CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer wants to mention related literature from any sources which underline the study. It consists of English language teaching, language learning, teaching English as a foreign language in Junior High School, visual aid in English language teaching, media, the roles of media in a teaching learning process, visual aids, the problem in using visual aids and review of previous study.

A. English Language Teaching

In the process of learning in the classroom, both the teacher and the learners use the language to interact with one another. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Brook, who as quoted by Richard, argues that the primarily medium of language is oral. Speech is language, and since many languages do not have a written form, and since we learn to speak before we learn to read or write, it is argued that language is "primarily what is spoken and only secondary what is written".

From the explanation above, it can be concluded that in learning a language, the students must learn the spoken form first and written form later.

¹ Richards (eds), Teacher Learning in Language Teaching (New York: Cambridge University Press)

There are many kinds of methods in language teaching, but there is no best method of teaching or any method that will suit all occasions. In almost every instance, to be maximally successful, the teaching method used should be tailored for the specific teaching-learning situation. A teacher has to use a multi-method in purpose to get good teaching result. Methods cannot be separated from one another, but should be used to supplement each other.

1. Language Learning

Language learning is a process. Brown, states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction². According to this definition, knowledge or skill about language use can be gained by the learners through the study in the classroom or through experience in his life. During the process of learning, there are changes of learners' behavior. They will get the knowledge or skill that they have not had before as the result of learning. Kimbley and Garmezy, as quoted by Brown, states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice³.

The changing of learners' behavior and knowledge will depend on the effort as of both the teacher and the learners. If the teacher uses appropriate methods in teaching, it will be easier for the learners to study the materials. In

² Brown, J. D. Understanding Research in Second Language Learning (Cambridge: CUP, 1988)

^o Ibid. p.153

this case of learning, the learners study the material consciously and practice it in order to get good results.

From the explanation above, it can be inferred that learning is:

- a. Acquiring or getting knowledge;
- b. Getting information or skill;
- c. Involving active and conscious efforts, inside or outside of the classroom;
- d. Relatively permanent, but subject to forgetting
- e. Involving many form of practices, perhaps reinforced practice;
- f. A change in behavior.4

2. Teaching English as a Foreign Language in Junior High School

A lot of people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the junior and senior high school, including the vocational school. And now English is also taught in many elementary schools as a local content.

Teacher has to be able to understand the adolescent student's characteristics and dig their potency through a supportive and constructive way, so that besides achieving the goal of teaching learning process with enthusiasm the learners morally can be good learners.

Based on the reality above, there must be variety in the classroom, such as variety of activity and variety of organization. Based on this

⁴ Ibid.p.155

assumption, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in group.

Brown suggests that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as facilitator should give the facility to the learners in the learning process. He must select the teaching material related to the learners' need, and arrange them from the simple to the complex item⁵. Richards suggest that principles of developing teaching materials are:

- a. Careful selection of what to be taught;
- b. Improving limits on what is to be taught;
- c. Arranging what is to be taught in terms of the four skills;
- d. Grading materials from simple to complex⁶.

A teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages. This is in line with Harmer's opinion that the teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model. Here, the teacher has acquired knowledge about curriculum, teaching methods, subject matter, and child behavior, together

⁵ Brown, J. D. Understanding Research in Second Language Learning (Cambridge: CUP, 1988)

⁶ Richards, J.C. and C. Lockhart. Reflective Teaching in Second Language Classrooms (Cambridge: Cambridge University Press, 1996)

with a wealth of other particular information resulting from the experience of working with students in numerous contexts and different materials⁷.

B. Visual aids in English language teaching

In educational process, a good achievement of study is a hope for all of educator where the students are able to reach an achievement as well as possible. If hope of educator can be reached, it means that the educational process is successful. But the success of the educational process is influenced by some components of education. The aids that help in teaching languages and that can be seen are called 'visual aids'. They provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of teaching. The exact medium of visual aids will be more influence the success of an educational process, beside visual aids will help the teacher in doing their duty.

1. Media

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer that "as a language teacher, we use a variety

⁷ Harmer, Jeremy. The Practice of Language Teaching (Cambridge: Longman, 1998)

⁸Brown, J. W; Lewis, R. B; Harcleroad, F. F. AV. Instruction: Technology, Media and Methods (New York: Mc Grow Hill Company, 1977)

of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity⁹."

According to Gerlach and Elly, a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes¹⁰. In addition, Brown defines media as the tools or the physical things used by a teacher to facilitate the instruction¹¹.

From the definitions above, the writer makes a conclusion that media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

The teachers' creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. According to Gerlach and Elly, to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills¹².

Furthermore, according to Brown, there are six principles of media selection:

⁹ Ibid.p.78

¹⁰ Gerlach, Vernon. S, and Elly, Donald. P. Teaching and Media: A Systematic Approach (New Jersey: Prentice Hall. 1980)

¹¹ Brown. Principle of Language Learning and Teaching (England: Longman, 1977)

¹² Ibid. p.132

a. Content

Do the media have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) that will be given to the students.

b. Purposes

The use of the visual aids should contribute to the teaching and learning process significantly. It means that the media can facilitate the teaching-learning process.

c. Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

d. Circumstance of use

In choosing a visual aid, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether the aid would function effectively in that environment.

e. Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested are similar to the students whom he/she teaches.

f. Validation

A teacher must think whether there are data providing that the

students learnt accurately through the use of aid 13.

From the explanation above, it should be better if the teacher follows all the principles, so that the teaching and learning process can run normally and the goal of the teaching-learning process can be reached.

2. The Roles of Media in a Teaching Learning Process

The use of media in a teaching-learning process is very important.

Locatis and Atkinson cite in Brown that the roles of media or instructional media are:

a. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas, and sporting events in television.

b. To inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

c. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing from a state of poor performance to a state of

¹³ Brown, J. W; Lewis, R. B; Harcleroad, F. F. AV. Instruction: Technology, Media and Methods (New York: Mc Grow Hill Company, 1977)

competence. It includes motion pictures, slides, film strips records and audiotapes 14.

Some factors that should be known about choosing media are:

- The availability of media
- The ability of designer to produce the material that is appropriate with the media
- c. The flexibility
- d. Endurance
- The appropriateness media with the material
- The effectiveness of coast.¹⁵ f.

The media must be based on these terms:

: Based on mind and could be though Rational

: Based on the knowledge and science development b. Scientific

: Based on the available treasure (thrifty) g. Economical

h. Practical : Used in school's practical condition and simple

: Useful for the lesson (used by teacher and student)¹⁶ Functional

Based on this, teacher must have abilities in teaching and using aid properly. It should have several criteria that related with teaching learning process.

¹⁴ Ibid. p.157

¹⁵ Setyosari, Pemanfaatan Media, cet. Ke-1 jilid 1 (Malang: Universitas Negri Malang Press, 2007),

¹⁶ Ibid. p.13

The criteria for selecting media are based on:

- a. Teaching purpose
- b. Teaching material
- c. Available aid
- d. Teaching learning process
- e. Assesment of studying result
- f. Teacher's personality
- g. Student's interest and ability
- h. Teaching learning situation¹⁷

3. Visual Aids

Visual aid is one way to help teaching learning process and will not give other problems. That is why selecting media is very important to be done by considering some of common features of media that is matches with the lesson.

a. The use of visual aids

In educational process, the use of visual aids is able to help the teachers in doing his duty as educator. By using visual aids, the teachers are able to make situation in educational process more variety, interest and clear. Teachers or educators have very important role in educational process, so becoming a good teacher or a good educator is not just able to know the ability of the students. Elections of visual aids have to adapted

¹⁷Ibid. p.12

with material that will be taught, so the students will not misunderstanding or will not be bored during educational process.

Beside of everything above, according to opinion of Brown, using visual aids can help the teacher of foreign language to do these activities:

- Visual aids make class become not boring and the lesson will be more interesting.
- 2) Visual aids can help to move situation that make the meaning of remark be clearer.
- 3) Visual aids can help the teacher to increase his knowledge and prepare the lesson more effective.
- 4) Visual aids can influence the students as well as reading and writing.
- 5) Visual Aids can give information about one of background from the literature about living in foreign country¹⁸.

The teacher should establish written criteria for visual aids. The most basic level good visual aids possess these four characteristics:

1) Organization: The audience must be able to follow our thoughts

2) Simplicity : Visual aids should be simple, no matter how technical the subject

3) Clarity : Use a minimum of words to avoid crowding

4) Legibility : Ensure that your audience can see the message you are

¹⁸Brown, J. W; Lewis, R. B; Harcleroad, F. F. AV. Instruction: Technology, Media and Methods (New York: Mc Grow Hill Company, 1977)

conveying¹⁹

Design issues are paramount in creating effective visual aids.

There are four important design concepts for effective visual aids:

- Make it big : Visual aids must be visible to be effective. Keep your images and fonts as large as practical.
- 2) Keep it simple: Visual aids should be simple and quickly readable.
- 3) Make it clear: Less is better; a simple well designed visual aid is more effective and memorable than a busy visual aid with a lot of data and information.
- 4) Be Consistent: The design should carry over from visual to visual.²⁰ There are four good elements for using visual aids:
- 1) Show size and shape
- 2) Provide a reference
- 3) Simplify the complex
- 4) Overcome time and space²¹

Guidelines for using Visual Aids:

- 1) Use only if necessary
- 2) Make large enough
- 3) Make simple

¹⁹Austin, Mike. "Visual Aids Tips, Tricks and Tid Bits". (www.tuesdaytoasters.org. accessed on February 21, 2009)

²⁰Radel, Jeff. "Four Important Design Concepts for Effective Visual Aids". (www.kumc.edu. accessed on August 3, 2003, 18.35 pm)

²¹Austin, Mike. "Visual Aids Tips, Tricks and Tid Bits". (www.tuesdaytoasters.org. accessed on February 21, 2009)

- 4) Introduce before hand
- 5) Show only when ready
- 6) Put out of sight when finished
- 7) Speak to the audience, not to the visual
- 8) Don't let visuals dominate the speech
- 9) Be careful of visual aids that require cords (don't trip)
- 10) Pie charts show relative portions of a whole
- 11) Bar charts are best for comparisons of magnitudes
- 12) Line graphs are good for showing trends
- 13) Use an average or goal line across charts for quick/easy comparisons
- 14) Color areas of distinction
- 15) Schematic drawings and flow diagrams are good for showing the essential part of an apparatus or equipment and the flow of materials used in a process
- 16) Equations and formulas show reaction, differences in the structure, reaction mechanisms, etc
- 17) Tables require interpretation and are less effective than graphics²²

To understand the impact color makes, just remember the last time you watched a black and white television set.

²² Ibid.p.3

Some good visibility combinations of good visual aids are:

- 1) Black on Yellow
- 2) Green on White
- 3) Blue on White
- 4) White on Blue
- 5) Yellow on Black
- 6) White on Red
- 7) White on Orange
- 8) Red on Yellow
- 9) Green on Red
- 10) Red on Green²³

b. The kinds of Visual Aids

1) Picture

Picture is very good visual aids for the teacher to explain then meaning of words and number and position of something. By the picture, it will be easier for the teacher to deliver the real ideas, for example: someone, building, a panorama, and an incident that they are impossible to bring into the classroom. By watch the presented picture in front of classroom, the students will get certain description really and clearly.

²³ Ibid.p.4

2) Wall Chart

Wall chart is one of visual aids. It is hung picture on the classroom wall. If needed, it may be hung on the blackboard. Wall chart is not chain of stories, but just the classified picture according to kinds of them, such as group of the picture about everything in or surrounding, group singular and plural picture and the else picture and the else picture. This tool, very useful for train to mastery vocabulary, make sentence etc.

3) Flash chard

Flash card is one of visual aids. They are card by size 15 x 20 cm. These cards usually made from thick paper, the numbers of flash card based on the teacher's creativity. Kinds of the flash cards such as: flash card time, flash card people, flash card place, etc. To use the flash chard is by turning the front side to the back side or turning the back side to the front side. The backside flash card is written according to the picture on the front side of flash card, in order that the teacher does not always see the picture on the front side of the flash card.

4) Black Board

Black board is the most traditional and the most flexible visual aids. The meaning of flexible is it can be used many times and for many different materials of the lesson. Beside for writing, black board

can be used for make picture, schema, diagram, vocabulary, divination, announcement, etc. The function and usage of the blackboard is depending on creativity of the teacher. Without teacher creativity, blackboard has no meaning, and it is only nothing²⁴.

c. The advantages of visual aids

- It helps the pupil in understanding languages by bringing him in direct contact with objects and things, by bringing the distant things near and by bringing the world into the classroom.
- 2) Audio-visual aids promote remembering by involving many senses of the learners, arousing their curiosity, making use of pictorial content and providing variety in teaching.
- 3) They make teaching effective by creating situations for presentation and practice of language items and reducing dependence on the mother tongue.
- 4) They help in formation of language habits by drill, repetition and constant practice.
- 5) They increase the pupil's experience of language by providing rich variety and better quality.
- 6) They promote teacher's efficiency by saving time and energy.

²⁴Jaylopez. "Advantages of Visual Aids". (<u>www.getahead-direct.com</u>. accessed on October 5, 2007, 9.26 am)

The advantages and disadvantages of wall chart:

- 1) The advantages: simple, easy to use, can be prepared, can be annotated via discussion and inexpensive.
- The disadvantages: visibility can be a problem, low impact, takes time to annotate and easily damaged.²⁶

4. Problems in using visual aids

Common Problems with Visual Aids:

a. Visual aids were too small or hard to see.

Use 3-5 fonts of letter or an 18-point font on overheads/ slide ware.

b. Visual aids failed to serve the intended purpose.

Putting up a visual aid that doesn't waste a time! If a visual aid is not mentioned, you do not need it.

c. Additional visual aids would have helped.

Do not skimp. If it takes three visual aids to illustrate your point, then, make them. Do not make 30, however.

d. The visual aid was really just an object of discussion and not a visual aid.

They are supposed to aid or enhance a presentation, not just be there to be pointed at or touched unless some point in the speech is facilitated by this.

²⁶Jaylopez. "Advantages of Visual Aids". (<u>www.getahead-direct.com</u>. accessed on October 5, 2007, 9.26 am)

e. The subject was too complex for the time frame.

The more complicated a visual aid is, the less useful it is likely to be. Listeners often are not given time to study complex relationships, charts, or diagrams. If you give out a handout or have a complicated visual aid, your audience will scrutinize the document and try to understand the visual aid rather than your message. Spend some time explaining the material.

f. Subject treated with haste.

Do not assume that your visual aid speaks for itself. Although it should, you still need to discuss/explain your point. Again, if there is no need to refer to the visual aids directly, you probably did not need the visual aids at all.

g. Visual aid not used to its fullest potential.

Do not create visual aids just to have them. Use them to enhance what you are saying.

h. More practice needed with visual aid.

Many people do not practice with their actual visual aids before giving a speech. Inevitably, you will wind up fumbling with your visual aids, trying to get them to stand up, having difficulty using the overhead, etc. if you do not practice using visual aids before the speech.

i. Visual aid was cheesy or not useful as an attention-getter.

Make effort to create visual aids as 'high-quality' as possible! High quality does not mean expensive but it means that you took some time drafting or lettering your visual aid. Graphics that are cheesy, rushed, or obviously 'whipped out at the last-minute' only damage your credibility²⁷.

C. Review of Previous Study

As her previous study, the researcher will take Sri Wahyuni thesis 'The problem of using audiovisual aids in teaching English at SMU Shalahudin Malang'. The statements of this study are to know the use of audiovisual aids in teaching English, teacher's problem in using audiovisual aids and how the teacher solve those problems²⁸. Besides, she will also take Nugrahenny T. Zacharias 'A survey of tertiary teachers' beliefs about English language teaching in Indonesia with regard to the role of English as a global language'. By the statement of this study, the researcher hoped that the findings will provide insights into the belief system of teachers of English in Indonesia in order to gain some indication as to know what extent there is awareness of the role of English as a world language and how such an awareness affects their teaching²⁹.

²⁸ Wahyuni, Sri: "The problem of using audiovisual aids in teaching English at SMU Shalahudin Malang S1 Unpublished thesis" (UMM, 2006)

²⁹ T. Zacharias, Nugrahenny: "A survey of tertiary teachers' beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language MA-ELT THESIS Unpublished thesis" (Institute for English Language Education. Assumption University of Thailand, 2003)