to gain insight from each other and offers a forum for opposing viewpoints in a safe environment.

2. Simulation

It is an approach that mimics a condition a person may have to face and requires the learner to handle the situation as if he/she was actually experiencing the situation.

3. Mental Imagery

It is an approach that involves the learner visualizing in his/her mind's eye (imagination) a place, situation, or event either he/she has experienced, is currently experiencing, or could have experienced in the past.

4. Role-Play

It is a method that requires the learner to “make up” and “act out” responses to specific situations.

5. Dictation

It is a method that requires the learner to memorize what the teacher said into a written. It will make the student more to think and then effective to exercising the listening, writing, and pronunciation of the vocabulary. After doing that the teacher will correct what the students done and give response.

6. Demonstration/Return-Demonstration

It is a concrete, realistic strategy used by the teacher when he/she actually reproduces a real situation or a task, using actual equipment and supplies. Upon

observation of the teacher reproducing the real situation or task, the learner may attempt to repeat the situation or task back to the teacher.

7. Case Study

It is a written account of a specific situation that requires the single learner or group to analyze the topic of the material that given by the teacher, and then he/she should correct what the students done.

8. Gaming Activities

It is the reinforcement of concepts in the form of puzzles, flash cards, word search, games, etc. This is as the way to make the students is enjoy to study because it is not monotone.

9. Printed Materials

It is about paper copies of information in the form of pamphlets, handouts, booklets, tables, and charts distributed to the learner.

10. Three-Dimensional Teaching Aids

It is about the equipment, materials, models, or displays that assist learners to grasp abstract concepts more quickly and provide them with opportunities to use several of their senses.

