

CHAPTER II

THEORETICAL REVIEW

A. The Nature of English Teaching and Learning

1. Definition of teaching

Teaching and learning cannot be apart. Teaching is the activity that used to conduct between teacher and students in the class. The teacher usually ask the students, guide them, and lead them in order to make them better. There are severel definitions from some experts, According to Brown (2000, p. 7) Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

According to Harmer (2007, p.56) ‘teaching’ means ‘to give (someone) knowledge or to instruct or train (someone)’, also ‘teaching’ means ‘to show somebody how to do something’ or ‘to change somebody’s idea’. Based on explanation above, the writer can conclude that teaching is process or an activity to help or lead someone to be better.

Based on the definitions above, can be conclude that teaching is the activity that enable the learners to acquire knowledge, guided by teacher through learning process to make the learners understand about something.

2. Definition of learning

According to Richards in Hikmawati (2012) stated that learning has the same meaning with acquisition. He wrote a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguistics believe that the development of a first language in a child is a specific process.

Learning is related to the cognitive process. (Brown, 1994) learning is not only a machine like process, but it is also necessitates cognitive operation by learner. As opposed to rote learning, this is called meaningful learning. The learner relates meaning to knowledge, information, or subject matter to be learned. This type of learning may be useful in the acquisition of knowledge and long-term memory.

3. Definition of teaching and learning

Teaching and learning is an activity conducted to facilitate and improve quality and intensity of learning in self-learners. Because learning is a systematic effort to initiate, facilitate, and improve the learning process, then the learning activities are closely related to the nature and type of learning outcomes. Teaching and learning must produce learning, but not all learning processes occur because of learning. The learning process takes place also within the social cultural context in community environment. (Udin S. Winataputra, dkk, 2012, p. 118)

The term learning is a new term that is used to indicate the activities of teachers and students. The learning term comes from the word *instruction*. According Gagne, Briggs, and Wager Instruction is a set of events that affect learners in such a way that learning is facilitated. (Udin S. Winataputra, dkk, 2012, p. 119) The term learning is the development of the teaching term. Learning is the effort made by a teacher or another to teach students who are learning. (Aan, Hasanah, 2012, p. 85) In the outline, there are 4 patterns of teaching and learning. *First*, patterns of teacher learning with students without using tools or learning materials in the form of props. *Second*, patterns (teacher+tool for helping) with student, *Third*, patterns (teacher)+(media) with student. *Fourth*, patterns of media by students or pattern of distance learning using media or instructional materials prepared.

Based on the patterns above, then learning is not just teaching a pattern one, but more than that a teacher should be able to create a variety of learning process.

According to conventional understanding, learning is defined as assistance to students who are limited on the intellectual aspects and skills. The main element of learning is child's experiences as a set of events resulting in a process of learning. (Aan, Hasanah, 2012, p. 86)

4. English teaching and learning

English has been recognized as an International Language. That is, people who come from diverse backgrounds such as geography, religion and culture had an agreed media to communicate with each other, namely English. In foreign language teaching and learning Edward Anthony said that there are three hierarchical elements, namely approach, method, and technique. An approach is a set of assumption dealing with nature of language, learning, and teaching. Method is described as an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

There are approaches/ methods in foreign language teaching and learning: (H. Douglas, Brown, 2001, p. 14)

- a. *Grammar translation method* (GTM)
- b. *Community language learning* (CLL)
- c. *Communicative language teaching* (CLT)
- d. *Direct method* (DM)
- e. *Audiolingual method*
- f. *Suggestopedia*
- g. *Silent way*
- h. *Total physical response*

Approach, Methods and technique of Teaching English as Foreign Language:

a. Definition of approach

Approach is the important one in teaching process. Celce Murcia (2001, p.5) said that an approach to language teaching is something that reflects a certain model or research paradigm. Whereas Brown (2007, p.14), quoted by Anthony, approach is a set of assumptions dealing with the nature of language, learning, and teaching. Then, quoted by Richards and Rodgers, approach defines assumptions, beliefs, and theories about the nature of language and language learning. On the other hand, Harmer (2007, p.78) defined approach as theories about the nature of language and language learning which are the sources of the way things are done in the classroom and which provide the reason for doing them. An approach describes how language is used and how its constituent parts interlock – it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning. Based on the explanation, it can be concluded that approach is a theory of the nature of subject to be taught done in the classroom and it is abstract. There are two approaches according to (Brown, 2007, p. 20) cognitive approach theory of learning sees second language acquisition as a conscious

and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning or retention of information. This explanation of language learning contrasts strongly with the behaviourist account of language learning, which sees language learning as an unconscious, automatic process. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

b. Definition of method

According to Douglas Brown that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. (H. Douglas, Brown, 2007, p. 16)

Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the

impetus for change in approaches to language teaching came about from changes in teaching method. The method concept in teaching the notion of systematic set of teaching practiced based on a particular theory of language and language learning is a powerful one and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. Common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it. It can be defined that method is a procedure or process for attaining an object as a systematic plan followed in presenting material for instruction during the process of teaching and learning, when the latter suggests the dynamic interplay between teachers and learners. In general, for each method is the belief that teaching practices in favor of giving more effective basis theoretically to teaching than previous methods. It can be determined that method is a procedure or process to achieve an object as a systematic plan followed in presenting the material for instruction during the learning process, while the latter shows the dynamic interaction between teachers and learners. (Stephen D., Krashen, 1987, p. 140)

Several methods used in English teaching and learning. These are several methods that used in English Language Teaching:

- 1) Grammar Translation Method (GTM)

This method out the traditional teaching of classical Latin and Greek when living language began to be widely taught in the nineteenth century. It was the dominant method until the end of century and has continued to be used in one form or another until the present day. But it has long been “out of fashion”. Grammar Translation Method are used for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose. In the Western world, foreign language learning in schools was synonymous with the learning of Latin. Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, written exercises. In the 19th century the Classical Method came to be known as the GTM (Brown, 2007, p.18). Larsen (2000, p.11) explained that GTM was used for the purpose of helping students read and appreciate foreign language literature. Through the study of the grammar of the target language, students hoped would become more familiar with the grammar of their native language and this familiarity would help them speak and write their native language

better. Some techniques of GTM are: translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, use words in sentences, and composition.

2) Direct Method (DM)

This method developed as a revolution against the Grammar- Translation Method at the end of nineteenth century. It was based some extent on the new sciences of the nineteenth century especially linguistics and psychology. (Jack C. Richards and Theodore S. Rodgers, 2008, p. 6) The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language. (Diane, Larsen-Freeman, and Marti, Anderson, 2008, p. 23) Languages are seen as system of communication, primarily oral, in which words are used together in sentences, and sentences are used in discourse. Languages are believed to be learned best in a natural way, by hearing words and sentences in context and imitating what you hear.

3) *Total Physical Response* (TPR)

Total Physical Response Method developed by James Asher. Total Physical Response consists basically of obey orders given by instructors who involve direct physical response. This method is suitable for beginner courses only, and then needs to be complemented by the activities and techniques from other methods. It aims to develop listening comprehension before producing language, to associate language with action, and to reduce stress in language learning. The TPR classroom, was one in which students did a great deal of listening and acting. TPR heavily utilized the imperative mood, even into more advanced proficiency levels. Commands were an easy way to get learners to move about and to loosen up: *Open the window, Close the door, Stand up*, and so on. No verbal response was necessary. More complex syntax could be incorporated into the imperative: *Draw a rectangle on the chalkboard, Walk quickly to the door*, and so on. Humor is easy to introduce: *Walk slowly to the window and jump*. Interrogatives were also easily deal with: *Where is the book?*. Eventually students, one by one, would feel comfortable enough to venture verbal responses to questions, then to ask questions themselves, and to continue the process (Brown, 2007, p.30). There are three techniques

according to Diane Larsen (2000, p.116) for TPR, using commands to direct behavior, role reversal, and action sequence.

4) Silent Way

According Jack and Theodore “silent way method is the name of the language teaching method created by Caleb Gattegno”. It is based on the premise that teachers should be silent as much as possible in the classroom, but students should be encouraged to produce as much language as possible. (Jack C. Richards dan Theodore S. Rodgers, 2008, p. 81) This method contrasts almost completely with TPR, instead of giving active listening comprehension practice extensively, the teacher silent for most of the time. (Diane, Larsen-Freeman, and Marti, Anderson, 2008, p. 23) Just give an example of a new sentence and produces similar.

5) Audio-Lingual Method

Audio-lingual especially oral approach to teaching language, it is not surprising that the learning process involves extensive verbal instructions. The focus is on immediate and accurate speech, there is little provision for explanations of grammar or talking about language. (H. Douglas, Brown, 2007, p. 14) Audio Lingual states that learning a language is like other forms of learning. Because

language is a formal, organized system of rules; be formally organized to maximize the efficiency of teaching and learning. The ALM was firmly grounded in linguistic and psychological theory. Behavioristic psychologists advocated conditioning and habit formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio-lingual method. The characteristics of the ALM summed up in: New material is presented in dialogue form. There is dependence on mimicry, memorization of set phrases, and overlearning. Structures are sequenced by means of contrastive analysis and taught one at a time. Structural patterns are taught using repetitive drills. There is little or no grammatical explanation. Vocabulary is strictly limited and learned in context. There is much use of tapes, language labs, and visual aids. Great importance is attached to pronunciation. Very little use of the mother tongue by teachers is permitted. Successful responses are immediately reinforced. There is a great effort to get students to produce error-free utterances. There is a tendency to manipulate language and disregard content (Brown, 2007, p.22). Larsen (2000, p.35) told that there are some techniques for this method like: dialog memorization, backward build-up (expansion) drill,

repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-and-answer drill, use of minimal pairs, complete the dialogue, and grammar game.

6) Communicative Language Teaching (CLT)

CLT emphasis on communication makes the proponents of this approach pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or texts that are accepted as typical procedures of CLT. According to Larsen (2001, p.1210) the goal of this method required that students perform certain function as well, such as promising, inviting, and declining invitations within social context. Students are viewed as whole person; thus the relationships and understanding among learners as a “knower-counselor” and the learner as a learner are responsible for bringing their own unique resources to the learning experience (Brown, 2007, p.45). The techniques that can be used in CLT according to Diane Larsen (2000, p.133) are authentic materials, scrambled sentences, language games, picture strip story, and role play.

7) Community Language Learning Method

Communicative Language Learning (CLL) is the name of a method developed by Charles A. Curran given to a set of beliefs that includes not only a re-examination of what aspects of language teaching, but also a shift in emphasis on how to teach. CLL is a classic example of an affectively based method in which learners in a classroom were regarded not as a “class” but as a “group”. In order for any learning to take place, group members first needed to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning in a context of valuing each individual in the group. The anxiety caused by the educational context was not perceived as a threat, nor was it the teacher’s purpose to impose limits and boundaries, but rather, as a true counselor, to center his or her attention on the students and their needs (Brown, 2007, p.25). Some techniques that can be adapted according to Larsen (2000, p.103) such as: tape recording student conversation, transcription, reflection on experience, reflective listening, human computer, and small group tasks.

8) Suggestopedia

Developed by Georgi Lozanov’s, Suggestopedia sees the physical surroundings and atmosphere of the classroom as

of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning by using suggestopedia method, the learners learn not only from the effect of direct instruction but from the environment in which the instruction takes place. (H. Douglas Brown, 2007, p. 27)

Suggestopedia was a method that derived from psychologist Lozanov's (1979) contention that the human brain could process great quantities of material if given the right condition for learning, among which are a state of relaxation and giving over of control to the teacher. Lozanov created a method for learning that capitalized on relaxed of mind for maximum retention of material. Music was central to his method. Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of "relaxed concentration" that led to "superlearning". According to Lozanov, during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate. Lozanov experimented with the presentation of vocabulary, readings, dialogues, role plays, drama, and a variety of other typical classroom activities. The primary difference lay in a significant

proportion of activity carried out in soft, comfortable seats, in relaxed states of consciousness. Students were encouraged to be as “childlike” as possible (Brown, 2007, p.27). Some of the following techniques according to Larsen (2000, p.83) such as: classroom set-up, peripheral learning, positive suggestion, choose a new identity, role play, first concert (active concert), second concert (passive concert), primary activation, and creative adaptation.

c. Technique

Techniques are one of important element of teaching, without techniques teaching activity will be bored and not effective for students in classroom. Techniques are become crucial aspect because it is needed to involve students in high enthusiastic learning activities. Celce Murcia (2001, p.6) said that technique is a classroom device or activity and thus represents the narrowest of the approach and method. Some technique like dictation, imitation, repetition are widely used and found in many methods. According to Brown (2007, p.14), quoted by Anthony, techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. In other words, techniques include all tasks and activities. Techniques are always planned. Techniques are the product of

a choice made by the teacher. Harmer (2007, p.79) described a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence and a whole procedure. Like the 'finger technique' is used by some teachers who hold up their hands and give each of their five fingers a word, e.g. '*He is not playing tennis*', and then by bringing the '*is*' and the '*not*' fingers together, show how the verb is contracted into '*isn't*'. Another example in Brown (2007, p.14), technique for Suggestopedia method could playing baroque music while reading a passage in the foreign language, getting students to sit in a yoga position while listening to a list of word. Based on the explanation above, it can be conclude that technique is the real implementation or the way that is used in teaching and learning process directly, not abstract anymore like approach and method. Technique as a superordinate term to refer to various activities that teachers perform in the classroom, technique also always planned and deliberated. Technique is totally controlled by the teacher and requires a response from the students. To avoid misunderstanding, in this research the writer will focus only on investigating technique, especially the techniques that used by ELF.

d. General media for visual impairment students (Braille)

The Braille system of writing was invented by a blind Frenchman Louis Braille in 1825. The system consists of 26, which is 46 characters. Each character, called a cell, is made up of six dot positions – two columns of three dots. The dots are numbered 1-6. Some of the dots are raised, for letter or number 1 the dot number 1 is raised (left column the top dot). There are characters for punctuation and other symbols, too. A text can be printed out in Braille on a special printer. It can be typed on a Braille writer, which is similar to a typewriter. Also, there is an electronic aid that is called the Braille line. It can be connected to a computer. Its system is similar to the speech synthesizer one, because the cursor is followed, but the text in Braille is displayed in a line on the gadget. This way of text mediation might be more desirable in terms of reading than speech synthesisers, however, not every blind student own a Braille line since it is financially demanding to purchase one. Common cost of a Braille line starts at CZK 100 000.

B. The Nature of Visual Impairment

1. Definition of Student with Visual Impairment

Organ normal eye in its function as the sense of sight through the reflection of light from the object in its environment captured by

the eye pass through the cornea, the eye's lens and forms a real image, inverted, scaled on the retina. Further through the visual nerve shadows are sent to the brain and formed the consciousness of people about the object he saw.

While the eye organ that is not normal or disabilities that shadows are captured by the eye could not be passed by the cornea, the eye's lens, retina and to the nerves for some reason, such as corneas were damaged, dry, wrinkled, lens of the eye becomes cloudy, or nerves that connects the eye to the brain disorder. A person with the condition is said to be people with vision abnormalities or visually impaired. (Mohammad, Efendi, 2006, p. 30)

2. Characteristics of Visual Impairments

1) Sociological characteristic

Students with visual impairments face tremendous challenges in school, both academically and socially. With struggles to keep up in inclusive classes, these students may not put forth the time and effort to learn how to develop social skills. Social difficulties in children with visual impairments are typically caused by a lack of information about the visual aspects of interacting with others. These difficulties are often reinforced by others' hesitancy to establish relationships with and communicate appropriate expectations to individuals with visual impairments.

2) Type of Visual Impairments

Students with vision problems or have a visual impairment. Depending on the severity of the conditions experienced. To qualify as a impairment student, certain criteria must be met, such as a low visual acuity, visual field restrictions, a progressive eye disease, or cortical visual impairment. Visual disturbances, among others:

- a. **Partially Sighted:** the term refers to a person with some type of visual difficulty which results in the need of special education.
- b. **Low Vision:** a person has less than 20/70 until 20/160 sight in the better eye. There is a severe visual impairment in a person. It does not necessarily have to be a distance vision problem. The term applies to all individuals who are unable to read a newspaper text common size at normal reading distance and this disability cannot be corrected by glasses or lenses. These people usually use another sense or possibly other senses to learn. Some of them may make use of additional lighting and /or text size change.
- c. **Legally Blind:** a person has less than 20/200 until 20/400 sight in the better eye (the first number indicates the length in meters needed by a visually impaired person to see an object and the second number indicates the length in metres needed by a non-

visually impaired person to see the same object). This is often accompanied by a very limited vision field.

- d. **Totally Blind:** those people have to learn with the help of Braille print and other non-visual aids. Some of the people are able to recognise darkness and light, some of them do not perceive the difference at all.

At one point the term visual impairment referred to an eye disorder at the tissue level, but subsequently, visual impairments took on a broader meaning to include the consequence of a functional loss of vision caused by a number of eye disorders.

Many factors determine how visual impairments affect students' learning experience. Age of onset and severity of vision loss, as well as presence of multiple disabilities, are some of the factors that make each student's situation unique. The cause of visual impairment and overall functioning level of a student also determine how the visual impairment affects a student development. In general, visual impairments have cognitive, academic, social and emotional, and behavioral effects.

3. Causes of visual impairment

Types of impairment are different for different causes of visual impairment. In total vision loss for example there may be total

darkness of the visual fields. Other types include visual impairment in glaucoma, age-related macular degeneration and so forth.

1. Visual impairment in glaucoma

This condition is due to the rise of normal fluid pressure inside the eyes. The type of vision is usually like a tunnel. The intact vision remains in the center while progressively the peripheries start decreasing. The center of the tunnel reduces in size progressively till total vision is lost if left uncorrected.

2. Age-Related Macular Degeneration

A central area of woolly or cottony opacity obscures the central part of the vision. The peripheries may be normally seen. AMD usually blurs the sharp, central vision that is needed for closely viewed activities like reading, sewing, and driving. This is a painless condition.

3. Cataract

There is general clouding of the vision. As the whole eye lens is affected the blurring of vision may be diffuse until it is totally lost. There may be other symptoms like photophobia – inability to see the light; diplopia – double vision etc. Cataracts are very common in older people.

4. Diabetic Retinopathy

Diabetic leads to damage of the smaller arteries and blood vessels at the back of the eyes over the retina. Diabetic retinopathy is the

most common diabetic eye disease and a leading cause of blindness in adults. Usually vision impairment in diabetics begins as black spots or floating shapes that appear in the field of vision. Slowly complete vision may be lost if left unchecked.

5. Myopia

Myopia or near sightedness or short sightedness means a person can see nearby objects clearly but distant objects appear blurred. High myopia may lead to vision impairment.

6. Retinitis Pigmentosa

This is a genetic or inherited condition. Initially it manifests as night blindness. As the disease progresses there may be a tunneling of vision with loss of peripheral vision followed by complete blindness.

7. Astigmatisme

This is a deviation or blurred vision caused by irregularities in the cornea or on any other surface on the eyeball so that shadows both the near and far not focus falls on the retina. To help the process of vision in patients with astigmatism correction used eyeglasses with cylindrical lenses.

C. Previous Research

1. “English language teaching for the seventh grade students with hearing impairment” (A Descriptive Study of Methods and Material

Approximately used at SLB “PRI” Buaran Pekalongan In The Academic Year of 2009/2010). This thesis was written by Nailal Maghfiroh (053411053), a bachelor of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo Semarang) 2010. The purpose of this study was to know how the English teaching process with hearing impairment students at SLB. And to find the appropriate method are applied in the teaching learning process and materials delivered to teaching English lesson in the seventh grade students with hearing impairment. Beside that to deepen the exciting data or information to help exceptional teacher, especially hearing impairment teacher having good ability in English teaching to hearing impairment students.

2. “English language teaching and learning for autistic students” (A Descriptive Study with Eighth Grade of SMPLB Negeri Semarang in the Academic Year of 2011/2012). This thesis was written by Anik Wulandari (08341162), a bachelor of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo Semarang) 2010. The purpose of this study was to know how is the teaching and learning English with autistic student, and to know which method that is used for autistic students. Beside how the teacher asses the students.