

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher explains the concepts concerning with the topic that is Teaching English By non-English Department Graduate teacher in MA Khoiru Ummah Central Maluku. This conceptual description does not mean to create hypothesis which will be examined in the field, but as the basis to the conceptual understanding which is used in this research. Furthermore, the researcher empowered his research by constructing rationale for this research. The rationale of the research will be built up by regarding the theoretical orientation of the research findings.

#### **A. Review of Related Literature**

##### **1. Teacher**

Over the past several years, a new consensus has emerged that teacher quality is one of the most significant factor in students' achievement and educational improvement<sup>12</sup>. That consensus simply affirms what most educators have believed for years. Teachers' work is important in students' achievement and in their life chances. When teacher quality is unequivocally identified as the primary factor that accounts for differences in student learning, some policy makers and citizens may infer that individual teachers alone are responsible for the successes and failures of the educational system.

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<sup>12</sup>Cochran-Smith, M. (2004) Taking Stock in 2004: Teacher Education in Dangerous Times. *Journal of Teacher Education*, vol. 55, pp. 3 –7.

Influenced by the new consensus about teacher quality, some constituencies may infer that “teachers teaching better” is the solution for different in school achievement.

In defining the word teacher or educator, there are a lot of perspectives. In education law section 1:1, teachers are professional educators with the main task: educating, teaching, guiding, instructing, training, assessing, and evaluating learners in early childhood education of formal education, primary education, and secondary education<sup>13</sup>. From this definition, it explains that teacher is not only a person who gives information or knowledge, but also motivators and facilitators for the learners. To become an educator as expected in education law above, teachers must be a professional teacher. Professional teachers are teachers who have the quality in teaching.

The quality of education depends on the quality of teaching. To make a good quality in teaching- learning process, teacher has to become professional. With professional knowledge that they have, they know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students<sup>14</sup>. Moreover, professional teachers are able to make the content of their subjects. They know and

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<sup>13</sup> Aqib Zaenal dan Rohmanto Elham, *Membangun Profesionalisme Guru Dan Pengawasan sekolah* (bandung: CV Yrama Widya) hlm.149. 2007

<sup>14</sup> Steve Wilson, S, *Teacher Professional Learning: Learning to WALK and the NSW Quality Teaching Framework*, vol. 38, no.2, pp37-38. 2006

understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Another thing that can improve the quality of a good education is the educational background of the teachers themselves. In order to become a professional teacher, some degrees of education are required.

Graduate teachers have approved qualifications and have met all requirements for employment as provisionally registered teachers. They possess the knowledge, skills, values and attitudes to plan for and manage successful learning<sup>15</sup>. The teachers have high expectations of themselves as professional learners and of their students as learners. Graduate Teachers have the commitment, enthusiasm and interpersonal attributes to assume a professional role within schools and the broader community, and to contribute to the operation of their school as a whole<sup>16</sup>. From this explanation the writer can conclude that the graduate teacher must understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

## **2. EffectiveTeacher**

An effective teacher has been defined as the one who conducts effective teaching which produces beneficial and purposeful student learning

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<sup>15</sup> Ibid

<sup>16</sup> Steve Wilson, S, *Teacher Professional Learning: Learning to WALK and the NSW Quality Teaching Framework*, vol. 38, no.2, pp37-38. 2006

through the use of appropriate procedures<sup>17</sup>. Additionally Ryan defines effective teachers as those who are “fair, democratic, responsive, understanding, kindly, simulative, original, alert, attractive, responsible, steady, poised, and confident”<sup>18</sup>. It means that an effective teacher is always fair to the students. Being fair does not always mean giving the same amount of something, but being fair means giving as big as they need. Moreover teacher should know that students are born with different character.

An effective teacher also states the objective of the lesson before the teaching and learning process takes place. By doing so, the teacher expects that the students will be stimulated to prepare themselves with their background knowledge they have related to the topic they are going to have so that they will be easier to understand<sup>19</sup>. Another characteristic of an effective teacher is that he/she transfers the new material by presenting it step by step<sup>20</sup>. This statement explains that teacher should give understandable instruction and explanation in order to make students understand about the material. Hence, the teacher should give the material by presenting in step by step. This activity is very important to do because students might have

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<sup>17</sup> Arends, Richard I. 1997. *Classroom Instruction and Management*. USA: McGraw-Hill.

<sup>18</sup> Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall. pp 105-6

<sup>19</sup> Peter Westwood, ' *Learning and Learning Difficulties*. University of Hongkong: Acer Press. 2004

<sup>20</sup> Peter Westwood, ' Effective teaching to reduce educational failure': University of Hong Kong, vol 3, no 3 pp 85-86

difficulties in learning the previous lesson which might be related to the next topic they are going to learn.

Besides, Rosenshine and Stevens in Crowl, Kaminsky and Podell have conducted a study about teaching strategies and they found 10 characteristics of an effective teacher, below<sup>21</sup>:

- a. Teacher starts each new lesson by previewing the last lesson.

This characteristic means teacher has to give a brief explanation about the previous material, in order to know the students' understanding about the previous material.

- b. Teacher states the objectives of the lesson

Teacher has to state the objective before teaching learning process begins. It is because the objective can stimulate the students to prepare themselves with the background knowledge they have related to the topic they are going to learn.

- c. Teacher transfers the new material by presenting step by step

In teaching learning process, teacher should present the material step by step in order to anticipate students' confuse.

- d. Teacher takes understandable instructions and explanations

Students sometimes do not understand the instructions or explanations their teacher gives. Therefore the teacher should give

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<sup>21</sup>Crowl, T. K, Kaminski, S., &Podell, D. M. 1997. *Educational Psychology*.United State: Times Mirror Higher Education Group, Inc. 365

instructions or explanations with words which are familiar to the students so that the students will understand the instructions or explanations better.

- e. Teacher provides much time for students to practice

In education teacher not only gives knowledge for students, but also as facilitator. Therefore teacher should provide chances for the students to use their language. So that at the end of the learning process, they will be able to apply what they have already got, in this case the language.

- f. Teacher gives numerous questions

In classroom activity giving question is needed for student in order to measure students' understanding about the material that have been already given.

- g. Teacher conducts warming up activities

Conducting warming up activity can be done through many ways, such as; giving questions related to the subject, doing games with the students or another activity that makes students enjoy.

- h. Teacher gives feedback and corrections

Making mistake is usually done by the students in learning process. Therefore, the teacher should give feedback and corrections to

students' mistakes. But the teacher should consider when and how he/she will give feedback and corrections to students' mistakes

i. Teacher provides explicit instructions for seatwork

The ability to provide clear instructions is an important management skill for all teachers. Clear instructions are critical to the success of classroom tasks and exercises.

j. Teacher carries out test weekly and monthly

Giving test is needed to know how far students learn. The information that the teacher needs about students' understanding related to certain materials can be obtained by conducting this activity.

Based on the explanation above, the writer inferences that an effective teacher is able to show a wide range of skills and abilities that lead to create a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. Besides, an effective teacher is not only characterized merely by the factors of knowledge or teaching skills, but also communication skills and the relationships the teacher has with students.

### **3. Theories of Teaching**

According to Arends, teaching is concerned with a process<sup>22</sup>. When a teacher is teaching his/her students, he/she arranges some steps or actions

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<sup>22</sup>Arends, Richard I. 2001. *Learning to Teach*. New York: McGraw-Hill.

he/she should do when he/she is teaching. The main goal of teaching is not only students' academic result but also the development of students' personality. This statement means teacher not only gives knowledge for student but also develops the student's personality.

Moreover Penny Ur states that teaching is intended to result in personal learning for students, and is worthless if it does not do so<sup>23</sup>. It means that teaching is hoped to make the students understand the process of learning so that they can take their responsibility to learn. On the other hand, the concept of teaching is understood as a process that intrinsically and inseparably enclosed with learning. Her opinion indicates that teaching is always related to learning.

Hence, Maher Z. Hashweh said that one of the most important things in teaching and learning process is the teacher has to comprehend the material<sup>24</sup>. This statements means in the teaching process teachers need to understand what they teach and, when possible, to understand it in several ways. Because by comprehending the material it helps students to develop broader understandings of new information.

Additionally, teaching can be considered as a process, since teaching involves action. Teaching can also be regarded as an interpersonal activity, since teachers interact with one or more students. Teachers should monitor all

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<sup>23</sup>Penny Ur. 'Research and the Language Teacher' pp.56

<sup>24</sup>Hashweh Maher Z,'Teacher pedagogical constructions: a reconfiguration of pedagogical content knowledge': *Birzeit University, Palestine, Vol. 11, No. 3 pp 275*



of the students and give attention to each of them as big as they need<sup>25</sup>. It means that the quality of the teaching and learning process can be determined by how good the classroom interaction is. The more the classroom interaction, the better the teaching and learning process.

Based on the explanations above, it can be concluded that teaching is a process of guiding and facilitating students to learn or to promote growth in the students' behavior.

#### **4. Theories of Learning**

Learning is a way to develop a new skill or obtain information through studying, experiencing, or doing instructions<sup>26</sup>. It means that there are, at least, three ways of learning, they are: studying, experiencing, and doing instruction. Moreover, Brown breaks down the definition of learning as follows<sup>27</sup>:

- a. Learning is acquisition or getting.

The more students understand about the process of learning the foreign language, the more they will be able to take responsibility for their own getting or learning.

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<sup>25</sup>Elliot, S.N., Kratochwill, T. R., Field, J. L., & Travers, J. 1999. *Educational Psychology: Effective Teaching, Effective Learning*. Singapore: McGraw-Hill.111

<sup>26</sup>Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.

<sup>27</sup> ibid.

b. Learning is retention of information or skill

Learners will make sense of information or skill uniquely into their own retention. As the teacher explains the lesson, learners with their own strategy keep the information or skills.

c. Retention implies storage systems, memory, and cognitive organization.

Storage system concerns with storage and retrieval of information and ways of organizing the information for storage itself. Memory concerns with creating mental linkages (grouping, elaborating, and placing new words into a context), applying images and sounds (using imagery, representing sounds in memory), and reviewing well (structured reviewing). Cognitive organization concerns with practicing (practicing naturalistically, repeating, recombining, recognizing and using formulas and patterns).

From Brown explanations above, the writer concludes that learning is a process of getting or acquiring knowledge or skills through study, experience, and instruction which may lead to a change in behavior. By learning, the learners are expected to have not only a better understanding to certain knowledge but also a better personality since the exact purpose of education is to educate both academic and spiritual sides of the students.

## 5. General Principle of Effective Teaching and Learning

Teacher does not only teach his /her students as he/she wants. He/she has some guidance to show him/her how to be more effective in conducting a lesson. Teaching and learning process will be more effective if the teacher relates the materials to the students' background knowledge, elaborates the new material clearly and step by step, evaluates the students periodically<sup>28</sup>. Based on this statement there are three points about the principle of effective learning:

First, in the process of English language learning, teacher should relate the materials to the students' background knowledge. Moreover teachers attempt to relate the idea of the materials with something that students are already familiar, such as their previous works, and their general knowledge about the world. When the students feel familiar with the topic the teacher gives to them, they will be interested and motivated in following the teaching and learning process. Students who are interested and motivated tend to contribute more in the classroom interaction.

Second, teaching and learning process will be more effective if the teacher elaborates the new material clearly and step by step. Elaborating the new material clearly especially in English subject is needed, because students sometimes do not understand the material their teacher gives. Therefore the

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<sup>28</sup>Peter Westwood, ' *Learning and Learning Difficulties*. University of Hongkong: Acer Press. 2004

teacher should give additional information or explanation related to the topic they are learning. By elaborating the topic, teacher can avoid students' misleading or misunderstanding since he/she has provided the students enough explanation.

Third, to make sure about students' understanding teacher should evaluate the students periodically in order to ensure that the students have learned and understood. Moreover, teachers also need to give the students reviews or tests weekly or monthly or ask them to make a brief summary about the material.

Those principles are guidelines for teachers and are very useful for both teachers and students. Teachers are better to start the lesson with something which is familiar to the students. They have to elaborate the idea clearly and step by step so that the students can understand the information better. Finally, teachers do evaluation or lesson review.

## **6. Process of English Language Teaching**

In communicative approach, learning a language means using the language to communicate contextually: monologue-dialogue, oral-written, receptive productive and interpersonal transactional<sup>29</sup>. It means that language teachers should be able to cover those aspects in teaching certain language to students.

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<sup>29</sup>Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.

Meanwhile, education law (section 40: 1) on national education system states that the teachers should be able to create learning process active, innovative, creative, effective, and fun<sup>30</sup>. Therefore, in the context of language teaching, an active teaching is shown by the activeness of the students in using the language to communicate.

Moreover, in the process of language teaching, teacher should make innovative strategy to teach student such as role play, focus group discussion and other activities. Furthermore, teacher has to make various activities such as teaching material, teaching method, and evaluation. An effective teaching and learning process is the process which is able to develop students' competency. Meanwhile, in the process of language teaching, teacher should make fun teaching and learning process in order to stimulate students to be motivated to learn the language.

From those explanations above, it can be concluded that in the process of teaching English teacher should has an ability and knowledge to apply several methods and techniques to help students learn, and able to create joyful learning activities during the lesson. Besides, teacher is required to have good skills in English which enables him/her to provide the most suitable learning materials for the learners.

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<sup>30</sup>Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

## 7. Teaching English by Non-English Graduate

Non English Graduate Department Teachers are the teachers who do not complete a qualification that meets the requirements of a nationally accredited program of initial teacher education. They do not teaching accordance with their educational background. In term of education, teacher has important roles. A teacher must not only be able to deliver the information but also build the students' character, because teacher is the one who interacts directly with the students.

Based on the result published by World Bank Indonesia (2011) and KOMPAS (2012), the quantity of teachers in Indonesia is not equal with the quality of the teacher, over quantity but low quality. Furthermore the spreading of the teacher is not good enough because of the geographical factors<sup>31</sup>. Especially in the province of Maluku, the number of teachers is very limited especially for English teachers. As the result, there are a lot of people who did not have educational background of English education forcedly become English teachers<sup>32</sup>. These English teachers teach by focusing on textbook and less of giving knowledge about English language. Sometime they use teaching method which is not suitable with the material. They teach only based on the textbook and often gives a lot of assignments. This kind of teaching made the students feel frustrated.

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<sup>31</sup>Jalal Fasli, Panel Presentation 'Teachers' Quality Improvement in Indonesia: New Paradigm and Milestones. pp. 45

<sup>32</sup>Interview with Taufan People's Regional Representative Council (DPRD) Maluku Tengah

## B. Previous Studies

Sharon In her research entitled “*Metode Pengajaran Bahasa Inggris di Beberapa SMU di Kotamadya Malang*” stated that the ability of teachers who did not graduate from English education department was the same as teachers who graduated from English education department<sup>33</sup>. The English teachers’ background study of the do not have a major influence on the process of teaching English. Teachers who did not graduate from English education department could teach as well as the teachers who graduated from English education department. Even though there were some aspects which have to be improved such as in the using of media and method in teaching process.

Sukadi in his journal “*Efektifitas Pengajaran Dalam Mencapai Kompetensi Siswa Menengah Kejuruan*” said that the success of the teachers in teaching should be supported by a variety of factors, including educational background, teaching experience, education and training. In addition, experience of someone who works in the field is an aspect that can improve one's ability. If teachers longer pursues job and gives serious attention to education especially teaching, the teaching ability will be getting better<sup>34</sup>. Teachers are demanded to master studies in the field of teaching and are able to make an appropriate method. To master both of these needs understanding, knowledge and skills

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<sup>33</sup> Sharon Krause, ‘*Metode Pengajaran Bahasa Inggris di Beberapa SMU di Kotamadya Malang, Malang*’: Universitas Muhammadiyah Malang

<sup>34</sup> Sukadi “*Efektifitas Pengajaran Dalam Mencapai Kompetensi Siswa Menengah Kejuruan*”

related to the field. In other words, the ability of teachers to teach one of which will be determined by the experience of teaching.

Darling-Hammond in “*Powerful teacher education*” stated that teacher preparation programs need to explicitly address themes of cultural and linguistic diversity and disability. This can involve discovering how to adapt curriculum content and create supplemental activities that are tailored to the specific linguistic needs of students. It means that teachers should also be enabled with the skills and tools necessary to build capacity within and beyond the school community. A community of practice approach is recommended where practitioners are able to connect with one another to share knowledge. Building capacity within the community may be important as well as gaining an awareness of students’ lives outside of school and connecting with community members and agencies<sup>35</sup>.

Murray & Male stated teacher educators induct their students into the practices and discourses of the school and of teacher education. This means that teacher educators not only need the knowledge and skills to teach their subject, but they also need knowledge and skills about the education of teachers<sup>36</sup>. The work of teacher educator demands new and different types of professional

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<sup>35</sup> Darling-Hammond, L. “*Powerful teacher education*”: *Lessons from exemplary programs*. pp. 50

<sup>36</sup> Darling-Hammond, L. & Baratz-Snowden, J. (Eds.). (2005). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. pp 126



knowledge and understanding, including more extended pedagogical skills, than those required of classroom teachers.

Darling-Hammond and Baratz-Snowden in *“Powerful teacher education”* state that teachers need to know and be able to do to ensure that all their students learn. These same criteria apply to teachers of teacher’s education. Teacher education, should model the knowledge and skills, the attributes and dispositions, and the performances of effective teachers. What applies to effective teachers is equally relevant to teacher’s education<sup>37</sup>. In order for teacher’s education to impact the profession, they must successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to all learners.

Ladson-Billings in *“Toward a theory of culturally relevant pedagogy”* asserted that culturally relevant pedagogy not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools perpetuate<sup>38</sup>. Otherwise, teacher educators assume responsibility to understand concepts underlying cultural competence and how they are applied successfully in their classrooms. It is not merely a matter of understanding the concepts

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<sup>37</sup> Darling-Hammond, L. *“Powerful teacher education”: Lessons from exemplary programs.* pp. 75

<sup>38</sup>Ladson-Billings, G. (1995). *“Toward a theory of culturally relevant pedagogy”*. *American Educational Research Journal*, vol. 32 No. 3 pp465

underlying the definitions of cultural competence. Teacher educators must also clearly demonstrate how these concepts are applied in their own teaching.

Another finding by Dian in her thesis “*The Effect of Teacher Certification on the Quality of English Teaching and Learning Process*” said that teacher can influence his/her students since students believe him/her as a trusted source of knowledge. If the teacher’s knowledge is incompetent and the students follow him/her, they will grow up with a ‘wrong’ understanding about certain knowledge. Therefore, the competence of teachers should be improved<sup>39</sup>. Teacher thinks that by being provided with various fun activities, the students will be motivated to learn. In order to create conducive learning which can motivate the student teacher should master the knowledge of the lesson that he/she will teach.

Moreover Susan in her journal “*A Modal of Teacher Professional Development Based on The Principles of Lesson study*” said that few study has examined all three links between the purposes of professional development that is, increasing teacher knowledge, improving teacher knowledge, improving teacher practice, and improving teacher outcome<sup>40</sup>. Her research showed that there are some links between teacher background knowledge in college, teacher’s method in teaching, and students’ learning outcome. In addition the teacher’s

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<sup>39</sup> F. Dian Ardi Wulandar, ‘The Effect of Teacher Certifications on The Quality of English Teaching And Learning Process. Surakarta: Sebelas Maret University, 2010.

<sup>40</sup> Susan, McDonald, ‘A Modal of Teacher Professional Development Based on The Principles of Lesson study. Queensland: Queensland University of Technology, 2009.

background knowledge should be matched with the subject that he/she teaches in order to increase the students' ability in mastering the subject.

Nikole in his research "*Professional Learning in the Learning Profession*" said that improving professional learning for educators is a crucial step in transforming schools and improving academic achievement<sup>41</sup>. In meeting federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching. Teacher should be competent at his academic knowledge in order to make the students understand well about the subject.

Additionally, Ashburn in "*Globalization, Standards and Professionalism in Times of Change*" stated that the professional development of teachers is dependent on a number of circumstances: the length of time they have spent in teaching, their conception of the teacher's role, teachers' educational background, and the context within which they are teaching, including the characteristics of each individual school<sup>42</sup>. From Asburn's explanation it describes that teaching is a complex and demanding professional task. The

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<sup>41</sup> Nicole Richardson, 'Profesional Learning in the Learning Profession', Dallas: National Staff Development Council. 2009

<sup>42</sup> Townsend Tony & Richard Bates "*Globalization, Standards and Professionalism in Times of Change*" Handbook of Teacher Education: pp 405

success of teachers in their work has direct implications for the quality of learning of their students.

In his finding “*Exploring Teacher Competence in Language Teaching*” Richard said that while teaching can be viewed as a type of teacher performance, the goal of teaching is to facilitate student learning<sup>43</sup>. The extent to which the focus of a lesson is teacher rather than learner focused is reflected in the extent to which input from learners directs the shape and direction of the lesson, the quantity of student participation and interaction that occurs, the ability of the teacher to present subject matter from a learner’s perspective, and how the lesson reflects learners’ needs and preferences. Therefore the teacher’s knowledge should be suitable with the lesson.

From the last previous studies above it can be concluded that the majority of the studies focuses on the development of the teaching by teachers who are professional or had the same educational background as the subject which they taught. This research is conducted to research about teaching by teachers who did not have the same educational background as the subject which they taught. It is very important to do this research because there are many teachers especially in central Maluku who teach English subject but they do not come from English education department.

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<sup>43</sup> Jack C. Richards, ‘Exploring Teacher Competence in Language Teaching’, Singapore: University Of Sydney. 2011