CHAPTER 2

THEORETICAL FRAMEWORK

2.1 The Importance of Teacher in Learning Process

In a learning process, a teacher should understand teaching well. Merriam Webster's Collegiate Dictionary stated several meanings of *teach* as listed below:

1.a. to cause to know something <*taught* them a trade>
  b. to cause to know how <is *teaching* me to drive>
  c. to accustom to some action or attitude <*teach* students to think for themselves>
  d. to cause to know the disagreeable consequences of some action <I'll *teach* you to come home late>
2. to guide the studies of
3. to impart the knowledge of <*teach* algebra>
4.a. to instruct by precept, example, or experience
  b. to make known and accepted <experience *teaches* us our limitations>
5. to conduct instruction regularly in <*teach* school>

(2003, p.1281)

By looking at the above criteria, it can be inferred how important teacher is. A teacher should contribute knowledge and skills to learners so that they increase their qualities and intelligence. Therefore, a teacher is identified as an important aspect in learning process.

As quoted in Harmer (2001), Cambridge International Dictionary of English defines *teaching* as 'an action 'to give' (someone) knowledge or to instruct or train (someone)' (p.56). Harmer (2001) also quotes from Longman Dictionary that *teaching*

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means 'to show somebody how to do something' or 'to change somebody's ideas' (p.56).

Moreover, is the process of teaching, how one teaches is said to confidentially a matter of personality, as mentioned, "...in the main, your style of teaching will depend on the sort of person you are." (Gower & Waltres, 1983 in Wright, 1987. P.60).

Furthermore, Hill and Dobbyn (1982, in Wright, 1987, p.60) stated,

> ... some people are born teachers, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not born teacher can improve a lot by learning to smile, to be enthusiastic and patient, and to be constantly looking for new ways of getting his message across his pupils.

From the above quotation, it is believed that there are people that have talents to teach since they are born. These people have all that are needed to be great teachers. However, some who are not born with talents to teach can certainly learn to be great teacher who can convey their lessons well to the students.

Although teaching style is much depended on one's natural approach, teaching can also be considered as a learned activity. In addition to this, Herbert Kohl (2006) stated,

> The desire to teach and the ability to teach well are not the same thing. With a rarest of exceptions, one has to learn how to become a better teacher.
>
> (http://faculty.ntcc.edu/apt/module4.html)

In the other words, to be a qualified teacher, someone should have a desire and ability. It is not just a matter of a given ability or talent. In addition, desire and ability cannot be separated because they are completing each other. For example, someone can think that he/she is not born to be a teacher, but he/she has a desire to "pass knowledge and skills" (Kohl, 2006, http://faculty.ntcc.edu/apt/module4.html) to others, then he/she could be a good teacher if he/she tries to improve him/herself.

Research by Barnes on *Learning Centered* (1967) and *Communication to Curriculum* (1976) in Wright (1987) identifies two basic types of teacher: *transmission* teachers and *interpretation* teachers, Barnes (1976) in Wright (1987, p.63) states,

> A transmission teacher will need to maintain a high degree of control over his learners in order to create the condition under which the discipline can be taught. A teacher of this type will reward contributions from the learners that he approves of within the bounds set by the discipline of, say, maths of history. Learners must conform or fail. The "subject" is central and the teacher embodies the subject, almost as a protector of the body of knowledge that he is teaching. Results in examinations are the criterion of the teacher's success.

A *transmission* teacher is a high-discipline person that wants his/her students to exactly follow his/her rules. The transmission teacher takes fully control of what happens in his/her class. If a student does not follow his/her rules, the student will fall in his/her class. For the transmission teacher, good results of students' exams are his/her success.

Barnes (1976) in Wright (1987, p.63) also states,

> An interpretation teacher would prefer to disperse responsibility for learning among the learners. Control is maintained by persuasion and appeal to the better judgment of the learners. The teacher's position is, in terms of the amount of control he exerts over the learners, weaker than that of the transmission teacher. Learners develop their knowledge of the subject and also refine their personalities. Understanding is the criterion of the teacher's success.

As interpretation teacher does not exercise much control over the students as a transmission. The teacher also wants students to take part in responsibility for the learning process. The students do not have to exactly follow what the teacher wants so that the students will not just get knowledge from the teacher but also they can develop their personalities. The most important thing that becomes a criterion for an interpretation teacher is the students' understanding of the subject.

Furthermore, a teacher's perception determines his/her ways of teaching. Harmer (2001) mentions some of the examples of teachers' perceptions about their jobs. One teacher says that being teachers are like being gardeners 'because we plant the seeds and then watch them grow' or like being 'orchestral conductors ' because I direct conversation and set the pace and tone" (Harmer, 2001), p.56). A teacher that has a perception that teaching is like being a gardener is likely to give contributions to students so that the teacher can see the progress of the students. On the other hand, a teacher that thinks teaching is like conducting an orchestra is likely to guide students to enlarge their own ability for better improvement.

Therefore, it is important to see the roles of teacher in a learning process. Equally, it is also essential to find out in what situation the teacher does the roles.

2.1.1. The Roles of Teacher

The importance of teacher in learning can be seen on the roles of the teacher. Harmer (2001) states that the roles of teacher consist of 8 types (p.57), as listed below:

2.1.1.1. Controller

According to Harmer (2001),

> Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

(p.58)

A teacher as a controller directly connects with the students when the teaching process is taken place. While the teacher is acted as a controller, he/she is likely to stand at the front of the class to teach the students as if he/she is the center of learning. From the front of the class, he/she takes control in giving announcements, explanations, orders, questions and answers session (Harmer, 2001:58). It means a teacher, while holding role as a controller is supposed to take control of the whole activities in the classroom.

2.1.1.2. Organizer

Harmer (2001) states that teachers perform an important role when organize students in doing various activities. While being organizers, teachers ensure the smooth flow of the learning process. Some examples of the activities that teachers do while being organizers are:

> Giving the students information, telling students how they are going to do the activity . . . and finally closing things down when it is time to stop.
>
> (Harmer, 2001:58).

Barnes (1967, 1976) in Wright (1987) adds, "The teacher organizes classroom activities, sets up learning tasks and assists the learners in doing these activities" (p.60). Some other activities that need the teachers' role as organizers are: arranging learning tasks and helping students in the learning activities.

The first thing teachers need to do when organizing activity is 'to get students involved, engaged and ready' (Harmer, 2001:58). To involve students in the learning process means teachers attract students' attention. To engage the students in the activity means teachers should make them participate in the activity so that they are ready for the upcoming activity.

2.1.1.3. Assessor

Harmer (2001) states that teachers act as assessors when offering feedback and correction and grading students in various ways, which is important because teachers help the students in correcting mistakes and showing the right answer (p.60).

Barnes (1967, 1976) in Wright (1987) adds, "The teacher judges whether learners' contributions to the teaching/learning process are valid, relevant, and correct" (p.60). Teachers as assessors evaluate the students' works. For instance, when students say a sentence in English incorrectly, the English teacher corrects the students' mistake by telling them the correct sentence. So it is not an easy work for being assessors because teachers should be fair and honest so students can improve themselves through feedback and correction given. However, being an assessor is important because students need feedback to confirm their learning correctly.

2.1.1.4. Prompter

Harmer (2001) states that teachers act as prompters when encourage students who are having difficulty to say what they mean because they are still lacking of vocabulary (p.60). Therefore, teachers can be a prompter by occasionally tell the right words or phrases, especially when students start to speak in their mother tongue.

For example, if the students are young children, most of them have not known many vocabularies. In this case, a student may want to tell something to the teacher, but, in the middle at the sentence he/she changes his/her language because he/she doesn't

know how to express the message. The teacher could help the students not by providing the whole sentence, but only focus on the word needed.

2.1.1.5. Participant

Harmer states (2001) that in traditional picture, teachers are a person who 'stand back' from the activity, such as: in role play or making activities, get students on with the activities and offer feedback or correct mistakes after the activities (p.60). This traditional picture shows that teachers are not participating in the activities. Teachers only watch the students while they are doing the activities. All activities are fully done by the students.

However, Harmer (2001) adds that sometimes a teacher might want to join in an activity not as a teacher, but as a participant (p.60). It means a teacher takes part in students' activities. By being a participant, the teacher limits himself/herself so that the teacher is not being a centre of knowledge. The teacher gives an opportunity to the students in doing their activities independently because there is no teacher as a leader.

2.1.1.6. Resource

Harmer (2001) states that teachers act as resources when teachers provide some information and materials needed for the students (p.61). For instance, a student asks his/her teacher about 'What's the meaning of X/Y?' then, the teacher gives the information needed. It seems that the teacher spoon-feeds the students rather than has the students think by themselves.

Barnes (1967, 1976) in Wright (1987) adds, "The Teacher is a resource of knowledge about the subject and also how to acquire it" (p.60). The teacher is looking for materials needed and is thinking the way of applying the materials.

2.1.1.7. Tutor

According to Harmer (2001),

> When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking.
>
> (p.62)

A teacher acts as a tutor in dealing with the longer projects in any kind of activity, such as individual work or small group. The teacher guides the students to give them more information that they haven't known during the activities done. Harmer (2001) adds that by tutoring a teacher can give students a lot more personal contact so the students can feel supported and helped and can enhance the atmosphere of the class too (p.62). Support and help are really important because they can increase the students' desire of learning. Furthermore, if the students are ready, automatically, the classroom atmosphere will support the activity.

2.1.1.8. Observer

Harmer (2001) states that teachers act as observers when teachers are watching, listening, and absorbing situation during the learning process (p.62).

Teachers' action as observers not only focuses on the classroom activity, but also the students' feelings and reactions in the classroom.

According to Harmer,

> They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.

(p.62)

While observing, teachers decide the useful materials and activities in purpose to create a better learning in the future.

As a comparison, teacher roles are categorized differentially by different reference. http://www.onlinetefl.com/ also adds some roles of teacher, such as: coach, facilitator, and counselor. http://www.onlinetefl.com/ states that a teacher acts as a coach when he or she encourages students to actively join the classroom activities. A coach has responsible in motivate the students to be active, so the classroom activities will be more lively.

However, teacher acts a facilitator when the teacher focuses on encouraging students' communication (http://www.onlinetefl.com/). This means that teacher wants every student in the class to speak up. The teacher tries to facilitate the communication between one another.

On the other hand, when a teacher helps the student who has a language learning problem, it means teacher is acting as a counselor (http://www.onlinetefl.com/).

Sometimes, the student is likely to have difficulty in producing a language, so that in this situation the teacher plays his/her role as a counselor to give a solution.

2.1.2. The Effective Teacher

The teacher's function is not only pouring the knowledge to the students, but also creating the learning atmosphere in a classroom. According to Scrivener (1994, pp.7-8), there are many factors in a teacher that might affect the learning atmosphere in a classroom, such as: really listens to the students, shows respect, gives clear and positive feedback, such as empathizing with students' problems.

Carl Rogers in Scrivener (1994) suggests three core teacher characteristics that can create an effective learning environment: 'respect': a positive and non-judgmental regard for another person, 'empathy': being able to see things from the other person's perspective, and 'authenticity': being oneself without hiding behind job titles, roles or masks.

Furthermore, Carl Rogers has another opinion of creating an effective learning environment by seeing from physiology point of view. Firstly, by seeing respectful, it means that the teacher doesn't under-estimate the students. The teacher can appreciate the students as precious human. Secondly, by showing empathy means the teacher is not an authoritative person because he/she wants to know more about the students, such as: thief feelings, their opinion, and their point of view. Thirdly, a teacher is authentic if

he/she can be honest of her/him. The teacher just acts as the way they are. The teacher doesn't pretend to be other people.

2.2 Instruction

2.2.1. The Definition of Instruction

In learning process, instruction in one of the important aspects in creating effectiveness of learning.

(http://www.brainyquote.com/words/in/instruction179330.html) stated,

> Instruction refers to the act of instructing, teaching, or furnishing with knowledge; information.

Instruction takes a big part in learning process because it is used for giving information to someone by directing he/she through command and explanation, for example: how to act and behave and how to complete the task. Instruction can be used in any situation of learning. Overall, instruction can influence a learning process. That is why a teacher should have an understanding about types of instruction and instruction techniques.

2.2.2. The Types of Instruction

There are two types of instruction: *direct instruction* and *indirect instruction.*

2.2.2.1. Direct instruction

The instruction is an old style of giving instruction which is done by the teacher as the source of information about what to do.

According to Arends (2007),

> Direct instruction is a teacher-centered model that has five steps: establishing set, explanation and demonstration, guided practice, feedback, and extended practice.
>
> (p.289)

Furthermore, a teacher has the steps to give direct instruction. Firstly, the teacher plans about what he/she is going to say. Secondly, give an explanation so the students get clear idea about the instruction. After explaining, the teacher shows an example beforehand by demonstration. Thirdly, guide the students while practicing, and then give the students feedback. Finally, give time to finish practicing.

> Arends (2007) says that direct instruction can be described in terms of three features:
>
> 1. The type of learner outcomes it produces (p.287)
> 2. Its syntax or overall flow of instructional activities (p.287)
> 3. Its learning environment (p.287)

It is mentioned that direct instruction is efficient in quickly providing information to the students. By giving direct instruction, a teacher can save his/her time because the instruction is given by demonstration so the students will get clearer idea

about what to do rather than have the students read and try to understand the instruction without an example.

2.2.2.2. Indirect Instruction

It is stated that indirect instruction is mainly student-centered instruction technique.

(http://www.saskschools.ca/curr_content/hutt/strateg/indexpl.htm)

The instruction is focused on the students to provide the information by their own. The students according to Martin (1984) in:

(http://www.saskschools.ca/curr_content/hutt/strateg/indexpl.htm) stated,

> In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunities for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry.

Moreover, in giving indirect instruction, it means that a teacher only gives a help when is needed, for instance, to create the classroom environment, to encourage students with the activity, to check and to response the students. Here, the students act as the subjects of learning. On the other hand, the teacher acts as the objects to facilitate the students in doing their activity.

2.2.3. Techniques of Instruction

To give an instruction a teacher can use several techniques as listed below:

2.2.3.1. Demonstration

A demonstration of what is to happen is an important tool in instruction (Harmer 2001, p.59). A teacher can demonstrate what to do to the students. Harmer (2001) also stated, "Demonstration is almost always appropriate and will almost always ensure that students have a better grasp of what they are supposed to do than instructions can on their own" (p.59).

When a teacher demonstrates, it means the teacher shows the way of what they are supposed to do. By looking at an example, the students will get clearer idea of the activities. If the teacher only let the students to read and hear the instruction, the students will get confuse and do nothing because they do not understand.

2.2.3.2. Gestures

Gestures are non-verbal instructions. Walz (1982) stated that by using gestures, a teacher has a great advantage because there is no additional verbal input to confuse the students. Gestures often take less time then verbal instruction (p.22).

A teacher can send a message to the students by using gestures. By looking at the teacher's gesture, the students can understand the message, although the teacher

says nothing. It also will reduce the Teacher Talking Time (TTT), so the students can maximize the time to do the activity.

There are several gestures that useful for instructing the students, for example:

- Do – Don't. Nodding or shaking the head will get students may do or may not do something.

- Be quiet. Putting the forefinger on lip.

2.2.3.3. Repetition

Repetition is an effective way to make the students remember the instruction. (http://webster-dictionary.net/definition/Repetition) stated the definition of repetition is the act of repeating; a doing or saying again; iteration. The instruction will be instantly remembered if it is repeated many times.

2.2.3.4. Elicitation

Scrivener (1994) stated that elicitation is a technique that the students are drawing out information, language, ideas, and feelings, by themselves, rather than having the teacher gives them (p.99).

While eliciting, the students cannot count on teacher's words. The students should creatively express their feeling, opinion, and language by their own. Scrivener (1994) also adds,

> With this technique there is a reduction in unnecessary teacher
> talk and maximization of student talk

<div align="right">(p.100)</div>

When a teacher uses elicitation, the students take part actively learning process. The students are given a chance to use Student Talking Time (STT), whereas, the Teacher Talking Time (TTT) is reduced. The students take opportunity to speak up and to give information. On the other hand, the teacher reduces his/her talking time, so teacher does not dominate the conversation. Other words, the teacher does not say too much word. Furthermore, the teacher is getting more information rather than giving information.

For example:

> Teacher: (Showing a picture of star (★))
>
> Student: Star

2.2.4. The Effects of Unclear Instruction

It will be very crucial if the students do not understand what to do. There must be a reason that causes this problem. Scrivener (1994, p.98) says, "An essentially simple activity can become impossible not because the student could not do it, but because they did not understand what to do".

It is often happened that students make mistakes in doing an activity. However, a teacher should realize what caused of the mistakes, whether it is really caused by

students' ability or unclear instruction. A teacher cannot deny that sometimes the activity cannot be done well because the students do not know what is required.

This factor automatically can affect the learning process. The effects of unclear instructions such as:

- Students are distracted from the language point they are supposed to be practicing (Scrivener, 1994:97)

  For example: There are a number of teachers who like to give instructions for activities in English, but it is often problematic because of the quantity and over-complexity of language used. (Scrivener, 1994, p.97)

- A lot of times are wasted.

  For example: when there is a problem with comprehension, the teacher should stop the activity and re-explain the instruction.

2.3 Task

2.3.1 The Definition of Task

Task is very important to test students' capability in receiving the lesson.

According to Skehan (1996b),

> Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. That's why task-based instruction takes a fairly strong view of communicative language teaching

(p.20)

Tasks are given to show how far the message delivery is received by the students. The teacher is said successful if the students can do the tasks and get good result. The students' outcome during learning process can be seen from their task.

The students' improvement is shown by seeing how well the students can do the task. That's way; task is an important to link the students with a learning process.

2.3.2. Task-Based Teaching

Richards & Renandya (2002) states,

> The use of tasks that server to facilitate meaningful communication and interaction lies at the heart of various proposals for "task-based instruction." which is an attempt to apply principles from second language acquisition research to language teaching

(p.93)

Task based language teaching uses task as the way to teach second language to students. Communication and interaction between a teacher and students in the classroom is built using task.

Teacher uses instruction to explain the task to the students so that the students are clear about the learning activity and its purpose. Then, during the instruction, the teacher interacts with the students to know their progress while doing the task. Therefore, task based instruction become an important key in task based language teaching.