

Chapter Two

Literature Review

This chapter will examine several literature sources that relates to the research topic and title. All of the theories mentioned are used in this chapter two to support the research. This chapter will cover the teachers' teaching methods that consist of the methodologies to teach English and the different kinds of English teaching methods, as well as students' participation including the definition of students' participation and factors that influence students' participation. This chapter will also discuss about related studies, conceptual framework, and hypothesis.

Methodologies to teach English

In this part the researcher will explain about the definition of method and the kinds of teaching methods. There will be five teaching method which will be discuss in this chapter. The implementation teaching methods would also be discussed in this chapter.

Definition of method. Language teaching is not as simple as people usually think. Language teaching needs a lot of consideration before the teachers decide to teach. Every kind of teaching should have their own consideration because teachers have a huge responsibility to make the students that they teach understand every kind of material that the teacher delivers in the classroom. Another thing that teachers should understand is the teaching method. English teaching has its own methods when the teachers want to teach certain materials in

the classroom. Anthony stated that "Method was defined as an overall plan for systematic presentation of language based on a selected approach" (p.15).

Another definition is based on Boumová (2008) who clarifies that "Webster's Third New International Dictionary (1986) often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules"" (p.8) which means that teaching method was more likely a guidance for teachers during teaching in the classroom. Based on Nunan (2003) "language teaching method is a single set of procedures which teachers are to follow in the classroom" (p.5). Method sets up everything in the classroom from the beginning until the teachers reach the goal that the teachers already planned for the students. Teaching method, especially in teaching the English language, has several methods that already exist which in this research will be discussed one by one.

Kinds of methods to teach English

In this part the researcher will explain about the kinds of teaching methods. There will be five teaching method which will be discuss in this chapter. Grammar translation method, the direct method, the audio-lingual method, task based learning and the last is communicative language teaching.

Grammar Translation Method. Based on Shaikh (2013) this method is known as one of the oldest and most traditional method that has existed as a method of teaching English. Grammar translation method had a goal to make students make proper use of grammar in writing. Zainudin, Yahya and Morales

(2011) clarifies that Grammar Translation Method is a method of language teaching that emphasizes grammar rules and one-to-one vocabulary translation. Based on this explanation the researcher can conclude that in this method teachers will ask the students to learn deeply about grammar and ask the students to memorize more about grammar and vocabulary.

The Direct Method. According to Andriyani (2015) the definition of the Direct Method is "radical change from GTM by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique" (p. 33). Direct Method is a method that became famous when students failed to have a good communicative skill using The Grammar Translation Method. In this method, teachers are more focused on speaking and listening. Teachers and students have more interaction in teaching and learning process because the teachers will use media to support the learning process. Zainudin, Yahya and Morales (2011) explain that this method have a five-process strategy in the teaching and learning process by using the flashcard or picture which is "Show, Say, Try. Mold and Repeat."

The Audio-Lingual Method. The Audio-Lingual Method is similar to the direct method. Shaikh (2013) said that the audio-lingual method has a specific way to teach which he identifies as "Repetition, Inflection, Replacement and Restatement" (p.980). In this method teachers believe that practicing a lot with the dialogues would improve speaking proficiency.

Task-based Learning. This method encourages meaningful communication and it is good for student-centered learning. Shaikh (2013) stated that this method is good to improve students' critical thinking, creativity and spontaneity skills. In this method, the teacher will divide the students into several groups and give them the same task and see how they progress with the task. After that the students are given the opportunity to share what they found out and discuss it with friends. It is good for tightening relations and fostering teamwork with friends in the classroom.

Communicative Language Teaching. In this method, the teacher's role is to establish a situation to promote communication. Students interact a great deal with one another in a certain context. Shaikh (2013) said that "The purpose of this communicative method of teaching is to make students speak confidently, apt to a given situation rather than just mastering the language forms." (p.982). Usually, teachers will place the student in certain situations in a group and ask the student to handle that situation correctly, using English as a bridge to communicate with each other. Communicative approach focuses on the significance of language functions because the learner needs to understand the meaning and function of the language.

Implementation of Teaching Methods

In this part the researcher will explain about the definition of implementation teaching methods. The definition of implementation comes from several expert statements about implementation. Steps that teachers should know about implementation will also discuss in this part.

Definition of Implementation. According to Albers and Pattuwage (2017), "*Implementation* is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practice into real-world service settings within." (p.21). Albers and Pattuwage (2017) stated that there are 4 steps that teachers need to know about implementation, which is exploration, preparation, implementation and sustainment. Teachers need to explore what students need and customize teaching methods with materials that teachers will teach also preparing the necessities and tools that will be used while teaching in the classroom, after all that, the teacher will find it easier to implement teaching methods. It is supported by the statement of Ganyaupfu (2013) who said that "teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes."

Student classroom participation

In this part the researcher will discuss about the definition of students' classroom participation. The definition about students' classroom participation comes from several expert opinions. The last thing that would also be discussed in this part is factors that influence students' classroom participation.

Definition of students' classroom participation. One of the interesting challenges as English teachers is to integrate students' participation in the classroom, because it is important to have students participate in the learning and teaching process. According to Collins English Dictionary (2009), the definition of students' classroom participations is "the extent to which students participate or involve themselves in a class, course, and etcetera". Zolten and Long (2006)

stated that paying attention to the teacher, being on task, having discussions with friends, asking questions and responding to the question are considered as classroom participation. Another definition of students' classroom participation came from Auster and Macrone (1994) who said that the definition of students' classroom participation is activities that consist of asking and answering questions, and participating in discussions or debates in the classroom. Dancer and Kamvounias (2005) said that participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance. In general, students' participation means activities where the students perform discussions and make interactions with friends and teachers during teaching and learning in the classroom.

Factors influencing students' participation. There are a variety of factors that make students afraid to participate in the classroom. Lim (As cited in Devid 2008) stated that most English students do not want to participate in the classroom because they are afraid to make mistakes during speaking using English. Another reason according to Lizzaraga (2014) is that a student does not want to participate in the classroom if the teachers have boring explanation methods and do not make a good atmosphere in the classroom. A high students' participation level is suggested and the factors that influence students' participation can vary during the teaching and learning process. Ramsden (As cited Kumar 2007) stated that the teacher is included as a factor that influence students' participation in the classroom and the students that actively participate and be involved in a small group discussions are more likely to understand the

material than if the teachers explain and present it to the students and only let the students sit down and pay attention. Involving students in the learning and teaching process is good to make students understand the material because they are involved.

Mustapha, Rahman, and Yunus (2010) stated that factors that encourage students' participation in the classroom include "interesting topics and fun activities as the third most influential factor in determining their level of participation in class" (p. 1081). One of participants in their research explained that a fun activity here means "activities like role play. In one role-play, we were asked to pretend that we were reporters at a press release. We had so much fun. All of us participated. We asked lots of questions. I like that kind of a class. Fun activities make students feel excited about participating!" (p.1081-1082). Role play is one of the activities from a teaching method called the Audio-lingual method. Andriyani (2015) said that the main purpose of the Audio-lingual method is to master the English language verbally so that students are able to communicate fluently using English. To achieve this goal, students are given a training to understand words and sentences with the meaning.

Related Studies

In this part the researcher will describe several studies that review the 2 variables that the researcher will focus on in this research. The first is teaching method and the second is students' participations. The first study was written by Anateneh (2014) with the title "Students' classroom participation in English language teaching: The case of Gozamen General Secondary School in Grade

10A". Based on the result of interview with a teacher, the teacher said that students' participation in her class was really a problem. The teacher said that poor participation influence her a lot because poor students' participation means that the students do not understand about the lesson, so that the teachers had to repeat the same lesson the next day. There are some factors that influence students' participation, first is because the students are very poor in English, sometimes the teaching method can be a problem too. Another result of the interview came from the students, the students said the reason why they did not participate in the lesson was because they were hungry and their parents did not provide food before they come to the school. However, they enjoyed looking at nice and interesting pictures and also listening to nice stories in the classroom. The final problem solving or action plan that the writer did to solve the problem was try to include lots of activities in the lessons so that the students are able to actively involve themselves in the lesson. Role play and making drama was included in the activities. The use of pair work and group work are conducted so that the students can share ideas to the other friends. Teachers should use more visual aids and show the student more interesting pictures that are linked to the topic.

There are similarities between the research of Anateneh (2014) and this research. Both explain about students' participation such as what influences it and how to solve student participation problems in the classroom. There are differences between both researchers. The first research used interviewing as a method to find the solution while this research will use questionnaire as an instrument to achieve the result.

The second study was written by Anburaj, Christopher, and Ming (2014) titled "Innovated of teaching English language". This study discussed about the current English teaching method's problems and the variety of methods to teach English. Mostly, the English language is taught in an orthodox method, where the children are required to speak and understand the meaning of a word before they can write it. When the teacher uses this orthodox method to teach the students, most students feel bored and lose their interest in learning the English language. Now, there are many activities that teachers can use to teach English and make the lesson more interesting, such as teaching through conversations and role play, teaching through games, word games, competitions like debates and speech competitions, and using technology or multimedia such as songs, movies, magazines, newspaper, and etcetera. Innovative methods help bring a change to the classroom environment. It can also help the students learn faster in an interesting and interactive manner. It is suggested for teachers to leave the traditional methods and make way for a better and new method that is more interesting for the students that will benefit them in the learning process.

The study and this research both explain about the teaching method and how to make students understand the material by choosing appropriate and interesting activities in the classroom. The difference between both studies is that the first study only focuses and explains about the up-to-date teaching method, while this research have 2 variables that the researcher focus on, which are teaching methods and students' participation.

The last research comes from Ganyaupfu (2013) with the title "Teaching Method and Students' Academic Performance". This study discusses about the application or implementation of teaching methods that influence students' academic performance in the classroom. Ganyaupfu (2013) stated that "teachers should apply the appropriate teaching methods that best suit specific objectives and level exit outcomes." Poor knowledge about teaching method will lead the teacher to implement teaching method ineffectively and give impact to the learners. According to the result of this research, the writer found that by applying students-centered learning in the teaching and learning process is the most effective method that produces best students' results in academic performance. In conclusion, by doing investigation, formulation, reasoning and using appropriate teaching method, teachers should realize that it will become more effective if the students are involved to perform rather than just asked to listen and remember the materials.

There are similarities and difference between that research and this research. Both researches discuss about some of teaching methods that can influence students' academic performance but this research mainly focuses on students' participation. This research uses correlational design while Ganyaupfu's (2013) research uses an experimental study. Both researches have similarities such as the variables, teaching methods and students.

Conceptual Framework

Based on literature review, teaching methods should be chosen with some considerations which mean that teachers cannot use it randomly because one teaching method cannot always be applied for the same skills. There are four skills in learning English: speaking, listening, reading and writing, and every skill have its own teaching method. Every teaching method have their own purpose and goal for every skill. Choosing the inappropriate teaching method will influence the students' understanding and participation. If the teachers choose the teaching method that is suitable for the students which also relates with the skills, it will help the students understand the lesson and will motivate them to participate actively in the classroom.

Students' participation in the classroom is suggested, because it can be one of the ways to see how successful the teacher is when teaching in the classroom. An active student in the classroom means that the lesson is interesting and the teaching method involves teachers providing activities for the students. There are lots of factors that influence students' participation including varying the activity in the classroom. If the teachers give more opportunity for the students to speak up and discuss with friends, it will make the students feel more involved in learning, which means that it is good for them. Students who are involved directly in the learning and teaching process will have a deeper understanding about the lesson and will memorize it for a long time.

From the explanation mentioned, the researcher can conclude that teaching method and students' participation have an influence and a good effect in the teaching and learning process. It can be seen in the following diagram:

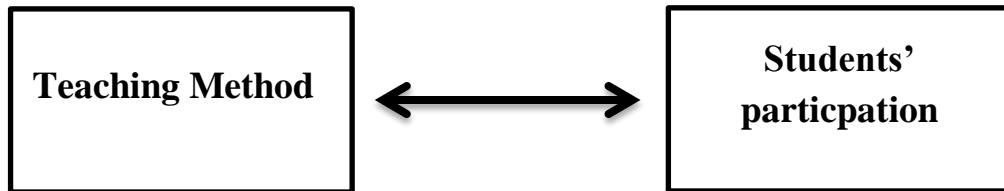


Table 2.1 Conceptual Framework of research

Hypothesis of the Study

In this study, the hypothesis is alternative hypothesis (H_a). The Hypothesis alternative is elaborated below:

H_a : There is a significant correlation between Teachers' Teaching Methods and Students' Classroom Participation in the Process of English Learning at the English Education Department of a Private University in Yogyakarta