

CHAPTER II

REVIEW OF LITERATURE

In this chapter will be described on the reviews the theory of variables in this study consisted of Teaching English as Foreign Language (TEFL), TEFL Model and English Course.

A. TEFL (Teaching English as Foreign Language)

a. Definition of TEFL

According to Santoso (2010:24) TEFL is a qualification which enables you to teach English to those whose first language is not English in commercial language schools and institutions of further education both overseas and in the UK. TEFL gives you the opportunity to see the world, experience a different culture and is a great way of gaining valuable experience. You may also see this work referred to as TESOL (Teaching English to Speakers of other Languages) or more generally as ELT (English Language Teaching). In reality these acronyms are used interchangeably often referring to the same thing.

A similar definition is expressed by Harmer (2007:21) who defines TEFL as a teaching of English where students are studying English in their own country or has a short course study-relationship with native nation as Canada, US, Ireland, New Zealand, even England.

The next definition is giving from Camenson (2007:35) who indicated that TEFL Students may live in a “English” primarily Spoken for communication and may be required to learn for academic studies, for traveling activities, or business purpose. He also stated that TEFL Students spends a few hours in a week for English studying and sometime have a little time to

practice their new language skill. At least Santoso Said (2010:25) TEFL is defined as the study of English by non-native speaker living in non-native environment and sometime taught by non-native speaker.

Therefore, TEFL is Teaching and learning English which studied by a country with expanding circle (i.g. Indonesia, Japan, Germany) or sometime doing by outer circle nation (India, Nigeria, Singapore).

b. History of TEFL

According to Suharjati (2010:162) English is taught as a foreign language in Indonesia. It Starts from Junior High School until University. Even in a some Indonesian metropolis, English was teaching in kinder garden. The English existence in Indonesia makes a new question ‘as a Nation. When English taught in this country?’

Suharjati (2010:162) stated there are 3 period of time, English Language was Taught in Indonesia :

1) The Dutch Period

TEFL was taught from Junior High School to the Senior High School. In Junior High School, English was given three time until four time in a week and they take a Dutch language every day as a Compulsory Subject. Textbook and another support subject were given to the pupils plentiful so the student can mastery English fast and valid. The pupils can speak, read, and write English very well.

2) The Japanese Period

During the Japanese Period, English was forbid to the school, every textbook and other literature burned by the Japanese army. The education

system was radically changed. Instead of Dutch, Japanese language was targeted to the second language in Indonesia and Bahasa would be the National Language. At last, Japanese colonialism makes bless for Bahasa to be a National Language in Indonesia. A lot of book were translated to Indonesia and for it, Bahasa become phenomenally. But, this profit didn't get for TEFL education. English was sunk from Indonesia because Japan has a numerous "English" User in 2nd World War.

3) The Independence Period (1945-present day)

After Japan surrender against the Ally, and Dutch leaves from Indonesia, English was taught from Junior High School to Senior High School. Using the course book and the textbook remains the colony, Indonesia starts the TEFL education using the grammar-translation Method

Most of the dictionaries were English-Dutch Dictionaries, it is a big problem for teaching English to the Junior High School. Most English classes are Grammar class, reading was not emphasize, and writing didn't has a good attention, and the Teachers were not proficient yet.

After Dutch Military Aggression on Indonesia in 1949, Indonesia has a good opportunity to awake the TEFL Learning. English text book began to appear and English-Indonesian dictionaries were available.

In 1953 – 1957, a committee was established to be in charge of developingsyllabi for the secondary school English language instruction and teachersmanual.

In 1958, the English language materials development project was set up to prepare new materials for the junior and senior high schools.

In the 1968, the Ministry of Education set up an English language project to show the problems of English instruction in schools.

In 1985, the “PKG” approach (PKG – Pemantapan Kerja Guru or there inforcement of teacher’s work) in ELT at the secondary school was launched. Basically, the PKG approach was a combination of the total physical response, Krashen’s monitor model and the communicative approach, and their motto being “from the teacher, by the teacher, and for the teacher”-- a truly radical approach (Suharjati, 2010:165).

Many primary schools in big cities have been taught English and it is included in the so called ‘local Content’ (Mulok), every school can teach anything not provided by the curriculum from the ministry of education which theoretically should relate to the local needs. As such the term ‘local Content’ has been liberally interpreted to accommodate the teaching of English. Recently, we can find TEFL at playgroups and nurseries as well, mainly in big cities.

B. Model of TEFL

TEFL usually occurs in the student's own country, either within the state school system, or privately in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English (Hamdan, 2002:44).

According to Heydi (2008:12) Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first

languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English as a Second or Other Language), and ESL (English as a second language, a term typically used in English-speaking countries, and more often referring to the learning than the teaching).

a. Communicative Language Teaching

According to Richards (2001:89) Communicative language teaching (CLT) is generally regarded as an approach to language teaching. Thus, CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication.

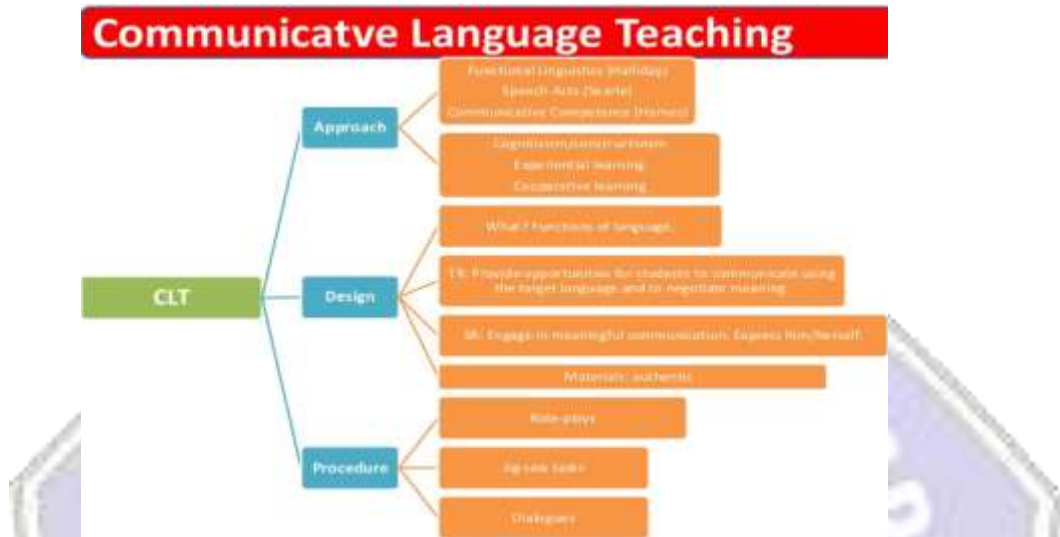
Hymes said (1971:76) It's primary goal is for learners to develop communicative competence or communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Richard said (2006:3) One of the main characteristics of the CLT is the combination between aspects of language are functionally and structurally. Structurally, CLT emphasis on grammar system, while functional emphasis on the use of the language.

CLT also stressed on the situation, for example in situations of how a speech pronounced. CLT contained in the various language skills (integrated skills) which includes the ability of reading, writing, listening,

speaking, vocabulary, and grammar. Thus, through this CLT foreign language learners are expected to dominate or skillful speaking, not only write but also speak and of course with proper grammar.

Picture 3.1 Communicative Language Teaching



b. Total Physical Response

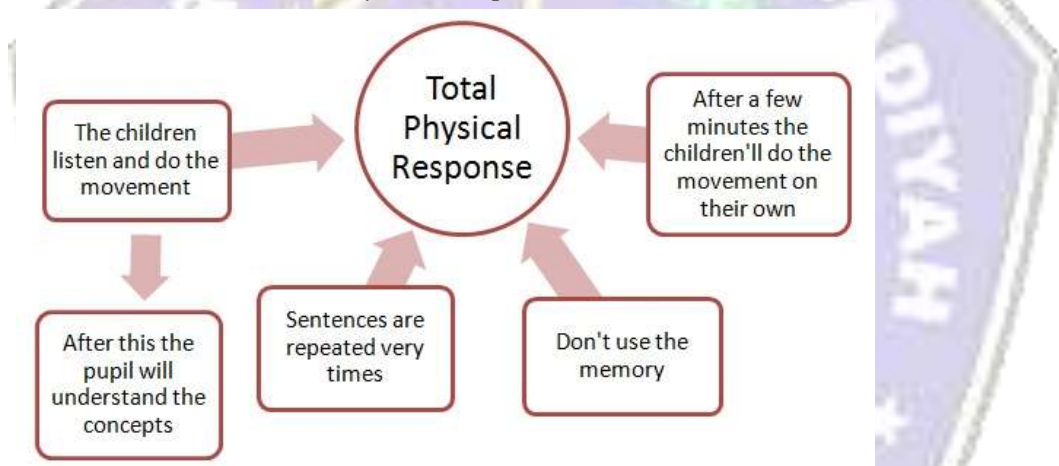
Total Physical Response method is the concept of language teaching developed by Prof. James J. Asher, a psychology from San Jose State College, California, United States in mid-60. Total Physical Response is method of language teaching built on the coordination of speech and action; his method attempt to teach the language through physical activity or motor activity (Mahyuddin, 2010: 97).

Motor activity is a right-brain function that precedes language processing by the left brain. Then, TPR is a classroom where students heard and acted. The educator ask each of his followers as "The instructor is a director on a stage which students became an actor" (Brown, 2007: 20).

The Target of the Total Physical Response method according to Dempsey (2009:25) are:

- 1) TPR begins with a focus on large concepts.
- 2) In the beginning, there is a tolerance for the idea of students' speech errors.
- 3) The concepts are gradually tuned to focus on small details.
- 4) As TPR progresses, the tolerance for speech errors narrows.
- 5) This is similar to a parent's shrinking tolerance for his child's errors in speech, as the child grows.

Picture 3.2 Total Physical Response



c. Grammar Translation Method

According to Larsen (200:37), The purpose of the grammar translation method was to help students read and understand foreign language literature. It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would know the features of two languages that would make language learning easier. A significant part of this method is

translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized

According to Hell (2009:9), The Grammar-Translation method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader (Hell, 2009, p. 9).

Ellis (1992:8) said The Grammar-Translation method has been criticized for not giving the enough opportunity to students to get involved in the target language. Translation is a useful tool especially in an EFL environment . As Stern said(1992:14) stresses translation holds an important place in language learning. In order to let students realize difficulties in language learning, translation is a useful resource in that students can see the similarities and differences between L1 and L2, and they to understand the language system better. Through comparing the target language and their native language they may use the target language effectively.

Picture 3.3 Grammar Translation Method



d. Audio Lingual Method

According to Syahrir (2013:4) The Audio-lingual Method was developed in the U.S. during the Second World War. At that time, the U.S. government found it a great necessity to set up a special language-training program to supply the war with language personnel. Therefore, the government commissioned American universities to develop foreign language program for military personnel. Thus, the Army Specialized Training Programmed (ASTP) was established in 1942. The objectives of the army programmed were for students to attain conversational proficiency in a variety of foreign languages. The method used was known as the “informant method, since it use a native speakers of the language, the informant, and a linguist. The informant served as a source of language for imitation, and the linguist supervised the learning experience. The intensive system adopted by the army achieved excellent results.

Audio Lingual Method was so easy and simple than others. Some this method founders give some tips to awake the pupils. According to

Fries (1961:78), language should be taught by using “intensive oral drilling of its basic patterns”.

Then he said, “The principles in Teaching and Learning English as a Foreign Language, in which the problems of learning a foreign language were attributed to the conflict of different structural systems (e.g., differences between the grammatical and phonological patterns of the native tongue and the target language)

Picture 3.4 Audio Lingual Method

Techniques of the Audio-lingual method

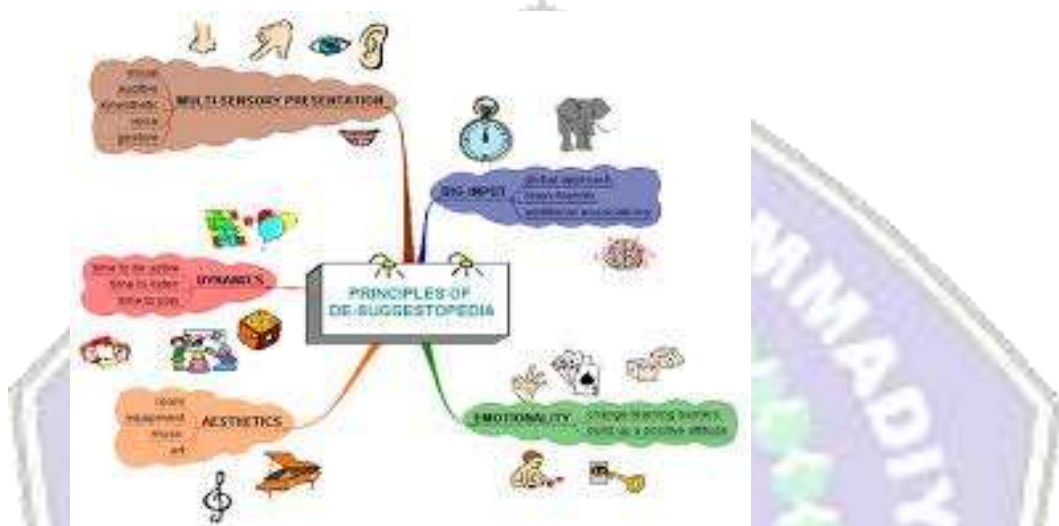
- **Dialogue Memorization**
- **Backward Build-up (Expansion) Drill**
- **Repetition Drill**
- **Chain Drill**
- **Single-slot Substitution Drill**
- **Multiple-slot Substitution Drill**
- **Transformation Drill**
- **Question-and-answer Drill**
- **Use of Minimal Pairs**
- **Complete the Dialogue**
- **Grammar Game**

e. Suggestopedia

Suggestopedia is a teaching model, which focuses on how to deal with the relationship between mental potential and learning efficacy and it is very appropriate to use in teaching speaking for young language learners (Xue, 2005:35). This method was introduced by a Bulgarian psychologist and educator, George Lazanov in 1975. Maleki (2005:54) believed that we are capable of learning much more than we think, provided we use our brain power and inner capacities. In addition, De Porter (2008:4) assumed that human brain could process great quantities of material if given the

right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Lazanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material.

Picture 3.5 Suggestopedia



f. The Silent Way

According to Rodgers (1986:81) The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

- a. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- b. Learning is facilitated by accompanying (mediating) physical objects.
- c. Learning is facilitated by problem solving involving the material to be learned.

g. The Whole Language

According to Rodgers (1986:108) The Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure. In the 1990s it became popular in the United States as a motivating and innovative way of teaching language arts skills to primary school children. In language teaching it shares a philosophical and instructional perspective with Communicative Language Teaching since it emphasizes the importance of meaning and meaning making in teaching and learning.

It also relates to natural approaches to language learning since it is designed to help children and adults learn a second language in the same way that children learn their first language. Considerable discussion has been devoted to whether Whole Language

Picture 3.6 The Whole Language



Basic Goal: comprehension

C. English Language Course Institution

a. English Course Institution as Informal Education

According to Law on National Education System of 2003 Chapter 26 paragraph (5) stated that "The courses and training organized for people who need a knowledge, skills, life skills, and attitudes for self-development, professional development, work, independent business, and / or continuing education to a higher level. English Course Institution Is an Informal Education.

Generally, Informal education provides instruction in the form of hard skills and soft skills are oriented to specific purposes such as working conditions, the national examination, or abroad. According to the Oxford Dictionary, the definition of an institution certainly is a series of lectures or lessons in certain subjects, leading to the examination or specific qualification.

Sumarno Stated (2011:81) Non-formal and Informal education has a range that is wider than the formal education are mostly limited to school-

age population to universities (7-12 years; 13-15 years; 16-18 years; 24-27 years). Meanwhile, non-formal and informal education potentially capable of reaching next age groups through various programs, also reach groups of young children, older age groups, the productive age group, even the elderly. Flexibility is a possibility that adapted to the characteristics of the target group.

According to Notoadmojo (2003: 24) English Course is defined as a set of school education consisting of a group of people who provide the knowledge and skills in using the English language for students. A wide range of knowledge, skills, and attitudes are given to students in a short time. There are several types of English course that circulated in Indonesia, There are: English Tutoring Course, English Special purposes (such as English for nurse, English for engineers, etc) and there is also English course for improvement skills (TOEFL, TOEIC, etc)

According to Susanto (2015: 3) English Course as a Non-formal educational activities within the track has a very close relationship with the formal education. In addition to providing an opportunity for students who want to develop English language skills in formal schools, also provides an opportunity for people who want to develop educational skills that can not be reached in formal education.

b. Curriculum of English Language Course Institution

In education, the term of curriculum is interpreted in the sense that Different by experts. The curriculum in the education world as said Doll (1987:53) "The school curriculum is the charge of the process, both formal

and informalis for students to gain knowledge and understanding,develop skills and change attitudes and value appreciation with school aid ". While Maurice Dulton said "The curriculum is understoodas the experiences gained by learners underthe auspices of the school ".

The similar opinion was delivered by Saylor (1974: 98) that considers curriculum as any attempt to influence the educational institution for students to learn in the room or open class. Specifically, Hutchins (1936:43) the curriculum should include grammar, reading, logic, rhetoric, and mathematic and addition for the secondary level introduce a great book of costum.

Separately, the use of the English language curriculum highlighted by TEFLIN(2013: 8)If the theory of the language used in the curriculum in 2013 that linguistic systemic functional, in linguistic theory this all languages and thus all texts, representing 3 meta function languages simultaneously, is called: "ideational metafunction", which consists of experiential, the language to represent the experience and logic, interpersonal metafunction which shows that language is used to maintain relationships and to exchange information or goods, and textual metafunction that is the language used to create text that is coherent and cohesive, to connect the text with each other or move one in a text move the other or one sentence to another sentence. All of these operate simultaneously.

Further TEFLIN (2013: 11) recommends. The focus of English language skills in Curriculum 2013, should clear and proportionate. Based

on the experience of the teachers at the school, when all the skills (listening, speaking, reading, writing) are given equal emphasis to the limited number of lessons, achieving the goal will be heavier and less rational, both for teachers and students

Each English language course Institutions have a different curriculum. In this case, The English Village in the district of Pare, Kediri district can be a good referral. Wiyaka (2012: 9) in his research said that no less than 100 English language colleges lined up in the district. In this case as an example is the Future English Education (FEE), which uses the concept of "Fun Teaching Curriculum".

Wiyaka (2012: 10) said that "Fun Teaching Curriculum starts by the beginning of the learning process in the classroom, the instructor explains the material. Then, followed by the delivery of a theory by the Instructor. After the theory presented, the instructor began by methods such as games, group discussion or peer correction.

Then Wiyaka (2012: 13) adds that, based on the research findings, it can be concluded that there are some things that support the success of students studying at institutions of English education in Pare. Learning methods, is one of the contributing factors. For the method used is the 'Boarding Teaching' and 'In Class Scheduled'. Both this method implemented with the concept of 'fun teaching' or an interesting method and was not too impressed formal and stiff. By using such methods students become more interested and keen to learn. Though the point, the lesson

focuses on training, because the English language is a skill not just knowledge.

